University of Florida
College of Public Health & Health Professions Syllabus
PHC 6937: Introduction to Public Health: 3-Credit Course
Summer 2023
Delivery Format: Online, e-Learning in Canvas

Instructor: **Rebecca J. Austin-Datta, BSc, MS, MPH, MRSC**

Epidemiology Doctoral Student | Instructor
College of Public Health and Health Professions | College of Medicine

Email Address: rebeccajane@ufl.edu ***with PHC6937-3C in the subject line***

Office Hours via Zoom Meeting:

Wednesdays 5:00 PM - 6:00 PM Eastern Daylight Time, throughout Summer Semester 2023.
Zoom link: https://ufl.zoom.us/j/95042190247?pwd=bEpKT205azZaK29uMU1lTW9UenFWUT09
I will also be available by appointment (Zoom, no in-person office hours at this time).

Preferred Course Communications (e.g., email vs. Canvas message):

- ***Canvas = fastest response,*** *or* **UF email **with PHC6937-3C in the subject line****
- *Please use the message function within Canvas, if possible, thank you.*
- Emails/Canvas messages received on Monday-Thursday can expect a response within 24 to 48 hours. If I have not responded within two days, please contact me again. Your message is important to me, but it may have been overlooked. Emails/Canvas messages received during the weekend or after 5pm on Friday will be answered by 2pm on the following Monday.

Prerequisites: **None**

PURPOSE AND OUTCOME

Course Overview
The purpose of this course is to provide a broad introduction to public health, foundation in core public health knowledge, and impart an understanding about how the health professions and specialized health research contribute to achieving the goals of public health.

The course is designed for students in the following programs of the College of Public Health and Health Professions:

- MA with a major in Communication Sciences and Disorders
- Master of Health Administration, MS programs in Biostatistics and Epidemiology
- Master of Health Science in Environmental and Global Health: One Health
- Doctor of Audiology (campus and distance programs)
- Doctor of Physical Therapy
- PhD programs in Biostatistics, Clinical and Health Psychology, Epidemiology, Health Services Research, and Rehabilitation Science

Relation to Program Outcomes

Students pursuing degrees within the UF College of Public Health and Health Professions must be grounded in foundational public health knowledge. A public health orientation is provided via this three-credit equivalent course designed for students in graduate professional, Master's, and PhD programs who do not have prior graduate level public health training.

Course Objectives and/or Goals

Upon completion of this course, students will be able to:

- Appraise the importance of Public Health to them personally, and to the community in which they live.
- Discuss in general terms, the history of Public Health.
- Assess Public Health situations through an ethical lens.
- Explain Public Health history, philosophy, and values
- Identify the core functions of public health and the 10 Essential Services
- Describe the role of different stakeholders in the field of public health
- Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
- Assess suitability of types of quantitative study designs used in epidemiology, for research purposes
- Explain the critical importance of evidence in advancing public health knowledge
- List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
- Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
- Explain health behaviors using both the four- and five-levels of the Social Ecological Model (SEM)
- Compare and contrast how different Behavioral Theories (Health Belief Model, Transtheoretical Model) can be used to create individual level interventions.
- Discuss how individual determinants of health, affect population health
- Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities
- Provide evidence for underlying causes of health disparities through the lens of the Social Determinants of Health (SDOH)
- Elucidate how pre-existing and ongoing health and other disparities contribute to COVID-19 health outcomes
- Explain how the pandemic impacted care in other areas of the U.S. healthcare system, including routine and chronic care
- Evaluate possible reasons why positive health outcomes in diverse populations are associated with increased racial minority representation in health care
- Reflect on their experiences and attitudes, using the single-story framework
- Compare vulnerabilities associated with seven core concepts in environmental health: Toxicity, Exposure, Dose/Response, Individual Susceptibility, Risks & Benefits, Environmental Justice, and Community Resources & Action
- Explain effects of environmental factors on a population's health
- Discriminate between different types of environmental exposure factors, debate which category/categories apply to specific exposure examples, depending on the population at-risk (susceptible population).
- Explain biological, genetic, behavioral, and psychological factors that affect a population's health
- Explain how globalization affects global burdens of disease
- Evaluate climate change impacts on global food security, sanitation, and health
- Explain the intersection between 'maternal and child health', and 'environmental health'

- Discuss One Health examples based on mental health, zoonoses, farm animals & pets, and agriculture.
- Assess the potential for using OneHealth approaches to solve Global Health problems and create Global Health opportunities (based on the interdependence between human health, animal health, and environmental health)

Instructional Methods

The course is provided entirely online using video presentations and selected readings in a semi-self-paced format. The course is housed in UF e-Learning in Canvas. The course requires 48 contact hours and may be taken at any time during a student's program in the College of Public Health and Health Professions. Course content, depth, and level of difficulty are equivalent to 3 graduate credits at the University of Florida – whether the course is taken for credit or as a zero-credit curriculum requirement (see your program's requirements for details on whether you will be enrolled as a for-credit or a zero-credit student). This syllabus is tailored for the 3-credit version of the course.

What is expected of you?

You are expected to actively engage in the course throughout the semester. This is a self-guided course with modules that include weekly lectures, video resources, and readings posted on the Canvas site. Students will work through the material and complete weekly assignments. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Topic Outline/Course Schedule

Dates	Module	Themes	Topics
May 15 – May 19	1	Course Introduction Public Health history, philosophy, and values	- What is Public Health? - Review syllabus and course requirements - History of Public Health - Values and ethics in Public Health - A philosophy of Public Health
	2	The core functions of Public Health and the 10 Essential Services	- Core functions/10 Essential Services - The Public Health system in the United States
May 22 – May 26	3	Quantitative research methods in Public Health	- Epidemiological contributions to Public Health - Biostatistics contributions to Public Health - Quantitative research contributions to Public Health
	4	Qualitative research methods in Public Health	Qualitative research contributions to Public Health

Dates	Module	Themes	Topics
May 30 – June 2	**5**	Behavioral and Psychological Factors that affect Public Health	• Social and Behavioral Sciences in Public Health
June 5 - June 9	**6**	Social, political and economic determinants of health	• Social determinants of health • Health equity
	7	Diversity and inclusion in Public Health	• Diversity in public health
June 12 – June 16	**8**	Environmental Health/One Health	• Environmental Health contributions to Public Health • One Health's relevance to Public Health
June 20 – June 23	**9**	Global Public Health	• What is Global Public Health? • Improving nutrition in children in West Africa.
June 26 –June 30		**Note: The mid-summer break week, has no work (and no deliverables) scheduled.**	
July 3, July 5 - July 7	**10**	Evidence-based Public Health	• What is evidence-based public health?
July 10 - July 14	**11**	Public Health biology	• The effect of some biological & genetic factors on population health. • Infectious disease control
July 17 – July 21 July 24 – July 28	**12**	Public Health trends and initiatives in our community	• Community-based participatory research • Intersections of climate change, social determinants of health, and vulnerability in Public Health • Social media's role in Public Health • Combatting misinformation in Public Health • Professional Public Health communication
July 31 – August 4 Aug 7 - Aug 11	**13**	The science of prevention in Public Health	• Types of prevention • Preventive interventions for chronic and infectious diseases • Screening in public health • Debate/justify importance of funding specific preventive public health measures

Course Materials and Technology
TEXTBOOK:
  o   None at this time – readings are provided within the Canvas Modules.

TECHNOLOGY:

IMPORTANT NOTE: The UF IT department recommends that you **use FIREFOX web browser** for Canvas to access video material.
  o   **Please do not use Chrome browser when accessing the course via Canvas – the videos may not work, etc.**

- o Please be careful if using Zotero for APA-7th Edition referencing purposes, you probably need to manually fill in the fields as Zotero does not necessarily do exactly what is required.
- o EndNote and Mendeley are preferred over Zotero (personal preference!)

Information on Student Computing requirements can be found here: http://studentlife.online.mph.ufl.edu/e-learning-support/e-learning/e-learning-in-canvas-technical-requirements/

For technical support for course materials and activities and assessments, please contact the Online Course coordinator: Truly Hardemon, MEd at hardemont@ufl.edu

For technical support for this class, please contact the UF Help Desk at:
- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- https://helpdesk.ufl.edu/

Additional Academic Resources
- Career Connections Center: Career assistance & counseling services. Reitz Union Suite 1300, 352-392-1601.
- Library Support: Assistance using the libraries (online, or in-person) and/or finding resources.
- Teaching Center: General study skills and tutoring. Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420.
- Writing Studio: Help brainstorming, formatting, and writing papers. 2215 Turlington Hall, 352-846-1138.
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information
- On-Line Students Complaints: View the Distance Learning Student Complaint Process.

ACADEMIC REQUIREMENTS AND GRADING

ASSIGNMENTS: (Discussions, Quizzes, and Reflection/Infographic Assignments)
Students will work through the material and complete the required assignments and discussions to develop a greater understanding of public health.

If you would like feedback at any time during your coursework for this course, please contact me with your questions and I will arrange to review your work with you via Zoom screenshare.

RELIGIOUS HOLIDAYS, AND DUE DATES
There are several religious holidays that occur during the semester. As this is an asynchronous class, even if you are observing them, these holidays may not affect your work in the class too much. However, if you will be observing religious holidays this semester, and this could affect you being able to submit work/complete a quiz by the due date per the table below, please let me know in advance if you need some extra time to make up course activities. *[Contacting me in advance will enable me to schedule time to grade your work in a timely manner.]* Thank you for working with me on this.

COURSE REQUIREMENTS, Due dates*			
*You are welcome to work ahead in the class and submit early. The dates listed in the table below are required dates. Work will be graded after the due date listed in the table below. Please see note about Religious Holidays, at bottom of the table.			
Discussion Posts (3, & 3 pairs of responses) - Requirement for all students	**Due date***	**Marks**	**% of final grade****
Discussion 1 Post: Introduction Video & Transcript	Mon 5/22/23	5	2.08
● Discussion response posts (≥2 response posts, to Discussion 1)	Tues 5/30/23	5	2.08
Discussion 2 Post: Empathy Mode Reflection (Module 7)	Tues 6/20/23	10	4.16
● Discussion response posts (≥2 response posts, to Discussion 2)	Mon 7/10/23	5	2.08
Discussion 3 Post: Science of Prevention in Public Health Reflection (Module 13)	**FRIDAY 8/4/23**	10	4.16
● Discussion response posts (≥2 response posts, to Discussion 3)	**WEDNESDAY 8/9/23**	5	2.08
Quizzes (6) - Requirement for all students	**Due date***	**Marks**	**% of final grade****
Quiz 1 (Modules 1 & 2)	Mon 5/22/23	10	4.16
Quiz 2 (Modules 3 & 4)	Mon 6/5/23	10	4.16
Quiz 3 (Modules 5 & 6)	Mon 6/12/23	10	4.16
Quiz 4 (Modules 8 & 9)	Mon 7/3/23	10	4.16
Quiz 5 (Module 11)	Mon 7/17/23	10	4.16
Quiz 6 (Module 12)	Mon 7/31/23	10	4.16
Assignments (4, & 4 Peer reviews):	**Due date***	**Marks**	**% of final grade****
Assignment 1: Reflection on Milestones of Public Health	Tues 5/30/23	25	10.41
● Peer review Assignment 1	Mon 6/5/23	10	4.16
Assignment 2: Reflection on Materials from Modules 3-6	Mon 6/12/23	25	10.41
● Peer review Assignment 2	Tues 6/20/23	10	4.16
Assignment 3: Infographic – Public Health Connections in Environmental Health/OneHealth (Module 8)	Mon 7/10/23	25	10.41

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• Peer review Assignment 3	Mon 7/17/23	10	4.16
Assignment 4: Reflection on Materials from Modules 9-12	Mon 7/24/23	25	10.41
• Peer review Assignment 4	Mon 7/31/23	10	4.16
Total for 3-Credit Course		**240 Marks**	**100%****

*You are welcome to work ahead in the class and submit early. The 'due dates' listed in the table are the last day to submit work, i.e., the work is required before/on the 'due' date. Work will be graded after the due date listed in the table.

**Percentages in the table are rounded *down* to show two decimal places (Canvas rounds down, not up!). To see the exact percentage with all decimal places, please divide number of marks for an assignment by 240 then multiply by 100.

RELIGIOUS HOLIDAYS, AND DUE DATES

There are several religious holidays that occur during the semester. As this is an asynchronous class, even if you are observing them, these holidays may not affect your work in the class too much. However, if you will be observing religious holidays this semester, and this could affect you being able to submit work/complete a quiz by the due date per the table above, please let me know in advance if you need some extra time to make up course activities. *[Contacting me in advance will enable me to schedule time to grade your work in a timely manner.]* Thank you for working with me on this.

DISCUSSIONS:
- There will be a total of 3 discussions throughout the semester that will help you engage with your peers, prepare you for your assignments, and consolidate your thoughts.
- As shown in the table above, the "Introduction" discussion and associated pair of peer responses are worth 5 marks each. The other discussions are worth 10 marks each, and your associated peer responses are worth 5 marks (per pair of responses).
- **To earn full marks for original video posts**, your post must be relevant (per instructions), good quality, about 2 minutes long (minimum, 1 minute-and-50-seconds; maximum, 3 minutes), and be uploaded or recorded to your post as shown in the instructions. Additionally, videos must have closed captioning OR a document with an accurate transcript must be uploaded with the video post, to ensure your video is accessible to all students.
- **To earn full marks for original written posts**, your post must be relevant, good-quality, and contain 500+ words.
- **To earn full marks for discussion 'reply posts'**, for each discussion you must post (at least) two reply posts containing at least 250+ words *within each reply*. Replies must be thoughtful and respectful, relevant to the discussion, and good quality.

QUIZZES*:*
- There will be a total of six (6) quizzes throughout the semester. Each quiz will be worth 10 marks.

ASSIGNMENTS & PEER REVIEWS:
- There will be a total of four (4) assignments, each worth 25 marks. There are four (4) peer reviews, each peer review is worth 10 marks. *(Earned marks - not participation marks, see instructions and rubrics!)*
- To facilitate professional-level peer interaction and engagement, for each of the four assignments you will complete a peer review of one of your classmates' documents, in a timely manner.
- For example: after Assignment 1 closes, within two days you will be assigned Assignment 1 work uploaded by another student. Within 3-4 days you should provide your classmate insightful comments and/or additional information regarding their work on Assignment 1, per description below (Peer Review section).
- **See Canvas pages for word count requirements, and quality/content needed if you wish to earn full credit.**

Housekeeping details for assignments:

Grading rubrics (Assignments 1, 2, 3, & 4):
- A detailed rubric – *with tips and examples for creating APA-7th Edn citations and correctly formatted reference lists* - is provided on each assignment page in Canvas for Assignments 1,2, 3, & 4.
- Rubrics are posted within/immediately after the instructions. Multiple places. You can't miss them!
- **Rubrics are assignment-specific**: e.g., Assignment 1 does not assume prior knowledge of APA-7th Edn format, but Assignment 4 expects you to be approaching proficiency in this skill.

Assignments 1, 2, 4:
- **Submission type:** Microsoft Word Document
- **Text must be in your own words** (<10% Turnitin.com similarity rating is a requirement)
- **Length:** (Parts 1-3 combined, excluding headings), 800 words minimum; 1200 words maximum.
- **Font**: 12 pt font (Arial, Times New Roman); double spaced.
- **Format**: APA-7th Edn student work format including:
  - **Title page**,
  - page numbers,
  - APA-7th Edn style headings,
  - **separate page reference list.**
- **In-text citations**: APA-7th Edition format;
  - All data or definitive statements should have a citation, either the original citation or the specific module section/resource slide PDF page.
- *Dates of resources cited: either a publication date or date resource was retrieved, is required.*

Assignment 3 (Infographic):
- An infographic is a page with static image(s), used to convey pertinent information about a subject
- Hint and tips, here: https://www.lucidpress.com/blog/how-to-make-an-infographic-in-7-steps
- Original artwork is appreciated but not expected/anticipated!
- **Text must be in your own words** (<10% Turnitin.com similarity rating is a requirement)

Full instructions for the Infographic, and examples are provided on the assignment page in Canvas.

You will create a visual representation of how a key message in Module 8 (Environmental Health or OneHealth) intersects with the five core areas of public health from earlier course modules.

- *Your message must be based on the material contained in the course,* and

- o ***Infographic must use one or more items of (relevant) Environmental Public Health Data*** sourced from the databases provided in the Module 8 *Accessing Environmental Public Health Databases* tutorial (NHANES, ATSDR, EPHTN, FLWMI, FL Health Charts), or US EPA, or US CDC database not already listed.
- o **Text must be in your own words** (<10% Turnitin.com similarity rating is a requirement)

You should:

- **Use one PowerPoint slide for the infographic,**
- **Use a second slide for the references.** *(Some situations require a third slide, see instructions)*
- o Please use numbers (in parentheses or as superscripts) on the infographic, to indicate sources of information and images.
  - o Please cite sources of all non-original images.
  - o Please cite sources of data and information.
- o **Submit well-before the deadline so you can check the Turnitin.com similarity index is <10%.**
  - o The Turnitin.com index score for your work will show within 30 minutes of your first infographic upload. In an ideal world, you would like a 0% similarity index score.
  - o If the index for your infographic is ≥10%, you should make adjustments (i.e., re-write in your own words!) and resubmit. You can resubmit your infographic up to three times. The second submission (a 'resubmit') may take 60-90 minutes for index score to show. The third submission (second 'resubmit') will take 24 hours to show the index score.

Peer Reviews

- Peer Reviews for Assignment 1 will be written within regular Canvas Peer Review tool.
- Peer Reviews for Assignments 2, 3, & 4, will use the PeerMark external tool in Canvas. I am hoping to receive student feedback on which Peer Review process students find more user-friendly.
- A PDF with instructions on how to use PeerMark's Peer Review system will be provided, via Canvas Announcement, at least a week before Assignment 2 is due (see Announcement about PeerMark).

Instructions for Peer Reviews:

- To complete your Peer Review: Read your classmate's assignment paper that you were assigned, and **write three insightful commentary *paragraphs*, about your peer's work**.
- Expected word count for each commentary paragraph, 100-200 words (300–600-word total for peer review). *No point deductions for writing 'more' than 600 words*.
- **Each commentary paragraph should add something to the academic conversation**. Complements are welcome but complements alone with no additional (related!) information and/or suggestions will earn up to a token point each, not full marks (Please see grading rubric in Canvas). *[Example: A peer review solely stating, "Great job!", "Love this", "I agree" would earn maximum of 1 of the possible 10 marks]*.
- The focus of your comments should be helpful, constructive, and based on the content of what is presented. You can respond with situations you are familiar with or other work that the classmate would find valuable.
- **If your response involves facts/figures, or other types of 'citable' information, please give the reference for the original source**. Please use APA-7th Edition for citations.

Assignment 1 will use the regular Canvas Peer Review Process:

- Assignment 1 will be submitted to Canvas as a word document and will be checked for originality via Turnitin.
- All Turnitin similarity index scores should be <10%. In an ideal world, you would like a 0% similarity index score.

- **Submit well-before the deadline so you can check the Turnitin.com similarity index is <10%.** The Turnitin.com index score for your work will show within 30 minutes of your first upload. If the index for your work is ≥10%, you should re-write the 'problem' sections, and resubmit.

Assignments 2, 3, & 4 will use a PeerMark Submission Process:

- Assignments will be submitted into PeerMark external grading tool via Canvas and will be checked for originality via Turnitin.
- All Turnitin similarity index scores should be <10%. In an ideal world, you would like a 0% similarity index score.
- **Submit well-before the deadline so you can check the Turnitin.com similarity index is <10%.** The Turnitin.com index score for your work will show within 30 minutes of your first upload. If the index for your work is ≥10%, you should re-write the 'problem' sections, and resubmit.
- PeerMark will allow up to three submissions (original + 2 resubmits), up to the due date/time.
- A PDF with instructions on how to use PeerMark will be provided at least a week before Assignment 2 is due (via Canvas, see Announcement about PeerMark).

Grading: Percentage Point System Used

Grade percent	94 - 100	90 - <94	87 - <90	84 - <87	80 - <84	77 - <80	74 - <77	70 - <74	67 - <70	64 - <67	61 - <64	0 - <61
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades

Exam Policy

- Quizzes in this course are open book, open notes.
- Each quiz includes eight multiple choice questions; quiz time is 30 minutes per attempt.
- You will have six chances to take each quiz; your highest grade will be scored.

Policy Related to Make up Exams or Other Work

Late submissions will be accepted for up to 4 days, but the following policies and penalties apply:

Coordinator/instructor will not contact you about missing or incomplete assignments.

If you miss the deadline for a quiz, a discussion, or an assignment, the relevant Canvas page will say the upload feature is no longer available: you will need to contact the instructor and request permission to submit.

- It may be possible to avoid a late penalty IF YOU CONTACT THE INSTRUCTOR AT LEAST 24 HOURS IN ADVANCE. You should email the course coordinator and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments. **Note, conference attendance or doctoral qualifying examinations or thesis/dissertation defenses do not constitute valid lateness excuses.**

If an assignment is late, **you will lose 5% each day from your potential score** up to the fourth day, after which a zero grade will be assigned for the assignment. For example, if you are two days late submitting Assignment 1, then 10% of the maximum score will be subtracted (NB this is 10% of the possible score, subtracted from your *earned* score… please see the Rubric in Canvas to understand what score your work could earn. *Just because you submitted an item of work, does not necessarily mean it is worthy of full credit even if it is submitted on time!*)

"Late" begins one minute after the due time (e.g., an assignment due at 11:59 pm is considered late at midnight).

Please note: **Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them.** The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Discussions:
- Discussions submitted up to *24 hours late* will be accepted but the assignment grade will be reduced by 10% of the grade you would have received.
- Discussions turned in more than 24 hours late will not be graded and will contribute zero marks toward your final grade.
- Special Circumstances: In the event of exceptional situations that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon in advance of the deadline as possible. Such special cases will be dealt with on an individual basis, provided you have sufficient documentation.
- Discussions turned in at 11:59:01 PM are LATE. This is how the Canvas programming works.
- **It is the responsibility of the student to verify not only that an assignment was submitted, but that an attachment was made, and it was the correct attachment, and in the correct file format.**

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (http://helpdesk.ufl.edu/) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance *(there are no required attendances for this asynchronous course)*
Please note all faculty are bound by the UF policy for excused absences.
Excused absences must be consistent with university policies in the Graduate Catalog (https://catalog.ufl.edu/graduate/regulations/#text). Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Information regarding online course etiquette can be found here: http://studentlife.online.mph.ufl.edu/e-learning- support/e-learning/netiquette/

Communication Guidelines
- When to contact the UF Computing Help Desk: http://studentlife.online.mph.ufl.edu/e-learningsupport/when- to/when-to-contact-the-uf-computing-helpdesk/

- When to post to the support discussions: http://studentlife.online.mph.ufl.edu/e-learningsupport/when- to/when-to-post-to-a-support-discussions/

- When to send e-mail to the instructor: http://studentlife.online.mph.ufl.edu/e-learning-support/whento/when- to-send-e-mail-to-the-instructor/

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

> "**We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity**."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

> **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:
>   https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
>   http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. Turnitin.com similarity scores of <10%, and accurate source citations are expectations in this course.

Recording Within the Course:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without the permission of the instructor is prohibited.
To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Policy Related to Guests Attending Class:
Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: https://phhp.ufl.edu/policy-classroom-guests-of-students/

Online Faculty Course Evaluation Process
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class or as soon as you believe you might be eligible for accommodations. **The Dean of Students Office will provide documentation of accommodations to you,** *which you must then give to me as the instructor of the course to receive accommodations*. **Please do this as soon as possible after you receive the letter.** Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

U Matter, We Care
Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. **A nighttime and weekend crisis counselor is available by phone at 352-392-1575.** The U Matter, We Care Team can help connect

students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. **Please remember that asking for help is a sign of strength**. In case of emergency, call 9-1-1.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.

- **U Matter We Care** website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/

- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

- **University Police Department**: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

"Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance."

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu