

University of Florida
College of Public Health & Health Professions Syllabus
PHC6937 Special Topics (3 credits)
Preparing for the Field: Developing Key Skills for Applied Health Department Work
PHC6937 (3 credit hours)
Semester: Spring 2024
Delivery Format: On-Campus
Course Website: <https://elearning.ufl.edu/>
Room HPNP G-301A
Class meets twice per week: Tuesday (1:55-2:45), Thursday (1:55-3:50)

Instructor Name: Jerne Shapiro, MPH

Department of Epidemiology

College of Public Health & Health Professions, College of Medicine

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Office Location: 2055 Mowry Road / Emerging Pathogens Institute, Rm 256

Office Hours: Monday from 12:00-1:00pm (please let me know if you plan to attend)

Phone Number: 352-273-6861

Teaching Assistant(s): Please see the course website

Email: UF account or through the course website

Office Location: Please visit the course website

Office Hours: Please see the course website

Preferred Course Communications (e.g., email, office phone): Direct email (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 5 pm on Friday will be answered the following Monday.

Prerequisites

PHC6001 (Principles of Epidemiology), or consent of the instructors

PURPOSE AND OUTCOME

Course Overview

This course introduces key skills needed to respond to urgent public health problems while working at a state or local health department. Students will participate in hands-on activities to learn how to identify emergent public health concerns, implement targeted interventions, and communicate findings to prevent further illness. Skills include conducting outbreak investigations, interviewing cases, developing communication tools and educational materials, and identifying key stakeholders.

Relation to Program Outcomes

This course provides primary gains or reinforcement of the following competencies:

1. Apply epidemiological methods to settings and situations in public health practice
2. Interpret results of data analysis for public health research, policy, or practice
3. Select communication strategies for different audiences and sectors
4. Communicate audience-appropriate public health content (i.e., non-academic, non-peer audience), both in writing and through oral presentation
5. Describe the importance of cultural competence in communicating public health content

6. Integrate perspectives from other sectors and/or professions to promote and advance population health
7. Apply and interpret common statistical descriptive and inferential methods, including confidence intervals and hypothesis tests in one-sample, two-sample, and multivariable regression settings
8. Develop practical skills in using statistical software packages for data management and analysis of public health data
9. Demonstrate cultural sensitivity and appropriate communication when engaged in public health practice and research
10. Apply criteria for identification, prevention, and control of infectious agents
11. Assess potential confounders in epidemiology studies
12. Integrate systems thinking theory to incorporate multiple stakeholders at state and local levels to address a public health issue
13. Develop a survey instrument that validly examines public health research questions and produces data that addresses health implications and their relationship to policy and contexts
14. Design, implement, and evaluate a public health intervention
15. Design and develop effective communication products that convey health information to diverse audiences that increase recipients' knowledge and positively impact attitudes, beliefs and behaviors

Course Objectives and Goals

Upon completion of the course, students should be able to...

1. Identify sources of infectious disease outbreaks and potential mitigation strategies, including identifying and breaking chains of transmission through case investigations, exposure assessment, and contact tracing
2. Demonstrate an understanding of the procedures to conduct disease investigations for water- and foodborne diseases, vector-borne, droplet and/or airborne, and sexually transmitted infections
3. Develop and apply investigation interviewing skills emphasizing cultural, stigma, and diversity considerations via role-playing activities (active listening, open-ended questions, motivational interviewing)
4. Apply appropriate basic epidemiological, environmental, microbiological, and immunological terms and concepts
5. Develop and evaluate tools for surveillance (surveys, data visualizations, analyses) and apply them to current and historic outbreaks
6. Demonstrate effective oral and written communication with the general public, cases, news media, and policymakers by developing audience-appropriate materials
7. Describe Public Health's Role in Emergency Preparedness and Response. Including the Incident Command System (ICS), and explain why public agencies use it to manage emergencies, both manmade and natural
8. Explain the Federal, State, and County public health infrastructure. This includes Federal and State laws/policies as well as their roles and responsibilities

Instructional Methods

- 1. Lectures:** Are for general orientation. Students are responsible for all the material presented in the course and assigned readings. PowerPoint slides will be available on the class website under the Modules tab.
- 2. Readings and Resources:** In addition to the textbook, supplementary readings and resources will be posted by topic on the class website under the Modules tab. The reading list may be supplemented during the course.
- 3. In-Class and Out-of-Class Assignments:** Hands-on activities are utilized to reinforce the 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 group activities as well as individual assignments.

4. Examination: Students are expected to take the final exam on the scheduled date and time. There is one final exam in this class, and it will be cumulative. Supplemental Materials for exams will include a computer and a calculator with square root and logarithmic functions.

5. Class Participation and Group Work: This course has many opportunities for discussion. Class participation, group work, and overall engagement will comprise a portion of your course grade.

6. Field Trip(s) and Guest Lecturer(s): Students will experience firsthand how public health is applied every day; to accomplish this, the class will visit different agencies throughout the community and have guest lecturers.

Announcements

Class announcements will be sent via the announcement tool in eLearning. Depending on your Canvas notification settings, you may or may not be notified via email. Therefore, you are responsible for all information in these announcements whether or not you see them in your email.

DESCRIPTION OF COURSE CONTENT

Date	Topics and Lectures	Readings and Materials	Discussions, Assignments & Assessments
Module: Biological Concepts			
1/9	<ul style="list-style-type: none"> • Welcome • Course Introduction and Syllabus Review • Group development quiz 	Reading: Syllabus (see Canvas)	Sign up for ProMed and MMWR listserv
1/11	<ul style="list-style-type: none"> • Introduction to Field Epidemiological Concepts • Break into Groups • Icebreaker 		
1/16	<ul style="list-style-type: none"> • Key Concepts in Microbiology 		
1/18	<ul style="list-style-type: none"> • Group work • Introduction to Immunology 		<ol style="list-style-type: none"> 1. In-class assignment-Group work: Game 2. Individual Assignment: Quiz on Epi concepts

Date	Topics and Lectures	Readings and Materials	Discussions, Assignments & Assessments
1/23	<ul style="list-style-type: none"> Laboratory structure and function Commonly used labs, collection methods, and how to interpret them 	Reading: CDC Field Epi Manual Ch. 9 Optimizing epi-laboratory collaborations https://www.cdc.gov/eis/field-epi-manual/chapters/Epi-lab-Collaboration.html	
Module: Environmental Concepts and Outbreak Investigations			
1/25	<ul style="list-style-type: none"> Group work Environmental Health: how it impacts disease spread Env Health structure and function 		In class: Individual and group quizzes on interpreting labs and applying immunology
1/30	<ul style="list-style-type: none"> Collection techniques for Environmental samples 		In-class assignment- Individual 'Shining Light'
2/1 and 2/6	<ul style="list-style-type: none"> Steps in an outbreak investigation Contact investigative process, including contact tracing Preparing for fieldwork 	Reading: CDC Field Epi Manual Ch 1, Defining Field Epidemiology https://www.cdc.gov/eis/field-epi-manual/chapters/Defining-Field-Epi.html CDC Field Epi CH 3, Conducting a Field Investigation. https://www.cdc.gov/eis/field-epi-manual/chapters/Field-Investigation.html Want to learn more? Book recommendation: <i>Deadly River</i> by Ralph R. Frerichs https://www.amazon.com/Deadly-River-Cover-Up-Post-Earthquake-Politics/dp/1501713582 Review: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5088046/ Book recommendation: <i>The Ghost Map</i> by Steven Johnson https://www.amazon.com/Ghost-Map-Londons-Terrifying-Epidemic/dp/1594482691	Individual Assignment: CDC Solve the Outbreak https://www.cdc.gov/digital-social-media-tools/mobile/applications/sto/web-app.html
2/8	<ul style="list-style-type: none"> Epidemiology and the Modes of Transmission Portals of entry/exit Epi curve interpretations 		1. Individual assignment: Interpreting epi curves, determining exposure periods

Date	Topics and Lectures	Readings and Materials	Discussions, Assignments & Assessments
2/13 and 2/15	<ul style="list-style-type: none"> Case definitions 	<p>Reading: Surveillance Case Definitions for Reportable Diseases in Florida (PDF available in Modules)</p>	<p>1. In-class/out-of-class group assignment: Pick a new reportable disease and justify it. Create a case definition</p>
Module: Analytic Concepts			
2/20 and 2/22	<ul style="list-style-type: none"> Formulate and test hypotheses Analysis and interpretations of data sets Data visualizations: Title and create an Epi Curve Line listings Identifying the source of infections (RR, OR, CI, and P-values) 	<p>Reading: CDC Field Epi Manual Ch 6- Describing Epidemiological Data. https://www.cdc.gov/eis/field-epi-manual/chapters/Describing-Epi-Data.html CDC Field Epi Manual Ch 8 - Analyzing and Interpreting Data. https://www.cdc.gov/eis/field-epi-manual/chapters/analyze-Interpret-Data.html Want to learn more? Dance of the P-Values. https://www.youtube.com/watch?v=5OL1RqHrZQ8 Hypothesis generation during a foodborne outbreak investigation video https://www.youtube.com/watch?v=xHNOk_HB3s</p>	<p>1. Individual Assignment: Brief report summarizing, visualizing (epi curve), and interpreting data</p>
2/27, 2/29, and 3/5	<ul style="list-style-type: none"> Surveillance & data sources Collecting risk factor information Creating a questionnaire Asking the right questions 	<p>Reading: Internet, Phone, Mail, and Mixed-Mode Surveys (Dillman) Ch 4, The Fundamentals of Writing Questions https://ufl-flvc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma990360422330306597&context=L&vid=01FALSC_UFL:UFL&lang=en&search_scope=MyInstitution&adaptor=Local%20Search%20Engine&tab=LibraryCatalog&query=any,contains,dillman&offset=0 CDC Field Epi Manual Ch 4, Collecting Data https://www.cdc.gov/eis/field-epi-manual/chapters/collecting-data.html National Outbreak Reporting System- fillable form to report an outbreak to the CDC https://foodsafetycoe.org/product/4685/ Want to learn more? Outbreak Questionnaire Library Website Link: https://docs.google.com/spreadsheets/d/1oanUFpj0QggivaDgm8tV4g64WXEbosKutdvQ8I7Zy8c/edit#gid=0</p>	<p>In and out of class group Assignment: Design a case investigation form</p>

Date	Topics and Lectures	Readings and Materials	Discussions, Assignments & Assessments
3/7	<ul style="list-style-type: none"> Developing and implementing Interventions Breaking the chain of transmission 	<p>Reading: CDC Field Epi Manual Ch 11, Developing Interventions. https://www.cdc.gov/eis/field-epi-manual/chapters/Interventions.html</p> <p>CDC Field Epi Manual Ch 23, Acute Enteric Disease Outbreaks. https://www.cdc.gov/eis/field-epi-manual/chapters/Acute-Enteric-Disease.html</p> <p>Want to know more? Applied Outbreak Investigation Training https://rmphtc.org/pages/aoit/</p>	Individual assignment: Illness at the Inn: A Foodborne Outbreak Case Study (Online) https://foodsafetycoe.org/product/3218/
3/12 and 3/14	<ul style="list-style-type: none"> Spring Break- No School 		
3/19	<ul style="list-style-type: none"> In-class outbreak exercise 		In-class outbreak exercise
3/21	<ul style="list-style-type: none"> Field Trip to FL DOH- Alachua. Meet with the Director, County Epidemiologist, and Director of the STI Department Time: 2:05-3:30pm 	<p>Review ACHD Services at https://alachua.floridahealth.gov/</p> <p>Reading: FI Dept of Health Statement of Organization and Operation https://www.floridahealth.gov/about/documents1/doh-statement-of-agency-organization.pdf</p> <p>CDC Field Epi Ch 13- Legal Considerations https://www.cdc.gov/eis/field-epi-manual/chapters/Legal.html</p> <p>CDC Field Epi CH 14- Coordination of Multiple state and federal agencies https://www.cdc.gov/eis/field-epi-manual/chapters/Coordinating-Agencies.html</p> <p>Want to know more? Legal Aspects of Public Health Food Safety https://phlearnlink.nwcphp.org/enrol/index.php?id=171</p>	Field trip: times and directions found in the Modules section
3/26	<ul style="list-style-type: none"> Continue in-class outbreak exercise 		Continue in-class outbreak exercise
Modules: Public Health Communication			

Date	Topics and Lectures	Readings and Materials	Discussions, Assignments & Assessments
3/28	<ul style="list-style-type: none"> PH Communication, both written and oral Educating the public, stakeholders, and policymakers 	<p>Video: Communication During and After an Outbreak https://youtu.be/KuVOVfq7F48</p> <p>Reading: CDC Field Epi Manual Ch 12, Communicating during a public health emergency or outbreak https://www.cdc.gov/eis/field-epi-manual/chapters/Communicating-Investigation.html</p> <p>Want to know more? Combatting COVID-19 Misinformation (Jan 15, 2022) https://www.idsociety.org/multimedia/podcasts/combating-covid-19-misinformation-jan-15-2022/</p> <p>Your Friend Doesn't Want the Vaccine. What Do You Say? By Arnaud Gagneur and Karin Tamerius. May 20, 2021 https://www.nytimes.com/interactive/2021/05/20/opinion/covid-19-vaccine-chatbot.html</p>	<ol style="list-style-type: none"> In-class group activity: Malaria in Florida Individual assignment: PH Informational brochure on a disease topic
4/2 and 4/4	<ul style="list-style-type: none"> With Becca Fisk: Best practices for conducting interviews, from building rapport, active listening, to interview question types Concepts of Motivational Interviewing (MI) Communicating with thoughtfulness around cultural diversity and stigma 	<p>Reading: CDC TB Case Interview Lectures- (PPT located in Canvas Modules section) Contact Tracing for COVID-19: The Use of Motivational Interviewing and the Role of Social Work. Clin Soc Work J. 2021 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7982339/</p> <p>Intro to Culturally Competent Care (PDF see Canvas)</p> <p>Want to know more? Overview of MI https://www.umass.edu/studentlife/sites/default/files/documents/pdf/Motivational_Interviewing_Definition_Principles_Approach.pdf</p> <p>Book recommendation: <i>Medical Apartheid</i> by Harriet Washington https://www.amazon.com/Medical-Apartheid-Experimentation-Americans-Colonial/dp/076791547X</p>	<ol style="list-style-type: none"> In-class group activity: Interviewing skills practice, Identifying stigmatizing language Individual Assignment: Critique an interview
4/9	<ul style="list-style-type: none"> Interview Role Playing Providing lab results 	<p>Prior to class: Review immunology, lab interpretations, and interview technique lectures</p>	<ol style="list-style-type: none"> In-class group assignment: Role play as the interviewer, interviewee and observer

Date	Topics and Lectures	Readings and Materials	Discussions, Assignments & Assessments
4/11	<ul style="list-style-type: none"> PH Emergency and Preparedness Introduction to Incident Command System 	<p>Reading: CDC Field Epi Manual Ch 16, Emergency Operations Centers and Incident Management Structure https://www.cdc.gov/eis/field-epi-manual/chapters/EOC-Incident-Management.html</p> <p>Want to know more? Mass Gatherings: Are You Prepared? Training video at https://foodsafetycoe.org/product/1530/ (Online course. Requires enrolling in UW's PH LearnLink)</p>	Individual assignment: IS-700.B: An Introduction to the National Incident Management System https://emilms.fema.gov/is_0700b/curriculum/1.html
4/16	<ul style="list-style-type: none"> Guest Lecture: Federal Emergency Response with Dr. Sonja Rasmussen, MD 		
4/18	<ul style="list-style-type: none"> Field Trip to the Emergency Operations Center- Alachua County 2:30-3:30pm 	Review what the Emergency Operations Center (EOC) does at https://www.alachuacounty.us/depts/em/pages/em.aspx	Field Trip to EOC Address: 1100 SE 27th St, Gainesville, FL 32641
Module: Final Wrap Up!			
4/23	<ul style="list-style-type: none"> Wrap up! End-of-semester party Class game 		Assignment: Evaluating group work
5/2	<ul style="list-style-type: none"> Final exam <p>5/2 from 10:00am-12:00am</p>	Cumulative Final Exam: Lockdown browser proctored in-person	

Course Materials and Technology

Lectures, lecture notes, readings, instructor contacts, and course schedules are available on the website. This course will utilize the UF eLearning system, which is accessible at <http://lss.at.ufl.edu> or through my.ufl.edu. You must have a valid Gatorlink ID and password. Components of the site require Java and pop-up windows (you will have to allow these when using Vista). For assistance, call the UF Help Desk at 352-392-HELP or email them at helpdesk@ufl.edu

Required Text and Reading Material

- Rasmussen SA and Goodman RA. *The CDC Field Epidemiology Manual*. New York: Oxford University Press, 2019. <https://www.cdc.gov/eis/field-epi-manual/index.html> (Free and available online)
- Supplemental readings will also be assigned for lectures and are posted by topic under the course schedule.

Required Technology & Software

- A computer and internet access are required for course access
- Microsoft Office Suite

Additional Resources: you should sign up for the following by **the first week of class**.

- A. [Infectious disease Pro-med list serve](#). Complete the requested information and click on the subscribe link. (HINT: sign up only for the “Pro-Med Digest A Consolation of Posts” only)
- B. [Morbidity and Mortality Weekly Report](#), click on the subscribe button.

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/>

Technical Skills Needed for the Course

1. UF Canvas account
2. Use email with attachments
3. Creating and submitting files in commonly used word processing program formats (e.g., Microsoft Word)
4. Copying, pasting, print screen, and snipping tool
5. Downloading and installing software
6. Creating presentations and using presentation and graphics programs (e.g., Microsoft PowerPoint)
7. Microsoft Excel- basic knowledge and graphing skills
8. Adobe- basic knowledge

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](#).

Online Students Complaints: [View the Distance Learning Student Complaint Process](#).

ACADEMIC REQUIREMENTS AND GRADING

Requirements

Students are responsible for all course material, including reading all required materials prior to each lecture. You will be required to bring a laptop to class on designated days.

Readings and Discussions

Students should read the assigned readings before class and be prepared to discuss the material. Reading material can be found in the Modules section of the class website.

Class Participation and Group Work: 15%, prepared for class and participates in discussions and group work.

Final exam- 15% and is cumulative. Lockdown browser taken in class on Canvas. If needed, a calculator and scratch paper will be supplied. The exam is closed note and closed book. The exam will comprise T/F, multiple-choice, short answer, calculations, essay, and matching.

In-Class and Out-of-Class Assignments (Group and individual work)- 25% (out-of-class-individual work) + 25% (in-class activities-individual/group) +20% (out-of-class-group work) = 70%, actively apply information and skills developed during the course to a range of activities (outlined below)

Group Bingo- in class, students will compete in a bingo game that reviews key epidemiology concepts. This is a group assignment.

Quiz on epi concepts- Students will be asked to complete an assignment reviewing the epidemiology terms in the lectures and reading that ask them to apply them. This will be available in Canvas as a timed quiz. This is an individual assignment.

Interpreting labs and applying immunology - Students will complete individual and group quizzes in class. These will be available in Canvas as timed quizzes.

Shining light activity- attendance will be taken to show completion of the in-class exercise. This is an individual assignment.

Field trip to DOH-Alachua- attendance will be taken at the field trip site.

CDC Solve the Outbreak- Students will have to work through several scenarios using the link provided in the module and syllabus and will submit their scores on Canvas. This is an individual assignment.

Reportable disease and case definition- Students will develop a case definition for a condition they think should become a reportable disease and justify this choice. This is a group assignment.

Interpreting epi curves and determining exposure periods- Students will submit proof of completing the CDC modules related to these topics. This is an individual assignment.

Brief report summarizing, visualizing (epi curve), and interpreting data- Using the same scenario from the case investigation form assignment, students will be given a dataset and will be asked to provide a data summary (basic analyses), a visualization (correctly labeled epi curve), and interpret the data to provide a best guess on the source of infection. This is an individual assignment.

Design a case investigation form- Students will be given a disease scenario and then will develop a short questionnaire to identify the source of the infection. This is a group assignment.

Illness at the Inn: A Foodborne Outbreak Case Study- Students will complete this interactive online outbreak and submit proof of completion. This is an individual assignment.

In-class outbreak exercise- We will work through an EIS outbreak training module as a class. At the end of class, students will turn in the completed packet.

Identifying stigmatizing language- Students will review several statements, identify where stigmatizing language is used, and propose alternatives. This is a group assignment in class.

Interview script- Students will be asked to develop a case investigation interview script that could be used to train disease investigators. This is a group assignment.

Role play as the interviewer, interviewee, and observer- In groups, students will conduct mock interviews, switching between the three roles, and provide feedback to their peers. This is a group assignment.

Interview Assessment Exercise- Students will listen to a short, prerecorded interview and critique the interviewer based on the best practices outlined in the preceding lectures. This is an individual assignment.

Malaria in Florida- In-class group exercise where students will practice oral responses to mock media inquiries. This is a group assignment.

Informational brochure- Students will create a brochure about a pathogen that provides important information to cases. This could be mailed or distributed in person. This is an individual assignment.

An Introduction to the National Incident Management System- Students will complete this training and submit proof of completion. This is an individual assignment.

Evaluating Group Work- Students will complete a short assignment assessing their level of engagement in the group assignments and providing feedback on the engagement of their other group members. This is an individual assignment.

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Out-of-Class Assignments: Group Work 1. Notifiable Disease and Case Definition 2. Design a case investigation form 3. PH Informational brochure	2/19 3/8 4/11	Total: 20% (each worth 6.7%)
Out-of-Class Assignments: Individual Work 1. Quiz on Epi Concepts 2. CDC Solve the Outbreak (individual) 3. Interpreting epi curves, determining exposure periods (individual) 4. Brief report summarizing, visualizing (epi curve), and interpreting data (individual) 5. Illness at the Inn: A Foodborne Outbreak Case Study (individual) 6. Interview Assessment Exercise 7. An Introduction to the National Incident Management System (individual)	1/22 2/7 2/12 2/26 3/21 4/8 4/17	Total: 25% (each worth 4.17%)
In-Class Activities: Includes group and individual work as well as field trips	On-going	25%
Class and Group Participation 1. Evaluation of group work	On-going 4/24	Total: 15%
Final exam	5/2 from 10:00am-12:00am	15%

Grading system used

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
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. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Exam Policy

Exams and quizzes will be given in class via a LockDown Browser on your laptop or paper. They may be comprised of T/F, multiple-choice, short answer, calculations, and matching. Depending on the material covered, calculators, scratch paper, and equation sheets may be required. They are closed notes and closed books.

Policy Related to Make-up Exams or Other Work

If you are unable to meet a deadline in this course for a reason approved 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. All make up work should be submitted to the instructor, TAs and in Canvas.

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 email me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Per the University of Florida, students are responsible for satisfying all academic objectives as defined by the instructor. Acceptable reasons for absence include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays and participation in official University activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Remember that, when possible (i.e., extracurricular activities, official University activities, and religious holidays), prior notification of absence is required if the student plans to be given an extension on assignments.

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

What is expected of you?

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.

Classroom Etiquette

Students are expected to arrive on time and remain throughout the scheduled class time. If you must arrive late or leave early for any reason, please inform the instructor before class. Laptops and cell phones are prohibited in the classroom unless otherwise specified. You may use a flat table or iPad to take notes. Cheating and plagiarism will not be tolerated and will result in a grade of zero for the assignment. Inappropriate or unacceptable behaviors can disrupt learning, please be respectful of your fellow classmates and instructors.

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.

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.

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.

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.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.

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