

PHC 6403: Adolescent Health and Risk Taking (3 credit hours)

College of Public Health & Health Professions Syllabus

University of Florida

Semester: Spring 2024

Delivery Format: On-Campus/Canvas

Instructor: Gaia Zori, PhD, MPH, CHES
Course Day and Time: Thursday, Periods 7-9 (1:55-4:55 PM)
Room Number:
Office: HPNP 4135 (4th floor)
Email Address: gaia.zori@ufl.edu
Office Hours: Wednesday 2:00-3:00 PM EST via Zoom, or by appointment (please email gaia.zori@ufl.edu to set up an appointment)

Teaching Assistant: Mariam Badru, MPH
Email Address: mariambadru@ufl.edu
Office Hours: By appointment

Preferred Course Communications: Email

Email Policy: Direct Outlook email (gaia.zori@ufl.edu) is the preferred method of communication, **not the message function within Canvas**. Response within 24 hours to emails received on weekdays (M-F). Emails received during the weekend or after 5pm on Friday will be answered by 1pm on the following Monday.

PREREQUISITES

Admission to program or approval of instructor.

PURPOSE AND OUTCOME

Course Overview

The purpose of this course is to provide students the opportunity to assess the primary determinants and outcomes associated with adolescent risk taking behaviors. There will be an emphasis on substance use, sexual behaviors, nutrition and eating-related issues, injury, violence, and the juvenile justice system. A special focus will be on the interactive nature of risk taking behaviors and the ways in which health outcomes and risk outcomes are compounded by factors like socioeconomic status, race/ethnicity, and chronic health conditions. We will explore the topics within a theoretical framework, including structural effects on adolescents such as family, school, and peers. We will examine the relationship between psychological and sociological factors, including identity formation, and the effect of person and society on health behaviors and risks. We will assess current intervention programs for both prevention and cessation of risky behaviors, and by the end of the course you will design your own intervention based on the semester's readings and lectures. Upon successfully completing this course, the goal is for students to be more aware of the significance of understanding development and social contexts in the planning and implementation of interventions aimed at improving the health of adolescents from diverse backgrounds.

Course Objectives and/or Goals

Updated: 5/22/2023

The course objectives for PHC6403 were developed in accordance with the social and behavioral science (SBS) competencies identified by the Association of Schools & Programs for Public health (ASPPH <https://www.aspph.org/teach-research/models/mph-competency-model/>). By the end of this course, students will be able to:

- Identify similarities and differences in health and mental health outcomes among adolescents from diverse ethnic groups
- Describe the environments and social contexts in which adolescents develop, (i.e., family, peer group, school, and neighborhood).
- Apply theoretical and developmental issues to the development of an intervention program targeted for adolescents.
- Demonstrate the skills needed to develop an intervention program for adolescents that may vary based on race, ethnicity, gender, and age.
- Demonstrate a more critical understanding of adolescent development and risk and protective factors for different health behaviors.
- Describe a wide and varied range of topics that impact adolescents on a daily basis.
- Demonstrate abilities to critically evaluate and apply findings from literature to adolescent issues and intervention programs

Blended Learning

This course uses a blending learning model. A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. This includes attending class, being prepared for class, actively engaging in class discussion, and completing all assignments or course-related work. You are expected to do preparatory work (including reading and/or watching videos listed on the syllabus) each week prior to the class where those readings are being discussed. In class you will be asked to initiate ideas, share relevant experiences, reflect on classmate's comments constructively, and critique and extend the course readings and lectures. Rich discussion frequently entails disagreements not only about issues and conceptual approaches to health, but also about basic values. As a participant in this class, **you are expected to be respectful toward others and their views**, even if they are radically opposed to your own beliefs.

Late work is not accepted without instructor approval. Quizzes and assignments will lock at the end of each module (all dates and times noted below in the course outline).

Diversity Statement

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

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.

DESCRIPTION OF COURSE CONTENT

Course Materials, Instructional Methods, and Technology

Required Textbook: There is no required textbook for this course.

Additional Required Readings: Posted on the course website (Canvas).

Instructional Methods

This course is offered online, in weekly "modules." Each module is made up of the following:

- 1) Lectures/videos posted to eLearning. Students are responsible for all the material presented in the course and assigned readings. Details can be found in each week's page on the course Canvas page.
- 2) Assigned readings and resources posted to eLearning. The reading and resource list may be supplemented during the course.
- 3) Active participation in in-class discussions and activities.
- 4) Assessments: a variety of assessments will be used to facilitate student learning, including but not limited to assignments, projects, quizzes, and active participation in class discussions and weekly in-class assignments.

Course Website: The course website is available on Canvas and can be accessed through the [eLearning @ UF](#) website. The weekly schedule, additional course materials, and links to submit course assignments and weekly discussion questions are available through this website. You will log into the course website using your Gatorlink ID and password; if you have trouble logging in, please contact the Help Desk at 352-392-HELP.

Announcements: Class announcements will be sent via the announcements tool in Canvas. Depending on your Canvas notification settings, you may or may not be notified via email; **you are responsible for all information in these announcements** whether or not you see them in your email. **Please update your settings so that you are notified of announcements.**

Technical Requirements

You are REQUIRED to have a webcam and microphone. Browser requirements may change; please consult <https://kb.helpdesk.ufl.edu/FAQs/SupportedBrowsersForUFWebsites> to see a list of supported browsers and recommendations for browser configuration.

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

Email: helpdesk@ufl.edu

Phone: (352) 392-HELP - select option 2 · <https://helpdesk.ufl.edu/>

Website: <https://elearning.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 Students Complaints: View the Distance Learning Student Complaint Process.

ACADEMIC REQUIREMENTS AND GRADING

Course Assignments

1. **Syllabus/Academic Integrity Quiz:** You are asked to complete a brief quiz on the syllabus and academic integrity prior to unlocking the course content on Canvas. *Please review the syllabus, course overview, and the academic integrity materials before completing the quiz.*
NOTE: While this quiz is ungraded, you must receive a 100% to unlock course materials. You will NOT be able to access course materials without passing the quiz.
2. **Attendance, Professionalism & Participation (20%):** Attendance, participation, and professionalism are required each week. Each week, in-class time will be spent on critical discussion of the weekly readings and applied group activities. You may also have short out-of-class assignments (or in-class assignments with an out-of-class portion) that will be considered part of the participation/weekly activities grade; more information on these assignments will be provided in class on the appropriate week. Merely showing up in class and providing minimal discussion/activity input or input that does not demonstrate understanding of that week's materials will result in point deductions. The lowest participation grade will be dropped at the end of the semester. **Students can earn up to 7.7 points each week for attendance, participation, and completion of weekly activities, for a total of 100 points over the course of the semester.**
3. **Weekly Quizzes (20%):** To encourage completion of the readings/assigned material, to help assess if there are any areas that students are having difficulty with, and because we will not have exams, you will be asked to complete a quiz on each week's material. This quiz is intended to assess overall comprehension of the material and you will have two attempts each week to complete the quiz. Questions are randomly drawn from a question bank, however, so it is unlikely that you will see the exact same set of questions each time. There will be 11 quizzes over the course of the semester and your lowest score will be dropped at the end of the semester. **Each quiz is worth 10 points for a total of 100 points for the semester.**
4. **Online Writing Prompts/Discussion Questions (15%):** Given the importance of discussion and in-class activities to this course, it is essential that all students have completed the required readings and grasp that week's concepts *prior* to coming to class. To help you 1) engage with the course readings 2) connect key concepts across readings and 3) practice your written communication skills, you will be asked to submit a short written prompt before you come to class for 5 of the weeks this semester. Most prompts will ask you to summarize the material across readings for a particular audience, and/or to include at least one potential discussion question for use in class. You will be asked to submit each

prompt via that week's discussion board on Canvas by Wednesday at 11:59 pm (prior to the Thursday class). You are **not** required to respond to your fellow student's posts, but I encourage you to read through them in preparation for class the next day. More information on the weekly writing prompts can be found via the Weekly Writing Prompts rubric (posted on Canvas) and each week's discussion board. **Students can earn up to 15 points each week for submitting these weekly writing prompts, for a total of 75 points over the course of the semester.**

5. **Health Disparities Assignment (5%):** For this assignment, you will identify a specific population within adolescent health that experiences disparities in relation to the health topic you have selected for your final project based on existing available data. You will then prepare a short presentation that provides a summary of the existing evidence that highlights the disparities for the identified population compared to the general population or another relevant reference group. Then, you will then utilize the social ecological model to identify one relevant risk factor for this population at each level of the model, supported by existing evidence. Finally, you will propose at least one public health strategy to address the identified health disparities incorporating support from existing available literature. **This assignment is worth 25 points.** Please see Canvas for full assignment details and requirements.

6. **Final Project (40%):** To integrate what you've learned about Adolescent Health and Risk Taking, and to develop your ability to conduct a meaningful literature review and prepare research or grant proposals, you will write a final paper and prepare a final presentation on a selected topic in Adolescent Health and Risk Taking that you are the *most* interested in. This final project will be submitted in stages throughout the semester, and you will receive formative feedback on each submission to help you improve your final product. The submissions throughout the semester include the following: (1) topic selection, (2) literature review, (3) summary of existing interventions, (4) proposed intervention, (5) final paper draft, and (6) final paper/presentation. You will also receive peer feedback on your final paper draft to offer further support in preparation of your final product. Ultimately, the final paper will: (1) provide an overview of the topic, summarizing "what is known" in the literature (2) present current interventions that are in place to address this topic/issue and (3) make a proposal for your own ideal version of an intervention to address this issue. You will submit this final project in stages over the course of the semester and will receive formative feedback after each submission to help you improve the final product. Your final submission will include both the paper portion of this project (50 points) as well as an in-class presentation and PowerPoint to your peers (50 points). **The final project, including all submissions throughout the semester, is worth 200 points.** Please see Canvas for full assignment details and requirements for the final project and all related submissions.

All activities are due at the days/times listed. All submissions will be through Canvas.

Grading

| <i>Requirement</i> | <i>Due date</i> | <i>Points</i> |
|--|---|---------------|
| Syllabus Quiz | Must be completed to unlock course materials by Friday, 1/12 at 12:00 PM | -- |
| Weekly Reading Quizzes | Ongoing; due each Wednesday by 11:59 PM | 100 |
| Online Writing Prompts/Discussion Questions | Ongoing; due Wednesdays by 11:59 PM | 75 |
| Health Disparities Assignment | February 8 by 1:55 PM EST | 25 |
| Attendance, Participation & Professionalism | Ongoing | 100 |

| Requirement | Due date | Points |
|---|--|------------|
| Final Project Components <i>Note: all assignments due by 1:55 PM EST on listed date</i> | Topic Selection due 1/25 (10 pts) Literature Review due 2/22 (20 pts) Summary of Existing Interventions due 3/7 (20 pts) Proposed Intervention due 3/28 (20 pts) Final Paper Draft due 4/4 (20 pts) Peer Reviews due 4/11 (10 pts) Final Paper (50 pts)/Presentation (50 pts) due 4/18 | 200 |
| TOTAL | | 500 |

Translating Course Points to Letter Grades

| Points earned | ≥465 | 450-464 | 435-449 | 415-434 | 400-414 | 385-399 | 365-384 | 350-364 | 335-349 | 315-334 | 300-314 | ≤299 |
|---------------|------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|------|
| Letter Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |

NOTE: Points are not rounded up at the end of the semester, and grades are not curved. 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 to grade point conversions are fixed by UF and cannot be changed.

| 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 |

For greater detail on the meaning of letter grades and university policies related to them, see the [Grading and Grade Policies](#) posted by the Registrar's Office.

Weekly Course Schedule

Materials subject to change. Please visit Canvas modules for most updated materials in each module. Full details for each reading listed below can also be found within the corresponding module on the course Canvas page.

| Week | Date | Topics | Readings | Assignments |
|------|------------|--|---|--|
| 1 | January 11 | Course Introduction and Overview Adolescent Health Trends | <ul style="list-style-type: none"> Youth Risk Behavior Survey Data Summary and Trends Report, 2011-2021. Executive Summary and Introduction, p. 1-9 Ball et al. (2023) | <ul style="list-style-type: none"> Complete syllabus quiz by Friday, 1/5 at 12:00 PM EST |
| 2 | January 18 | Theoretical Perspectives on Adolescent Health and Development | <ul style="list-style-type: none"> Theories of Adolescent Risk Taking: The Biopsychosocial Model (Chapter 3) Johnson et al. (2011) National Academies of Sciences, Engineering | <ul style="list-style-type: none"> Week 2 Quiz due by Wednesday 1/17 at 11:59 PM EST Discussion Questions #1 due by Wednesday 1/17 at 11:59 PM EST |

| Week | Date | Topics | Readings | Assignments |
|------|-------------|--|---|---|
| | | | and Medicine (2019), p. 59-75 | |
| 3 | January 25 | Brain Development: Implications for Adolescent Risk Behaviors | <ul style="list-style-type: none"> Biological Underpinnings of Adolescent Development (Chapter 6) Agarwal et al. (2023) Blakemore & Robbins (2012) | <ul style="list-style-type: none"> Week 3 Quiz due by Wednesday 1/24 at 11:59 PM EST Selection of Final Project Topic due Thursday 1/25 at 1:55 PM |
| 4 | February 1 | Theories and Models of Adolescent Decision Making | <ul style="list-style-type: none"> Theories and Models of Adolescent Decision Making (Chapter 5) Defoe, Rap & Romer (2022) | <ul style="list-style-type: none"> Week 4 Quiz due by Wednesday 1/31 at 11:59 PM EST Discussion Questions #2 due by Wednesday 1/31 at 11:59 PM EST |
| 5 | February 8 | Disparities in Adolescent Health Risks and Outcomes | <ul style="list-style-type: none"> National Academies of Sciences, Engineering and Medicine (2019), Inequity and Adolescence Delozier et al. (2020) | <ul style="list-style-type: none"> Week 5 Quiz due by Wednesday 2/7 at 11:59 PM EST Health Disparities Presentations due Thursday 2/8 at 1:55 PM EST |
| 6 | February 15 | Juvenile Justice System | <ul style="list-style-type: none"> Annie E. Casey Foundation (2020) What is Juvenile Justice? Robles-Ramamurthy & Watson (2019) Baglivio et al. (2014) | <ul style="list-style-type: none"> Week 6 Quiz due by Wednesday 2/14 at 11:59 PM EST Discussion Questions #3 due by Wednesday 2/14 at 11:59 PM EST |
| 7 | February 22 | Topics in Adolescent Health: Mental Health | <ul style="list-style-type: none"> Youth Risk Behavior Survey Data Summary and Trends Report, 2011-2021. Focus Area: Mental Health and Suicidality, p. 57-69 Crosnoe & Thorpe (2022) Fulginiti et al. (2020) | <ul style="list-style-type: none"> Week 7 Quiz due by Wednesday 2/21 at 11:59 PM EST Literature Review Due by Thursday 2/22 at 1:55 PM EST |
| 8 | February 29 | Topics in Adolescent Health: Tobacco Use | <ul style="list-style-type: none"> Livingston et al. (2022) Barrington-Trimis et al. (2015) Perikleous et al. (2018) | <ul style="list-style-type: none"> Week 8 Quiz due by Wednesday 2/28 at 11:59 PM EST Discussion Questions #4 due by Wednesday 2/28 at 11:59 PM EST |
| 9 | March 7 | Topics in Adolescent Health: Alcohol and Substance Abuse | <ul style="list-style-type: none"> Ladegard & Rylander (2020) Nawi et al. (2021) Tucker et al. (2013) | <ul style="list-style-type: none"> Week 9 Quiz due by Wednesday 3/6 at 11:59 PM EST Summary of Existing Interventions due by Thursday 3/7 at 1:55 PM EST |

| <i>Week</i> | <i>Date</i> | <i>Topics</i> | <i>Readings</i> | <i>Assignments</i> |
|-------------|-------------|---|---|--|
| 10 | March 14 | Spring Break | | |
| 11 | March 21 | Topics in Adolescent Health: Nutrition, Obesity, and Food-Related Issues | <ul style="list-style-type: none"> • APA Press Release (2023) • Heflin et al. (2019) • Norris et al. (2021) | <ul style="list-style-type: none"> • Week 11 Quiz due by Wednesday 3/20 at 11:59 PM EST • Discussion Questions #5 due by Wednesday 3/20 at 11:59 PM EST |
| 12 | March 28 | Topics in Adolescent Health: Cyber Risk | <ul style="list-style-type: none"> • Lee et al. (2022) • Zhu et al. (2021) • De Sa et al. (2023) | <ul style="list-style-type: none"> • Week 12 Quiz due by Wednesday 3/27 at 11:59 PM EST • Proposed Intervention Due by Thursday 3/28 at 1:55 PM EST |
| 13 | April 4 | Topics in Adolescent Health: Sexual Behavior | <ul style="list-style-type: none"> • Santelli et al. (2017) • Zori et al. (2022) • Goldfarb & Lieberman (2021) | <ul style="list-style-type: none"> • Week 13 Quiz due by Wednesday 4/3 at 11:59 PM EST • Draft of Final Paper Due by Thursday 4/4 at 11:59 PM EST |
| 14 | April 11 | Topics in Adolescent Health: Injury and Violence | <ul style="list-style-type: none"> • Bottiani et al. (2021) • Peltonen et al. (2020) • Youth Risk Behavior Survey Data Summary and Trends Report, 2011-2021. Focus Area: Experiencing violence, p. 42-55 | <ul style="list-style-type: none"> • Peer Reviews of Final Paper Due by Thursday 4/11 at 1:55 PM EST |
| 15 | April 18 | Student Presentations | | <ul style="list-style-type: none"> • Final Paper & Final Presentations Due by Thursday 4/18 at 11:59 PM EST |

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You are expected to actively engage in the course throughout the semester. This course follows a blended-classroom model; that is, you are expected to do preparatory work outside of the class (including reading and/or watching lectures/videos, taking a weekly quiz, and preparing for weekly course discussions.) You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live course discussions. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives. Participating actively requires that you are open to discussing your beliefs and how you define

yourself while also opening yourself to other points of view and considering them critically. Rich discussion frequently entails disagreements not only about issues, but also about basic values. As a participant in this class, you are expected to be respectful toward others and their views, even if they are radically opposed to your own beliefs.

Communication Guidelines

Please email the instructor and TA directly rather than using the messaging tool in Canvas. For digital communication, please see the following Netiquette Guidelines:
<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Policy Related to Make ups or Other Work

If you have a scheduling conflict that prevents you from fulfilling a certain course requirement, please contact the course instructor as soon as possible. **Late assignments will not be accepted without an approved arrangement with the course instructor.** Failure to complete work prior to the deadlines outlined in this syllabus may result in a zero grade for that assignment.

In the event that students miss more than two classes, students will be asked to complete an additional assignment on a topic assigned by the instructor. Excessive absences may require additional make up assignments at the discretion of the instructor.

Policy Related to Technical Issues

Any requests for make-ups due to technical issues **must** be accompanied by the ticket number received from the UF Computing help desk (<http://helpdesk.ufl.edu/>) created 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.

Policy Related to Required Class Attendance

Class attendance is a required component of this course. It is expected that you will notify the instructor in advance when you know you will need to miss or be late to class. Illness, family emergencies, and other extenuating circumstances are reasons for missing or being late to class, as long as you follow-up with the instructor in a timely, professional manner.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar 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>

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 Codes](#) information at the Dean of Students Office website or the [Academic Expectations](#) information at the Graduate School website for additional details. Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Policy Related to Plagiarism

Plagiarism, as defined in the UF Student Honor Code (<https://regulations.ufl.edu/wp-content/uploads/2018/06/4.040-1.pdf>), will not be tolerated. Plagiarism detection software (e.g., TurnItIn) and other resources may be used to detect plagiarism. Assignments where the instructor deems that plagiarism has occurred may receive a zero grade, and may be reported to the Dean of Students office as a Student Honor Code violation. The APA publication manual (optional textbook) provides guidelines on avoiding plagiarism; for more details you can also reference the Purdue Online Writing Lab website (https://owl.purdue.edu/owl/purdue_owl.html).

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.

Teaching Philosophy

The aims of graduate school are different from those of undergraduate education. Undergraduate education is concerned primarily with instilling the essential knowledge in a field and—at its best—with preparing students for a lifetime of learning. Graduate education is about turning students into professional researchers and teachers. These different aims correspond to distinct responsibilities for both teachers and learners at the graduate and undergraduate levels. As aspiring professionals, you are responsible for taking initiative to master the key ideas and literature in the field and for seeking out the resources you need. My role is to facilitate your learning and professional development as independent scholars by introducing you to pertinent literature, by challenging you to evaluate and synthesize the material, and by rewarding individual initiative.

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 properly

quote and cite other people's work. With each assignment 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. 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, at minimum.

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/>.

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 their 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.phphp.ufl.edu/services/resourceguide/getstarted.htm>

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.

Students in UF Health Sciences programs should be mindful that unique course accommodations may not be applicable in a clinical, fieldwork or practicum setting. Thus, planning a semester in advance with the DRC Health Sciences Learning Specialist, Lisa Diekow ldiekow@ufsa.ufl.edu, is highly encouraged.

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.

Interpersonal Violence

University of Florida is a Green Dot campus which means that interpersonal violence of any kind is not tolerated. If you experience any form of violence, I am here to support you. Please do not hesitate to reach out to me directly or contact any of the following offices:

Office of Victim Services

352-392-5648 (Monday - Friday 8am-5pm)
352-392-1111 (after business hours and on weekends)

Office of Accessibility and Gender Equity

352-273-1094
<https://titleix.ufl.edu/>

U Matter We Care

352-294-CARE (2273)
umatter@ufl.edu