

**Syllabus PHC 6001: Principles of Epidemiology in Public Health  
(3 credit hours)**

Semester: Spring 2024

Delivery Format: asynchronous via E-Learning: <http://lss.at.ufl.edu> Course

Website: E-Learning in Canvas

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**Instructor: Jerne Shapiro, MPH**  
**Physical Office: Emerging Pathogens Institute, Suite 256**  
**Office Hours: Mondays, 12:00 pm-1:00 pm; other times by appt.**  
**Phone: 352-273-9793**  
**Email: [shapiroj@ufl.edu](mailto:shapiroj@ufl.edu)**

**Teaching Assistant: see the class website**  
**Email Address: see the class website**

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**Preferred Course Communications (e.g., email, office phone):** Direct email ([shapiroj@ufl.edu](mailto:shapiroj@ufl.edu)) through Outlook email. This is the preferred method of communication, not the message function within Canvas. Emails received on weekdays (Monday-Thursday) can expect a response within 24 to 48 hours. Don't hesitate to contact me again if I have not responded within two days. Your message is important to me, but it may have been overlooked. Emails received during the weekend or after 5pm on Friday will be answered the following Monday.

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**Prerequisites**

Graduate status or approval of instructor

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**PURPOSE AND OUTCOME**

**Course Overview**

This course is an introduction to epidemiology for students majoring in the health sciences. This course introduces the principles, concepts, and methods of the epidemiologic investigation of health-related events and processes. This course aims to equip students with a core epidemiologic toolset to explain the place of epidemiology in general health thinking and to communicate and apply the basic principles of epidemiology. Examples of the use of the principles of epidemiology will be presented so that students will have sufficient understanding to apply such principles in future health work. It is hoped that the course will allow the students to read critically and evaluate their own health-related work using epidemiologic principles. This course is not intended to present the epidemiologic aspects of any specific disease or class of diseases.

**CEPH Foundational Knowledge Covered in this Course**

The Council on Education for Public Health (CEPH) is the accrediting body for the College of Public Health and Health Professions. CEPH has outlined the Foundational Public Health Knowledge that all graduates of the college must be grounded in. As a core course for public health graduate programs in the college, this course covers the following CEPH Foundational Knowledge Content:

- **Explain public health history, philosophy, and values**
- **Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health**
- **List major causes and trends of morbidity and mortality in the U.S. or other communities relevant to the school or program**

- Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
- Explain the critical importance of evidence in advancing public health knowledge
- Explain the effects of environmental factors on a population's health
- Explain biological and genetic factors that affect a population's health
- Explain behavioral and psychological factors that affect a population's health
- Explain how globalization affects the global burdens of disease

#### Course Objectives and/or Goals

- **Apply epidemiological methods to settings and situations in public health practice**
- Calculate basic epidemiology measures of frequency and association
- **Select quantitative and qualitative data collection methods appropriate for a given public health context**
- **Interpret results of data analysis for public health research, policy, or practice**
- Evaluate the strengths and limitations of epidemiologic reports
- Identify common sources of error in epidemiologic research
- Explain the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues
- Identify basic ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of epidemiologic data
- **Communicate audience-appropriate public health content, both in writing and through oral presentation**

#### Instructional Methods

1. **Readings.** Reading from the textbook is assigned for each module. If you wish to work ahead, the textbook readings for the entire semester are included in the course schedule. Additional reading will include supplemental materials posted to Canvas. Students are responsible for the material contained in the readings.
2. **Lectures** (including audio and slides). The lecture material is intended to complement the concepts presented in the course readings. Students are responsible for the material presented during course lectures. Please note that viewing the slides *without listening* to the lectures is not sufficient to succeed in this course.
3. **Discussions.** Discussions are utilized to reinforce readings and lectures, allowing students to explore and apply concepts in a real-world context. There will be weeks during the semester during which you will be required to engage in discussions. You are expected to participate throughout the week; you may not wait until the day before or the due date to initiate group work. This provides your peers ample opportunity to respond on time.
4. **Assessment.** A variety of methods will be used to assess understanding of the material, including Module Quizzes, Module Assignments, and Examinations.

#### What is expected of you?

You are expected to actively engage in the course throughout the semester, including active participation in course activities such as discussions. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

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#### DESCRIPTION OF COURSE CONTENT

##### Course Materials and Technology

Required Text: Essentials of Epidemiology in Public Health, 4th Edition by Ann Aschengrau, ScD, and George Seage III, DSc. Copyright 2020, ISBN: 978-1284128352.

**Completion of assigned readings from the text is *mandatory*.** Lectures will reinforce important aspects of these reading materials. However, students are still responsible for any content from the assigned readings and exercises that are NOT covered in the lecture presentations. On the rare occasion when there are discrepancies between the lecture and the textbook, you should rely on the information presented during the lectures.

### Online asynchronous learning

The course website is located in Canvas. Our classes will employ asynchronous instruction to help students maximize their learning. Instructional activities include online video lectures, online quizzes, web assignments, and group discussions and forums. Instead, content that would have traditionally been presented during a live class lecture is provided online. The assignments and quizzes will allow the students to think critically, obtain expertise, and practice critical reasoning.

### What Does It Mean for Students?

Students are expected to be prepared by completing all readings and video lectures. The coursework typically lays a foundation of knowledge or gives students the practice needed to engage in higher levels of learning during assignments, quizzes, and tests. Students practice critical skills health professionals use – critical thinking, problem-solving, collaborating, and/or problem-solving concepts gained from the assignments to real-world examples. **If students are not prepared, they will likely struggle to reach the higher learning goals of the course.** When students are prepared, they can be active participants throughout the learning experience, which will help them master course material and maintain what they have learned beyond the end of the course.

### Course Materials and Technology

#### Computer resources needed

Students must have a working webcam and microphone to participate in this course. Consult the course website in the Getting Started section for other computing needs and specifications.

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

### Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Student Complaints: [View the Distance Learning Student Complaint Process.](#)

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## ACADEMIC REQUIREMENTS AND GRADING

**Course Schedule:** The course is organized into 12 modules, and one module will be covered each week. Weeks for this course are defined as Tuesday through Monday. Assignments, post-module quizzes, and participatory learning forums are due on Monday at 11:59 PM EST, and module quizzes will be available all week and are due Monday at 11:59 PM EST. The course is designed to allow students to complete coursework and examinations on weekdays or weekends. The announcement features will also be utilized, and all material provided in the Announcements is your responsibility to be aware of. Please sign up to receive the announcements via email. The content of this syllabus, particularly regarding content activities, may be adjusted based on the student's academic progression.

### Getting Started

To start this course, you **MUST** complete the getting started materials on the home page. To successfully complete this activity, you **MUST** earn a 100% score on the Syllabus Quiz. The other course modules will **NOT** open until you have done this. If you do not receive a 100% score, please review the feedback on your quiz attempt and retake it as soon as possible.

This is an important element to ensure that all students are aware of the curriculum requirements for this course.

The first assignment in this course is a Discussion Board where you ‘Introduce Yourself.’ This graded assignment allows the instructor and students to get to know each other better. Please complete this as soon as possible. The second assignment due the first week of class is a Math Skills Readiness Quiz. This math readiness quiz aims to assist you in evaluating your current math skills and identifying areas where you can focus on self-improvement. To aid in your math self-review and enhancement of fundamental skills, relevant YouTube videos have been selected for each math skill.

After successfully completing the Introduction Module, please scroll down the home page and use the Module tab to start with “Module 1”. This home page section contains the course materials that will take you through the last week of the course.

### Assessments

#### **12 Module Quizzes + Math Skills Readiness Quiz – 15% of the course grade (equal weighting for each Module Quiz, one point for Math Skills Readiness Quiz)**

You will complete 12 module quizzes during the semester. Individual quizzes will be conducted using Canvas; ten quizzes will count toward your grade. (These quizzes are intended to help reinforce the lecture material in each module and help you judge your understanding of the course content before applying that content. You will have a maximum of three attempts to complete the quiz, and your final grade will be the highest of the attempts completed. They will be open-book, open-note quizzes.

The math skills readiness quiz aims to assist you in evaluating your current math skills and identifying areas where you can focus on self-improvement. You will earn full points for completing the quiz regardless of your responses. It is your discretion to review any areas you see fit during this self-assessment. Relevant YouTube videos have been selected for each math skill.

#### **2 Proctored Exams – 40% of the course grade (equal weighting for each exam)**

**Two Exams worth 20% each. Exams are not cumulative (Midterm Exam – Modules 1 to 5; Final Exam: Modules 6 to 12). However, the course material does build upon itself, and you’ll need to understand disease frequency calculations to be successful on the Final Exam. HonorLock will be used.** The exam in Canvas may include any course content covered in the video lectures, assigned readings, quizzes, and assignments. The format for these exams varies, including multiple choice questions, matching, and short answer questions. You will need a non-programmable calculator to complete the exam. *Make-up exams will not be given except in extreme circumstances.* An essay will test your knowledge and understanding of the assigned subjects.

#### **10 Assignments + 1 Discussion Board – 30% of the course grade (equal weighting for each assignment)**

There are 10 assignments, plus one discussion board where you introduce yourself, that will be completed as homework. All 11 assessments are weighted equally to each other.

### Assessments

- Discussion Board: Introduce Yourself to your instructors and peers.
- Module 1 Assignment: Part 1, Review and elucidate the influence of an Epidemiologist within your field of study. Part 2 describe what the Ten Great Public Health Achievements Worldwide might be in the future.
- Module 2 Assignment: Part 1, Describe how a specific case definition has changed over time. Part 2, Practice and describe the cumulative incidence of a chosen disease.
- Module 3 Assignment: Comparing Frequencies, make a 2x2 table, describe, calculate, and interpret absolute measures of comparison and relative measures of comparison.
- Module 4 Assignment: Part 1, using YRBSS data, compare risk behavior rates. Part 2, using WHO data, describe the person, place, and time and estimate the relative risk.
- Module 5 Assignment: Review screening guidelines as well as their recommendation assessment.

- Module 6 Assignment: Read and assess a scientific journal article, answering specific questions.
- Module 7 Assignment: Based on the given scenario, design a cohort study, identify ways to measure the data, and recognize its strengths and limitations.
- Module 9 Assignment: Practice 'quiz-style' questions on bias and confounding.
- Module 10 Assignment: Use the Eville simulation to learn about causal inference.
- Module 11 Assignment: Using a journal article, you will act as a reviewer for an epidemiology-related journal.

**Epi in the news – 15% of the course grade**

Students will create a discussion board posting that describes a current topic in epidemiology (for example, Mpox, Long COVID, or Opioid Use) that has been in the news recently. This might be a recent outbreak, an important study or clinical trial result, or a policy or legal issue related to epidemiology studies. You'll need to provide a hyperlink to the article and a brief summary (two to three sentences describing the problem/findings). You will only have to create a primary post once during the semester, but everyone will need to write a substantive response to all their groupmates' postings on the discussion board within Day 5 of the posting. A schedule for posting and responding will be available for signup on the Canvas course site. If you have six group members, you should expect to be a primary poster once and reply to five posts over the semester.

**Module Extra Practice Quizzes – 0% of the course grade**

Open-book, open-note Extra Practice Quizzes will be available in most Modules to help you study. They are to help you learn and prepare for the Exams, and no points are attached to them.

**End of Chapter Questions- 0% of the course grade**

The textbook has additional questions at the end of each chapter. These can be used for extra practice at your discretion to study for the exams or to gain a new perspective.

Week	Module	Online Lecture Topic	Readings	Assignment (deadline – every Monday at 23:59 EST)
1/8/24	Intro Week	Orientation	Syllabus	<ol style="list-style-type: none"> <li>1. Read the course syllabus</li> <li>2. Watch the Introduction Video</li> <li>3. Take the Syllabus Quiz</li> <li>4. Please introduce yourself to your instructors and peers on our course website</li> <li>5. Take the self-assessment math skills readiness quiz</li> </ol>
1/16/24	1	The Approach and Evolution of Epidemiology	<ol style="list-style-type: none"> <li>1. Text, Chp 1</li> <li>2. Assessing the Contributions of John Snow to Epidemiology</li> </ol>	<ol style="list-style-type: none"> <li>1. Module 1 quiz</li> <li>2. Module 1 Assignment</li> <li>3. Practice quiz</li> </ol>
1/23/24	2	Measures of Frequency	Text, Chp 2	<ol style="list-style-type: none"> <li>1. Module 2 quiz</li> <li>2. Module 2 Assignment</li> <li>3. Practice quiz</li> <li>4. Epi in the News: Sign Up</li> </ol>
1/30/24	3	Comparing Frequencies	<ol style="list-style-type: none"> <li>1. Text, Chp 3</li> <li>2. Healthy People 2000 Statistical Notes - Direct Standardization</li> </ol>	<ol style="list-style-type: none"> <li>1. Module 3 quiz</li> <li>2. Module 3 Assignment</li> <li>3. Practice quiz</li> </ol>
2/6/24	4	Sources of Data, Disease Transmission, Descriptive Epi	Text, Chp 4 Text, Chp 5	<ol style="list-style-type: none"> <li>1. Module 4 quiz</li> <li>2. Module 4 Assignment</li> <li>3. Extra credit assignment- COVIDsim</li> </ol>
2/13/24	5	Screening in PH Practice	Text, Chp 16	<ol style="list-style-type: none"> <li>1. Module 5 quiz</li> <li>2. Module 5 Assignment</li> <li>3. Practice quiz</li> <li>4. Epi in the News</li> <li>5. Setup and test HonorLock</li> </ol>
2/20/24	<b>Midterm: Modules 1-5. Open from 2/24/24 - 2/26/24</b>			

<b>2/27/24</b>	6	Overview of Epi Study Designs, Experimental Studies	Text, Chp 6	<ol style="list-style-type: none"> <li>1. Module 6 quiz</li> <li>2. Module 6 Assignment</li> <li>3. Practice quiz</li> <li>4. Epi in the News</li> </ol>
<b>3/5/24</b>	7	Cohort Studies	Text, Chp 8	<ol style="list-style-type: none"> <li>1. Module 7 quiz</li> <li>2. Module 7 Assignment</li> <li>3. Practice quiz</li> <li>4. Epi in the News</li> </ol>
<b>3/11-3/15</b>	Spring Break			
<b>3/19/24</b>	8	Case Control Studies	Text, Chp 9	<ol style="list-style-type: none"> <li>1. Module 8 quiz</li> <li>2. Practice quiz</li> <li>3. Epi in the News</li> </ol>
<b>3/26/24</b>	9	Bias & Confounding	Text, Chp 10 Text, Chp 11	<ol style="list-style-type: none"> <li>1. Module 9 quiz</li> <li>2. Module 9 Assignment</li> <li>3. Practice Quiz</li> <li>4. Epi in the News</li> </ol>
<b>4/2/24</b>	10	Causation	Text, Chp 15	<ol style="list-style-type: none"> <li>1. Module 10 quiz</li> <li>2. Module 10 Assignment</li> <li>3. Practice Quiz</li> <li>4. Epi in the News</li> </ol>
<b>4/9/24</b>	11	Critical Reading of Epi Papers	Text, Chp 14	<ol style="list-style-type: none"> <li>1. Module 11 quiz</li> <li>2. Module 11 Assignment</li> </ol>
<b>4/16/24</b>	12	Ethics and regulation for studies involving human subjects Modules review		<ol style="list-style-type: none"> <li>1. Module 12 Quiz</li> </ol>
<b>4/23/24</b>		No new material. Time provided to review for the Final Exam		
<b>4/30/24 to 5/3/24</b>	<b>Final Exam: Modules 6-12</b> <b>Open from 4/27/24-4/30/24</b>			

## GRADING

The course requirements are presented in percentages above and add up to 100% of the course grade.

Module Quizzes	Weekly	15%
Assignments	Weekly	30%
Midterm Exam	2/24/24 to 2/26/24	20%
Final exam	4/27/24 to 4/30/24	20%
Epi in the News	Assigned dates	15%
		Total 100%

Final grades follow the scale in this table:

Percent of Course	Letter Grade	Grade Point
93% - 100%	A	4.00
90% - 92.9%	A-	3.67
87% - 89.9%	B+	3.33
83% - 86.9%	B	3.00
80% - 82.9%	B-	2.67
77% - 79.9%	C+	2.33
73% - 76.9%	C	2.00
70% - 72.9%	C-	1.67
67% - 69.9%	D+	1.33
63% - 66.9%	D	1.00
60% - 62.9%	D-	0.67
Below 60%	E	0.00

Be aware that a C- is not an acceptable grade for graduate students. For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

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### POLICY RELATED TO MAKE-UP EXAMINATIONS OR OTHER WORK

**Make-Ups:** If you are unable to meet a deadline in this course for a reason approved above and have given prior notification to the instructor, when possible, you will be given adequate time to make up any coursework missed. All other missed, or late work will receive a grade of zero. Make-up exams will be provided only in cases of excused absences or conflict during final exams per University policy and MUST be discussed with the instructor in advance. Make-up exams will differ from the regularly scheduled exam.

#### Policy Related to Required Class Attendance

Per the UF Graduate Catalog, "Students are responsible for meeting all academic objectives as defined by the instructor. In general, acceptable reasons for absences include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved."

Policy Related to Required Class Attendance Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy, see the Registrar's website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>



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>

### Policy Related to Technical Issues

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.

**Assignments must be submitted on time to earn any credit.** Late submissions will not be accepted, unless emergent and other unforeseen circumstances occur based on UF policies. Students are advised to access exercise instructions early each week and plan accordingly to ensure timely submission of exercises. It is recommended that students submit assignments on time before the last day to account for unforeseen circumstances that may arise. Note that assignments close in Canvas at the stated date and time, and **no work can be submitted via email after the deadline for any reason.**

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## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

A professional and respectful demeanor is expected of all students. You are expected to actively engage in the course throughout the semester. Your participation fosters a rich course experience for you and your peers, facilitating overall mastery of the course objectives. For every one credit hour in which you enroll in a graduate course, you will spend approximately ~ three hours outside of class studying.

### Communication Guidelines

When to Send an Email to the instructor vs my assigned Teaching Assistant (TA):

**Contacting your TA:** Each class section has an assigned TA. The TA is responsible for grading assignments, answering course material questions, answering assignment questions, and will provide clarification to the students when needed. They hold office hours each week for you to meet in person, or they can be reached via email on the class website.

**Contact the course Instructor,** Jerne Shapiro, when you have a scheduling conflict, suspect a grading error, family emergency, technical issue, or are behind in the course.

<http://studentlife.online.mph.ufl.edu/when-to/when-to-send-e-mail-to-the-instructor/>

### Please remember the following things when emailing the instructor or your TA.

1. **Be Formal-** Use a proper salutation when emailing and finishing with a “Thank you” is always appreciated. This is true for other professors and/or employers.
2. Use a **subject line**; please do not leave it blank.
3. **Before diving into the specifics, specify who you are by first and last name and which class you are taking.** I often teach multiple classes per semester and usually have hundreds of students to serve. **State your name, the class you are taking and the course section** (I might teach three sections of your course and will need to know which one you attend).
4. **Be thorough-** Any time you send a message, you should have two things in mind: goal and audience. Your audience here is me, your professor. Your goal could be any number of things, from clarifying the reading assignment to asking for an extension. Whatever your goal may be, you will want to anticipate any questions I may have and incorporate the information into your message.
5. **Be kind-** Professors are people, too. We have friends, families, hobbies and favorite foods. So, when you email a professor, remember that you are not writing to an entity, a building or a computer — you are communicating

with a real person. Be kind, be thankful and do not come across as demanding.

6. **Allow time-** If you need advice or clarification on an assignment, avoid emailing the night before it is due. You might not get a timely reply.
7. **Proofread-** The final step, proofreading, ensures that you come across as professional and caring. An email with errors and faulty sentence structure may distract your message.
8. **Netiquette Guidelines:** <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

### Instructor Response Time

I routinely check the course for postings or emails, Monday- Friday. You can anticipate a 24 to 48-hour response from me, Monday – Thursday. Please send an email reminder if I do not respond within this time; it may have been lost or deleted. Assignments and assessments should be returned within one week, and exams/quizzes within 3-4 days.

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## ACADEMIC INTEGRITY

Instances of cheating or inappropriate behavior will be considered violations of the Student Honor Code and will result in disciplinary action. A grade of zero will be given to any assignment or exam where academic integrity is determined.

- Cheating; includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member. This includes sharing questions and material covered on quizzes.
- Plagiarism; includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment. If you want to self-check your work, use Turn It In.
- Unauthorized Possession or Disposition of Academic Materials; includes the unauthorized selling, trading, or purchasing of quizzes or other academic work (including homework and activities); stealing another student's work; unauthorized entry to or use of material in a computer file; and using information from or possessing exams that an instructor did not authorize for release to students.
- Falsification; any untruth, either verbal or written, in one's academic work.
- Facilitation; knowingly assisting another to commit an act of academic misconduct.

### Turnitin

Academic integrity is a serious issue that has been a growing problem at Universities. I have a zero-tolerance policy for breaches of academic integrity, including plagiarism and cheating. There are multiple video resources posted on our Canvas site that discuss plagiarism and how to quote and cite other people's work properly. With each assignment and exam you complete, you are pledging that you hold yourself and your classmates to the highest standards of academic integrity.

I use an online tool called Turnitin to check student work for originality; in other words, your work should be in your own words and not copied from any source or generated by AI. Every student needs to watch the videos on plagiarism and on using Turnitin and needs to check their own Turnitin report, made available through the Canvas site automatically when you submit anything through assignments. You should submit assignments early enough to have time before the due date to make revisions to them if your Turnitin report shows areas of high similarity to online resources. **Any student caught cheating or plagiarizing will be reported to the Dean of Students Office and will be subject to academic penalties in the course with a zero on the assessment, at minimum.**

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 that cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **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 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: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

### **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.a.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/>.

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## 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.

### 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](http://www.multicultural.ufl.edu)