**HSC 2000 Introduction to Health Professions (3 Credits)**

Semester: Fall 2020    Class Number: 26221  
Delivery Format: Blended / Online – Synchronous  
Wednesdays 4th – 5th period (10:40a – 12:35p)  
Course Website: lss.at.ufl.edu (Canvas)

Instructor: Mike Moorhouse, PhD   Teaching Assistant: Cary Love, MPH  
Email: mmoorhou@phhp.ufl.edu   Email: carylynnlove@ufl.edu  
Phone: 352-273-6564  
Office: HPNP 4148  
Office Hours: W 3:00p – 5:00p

---

**PURPOSE AND OUTCOMES**

**Course Overview**

This course provides an overview of the U.S. healthcare system and the health workforce. Specifically, this course will examine issues affecting healthcare delivery including social determinants of health, healthcare reform, and healthcare insurance. This course will also explore the roles and educational requirements of physicians, dentists, nurses, occupational therapists, and other allied health professionals. The course emphasis is to establish a solid foundation of professional characteristics, behaviors, values, skills, and knowledge for students to build upon in their healthcare careers.

**Course Objectives and Competencies**

Upon successful completion of the course, students will be able to:

- Describe the roles and responsibilities of various healthcare professionals within the current healthcare delivery system
- Describe the US healthcare system and the insurance industry’s role in financing healthcare
- Describe the relationship between public health and healthcare
- Identify various health inequities and health disparities found within the US
- Identify personal traits and attitudes desirable in healthcare team members
- List prerequisite coursework and other requirements needed to fulfill the requirements for various graduate/professional programs in the health professions

**Instructional Methods**

The course is housed in Canvas, a UF e-Learning platform. This course uses a blended learning approach which mixes technology and face-to-face instruction (in our case Zoom meetings) to maximize learning. Content that may have traditionally been presented during a live class is instead provided online before the live Zoom session takes place. This allows the instructor time to focus class time on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem-solving, and collaboration. All course material is delivered online, using a combination of video recording, including guest lectures and invited health professional presentations, as well as assigned readings, videos, and class discussion. Regular class attendance, presence, and engagement is absolutely critical to be successful in this course and it is also what makes this class useful for you. While course readings and class presentations are posted on Canvas, understanding the material requires active participation in class and group discussions, and detailed notetaking.
This class meets virtually once per week and you are expected to attend and actively engage in the course throughout the term. You must come to class prepared by completing all out-of-class requirements prior to class. This preparation gives you the knowledge needed to engage in higher levels of learning during the live Zoom sessions. If you are not prepared for the live Zoom sessions, you may struggle to keep pace with the activities, 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 Zoom session. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

COURSE MATERIALS AND TECHNOLOGY

**Self-Directed Search** ($10) - [http://www.self-directed-search.com/What-is-it](http://www.self-directed-search.com/What-is-it) The goal of this report is to help you learn about yourself, discover your occupational and educational options, and inform your decision-making process. You may have already made up your mind about an occupation, and therefore it may support your idea or suggest other possibilities. On the other hand, you may be uncertain about what occupation to pursue or question your current career or educational path. This report can provide insight and information that may help you in your career development. It includes information and activities to prepare you to make career decisions. Make sure to take your time as you read through it and complete the activities.

**Textbooks**

There is no textbook for this course.

**Other Course Material**

Each week, students will be assigned various articles, recorded lectures, webpages, videos, etc. that they must read/watch prior to class. All course material will be made available on the Canvas website at least 1 week prior to class. Within class, instructors will use recorded presentations from various health professionals, class discussion, small group work, and activities to promote further understanding of class topics.

**Technology**

Required Equipment: Computer with high-speed internet access and use of a supported browser. Additionally, all students are required to have a webcam and microphone to participate during the Zoom class times. To access this course on Canvas, you will use your Gatorlink ID and password to login to the course.

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

- Calling (352) 392-HELP (option 2),
- Emailing learning-support@ufl.edu, or
- Going to [lsat.ufl.edu/help.shtml](http://lsat.ufl.edu/help.shtml)

ACADEMIC REQUIREMENTS AND GRADING

**Quizzes (50% of final grade)**

Each week, students will complete a 10 question, multiple choice quiz to assess their understanding and retention of the assigned material. Quizzes will be open the first 10 minutes of class and students must complete the quiz using Honorlock (provided by Canvas). Students are not permitted to use source material, notes, classmates, online resources, or aids of any kind while taking a quiz. A total
of 12 quizzes will be administered with the 2 lowest quiz grades being automatically dropped. Only students with excused absences (see Make-Up Policy below) will be allowed to make-up a quiz. If you experience connectivity issues with Honorlock, please email the instructor before the quiz closes. Emails referencing technical issues that are received after a quiz closes will not be considered timely communication and the student risks earning a 0. Any technical issues that occurs during the quiz will be captured by Honorlock and reviewed by the course instructor.

**Professional Development Assignments (35% of final grade)**
Throughout the semester, students will complete 4 professional development assignments with the goal of solidifying their professional identity. For Assignment 1, students will complete the Self Directed Search to determine your work type. Assignment 2 requires students to explore various organizations related to their chosen profession. For Assignment 3, students will seek out potential graduate programs and identify the prerequisite coursework and additional requirements necessary to be eligible for said programs. Assignment 4 will be a two-part group assignment where students will work in teams to diagnose and treat a fictitious patient (i.e., the instructor). Additional details for each assignment is provided on Canvas.

**Participation (5% of final grade)**
During the live Zoom sessions, students are expected to actively engage in discussion by asking questions and/or commenting on the topic. Questions may be asked during discussion or by way of the chat feature on Zoom. As these sessions are not being recorded, students will be required to have their webcams on.

**Attendance (10% of final grade)**
The instructor will give 7 random “attendance checks” throughout the semester. The check may be given at any point during class, however students need to only be present for 5 checks to receive full credit (10 points). No extra credit will be given for additional attendance checks.

**Extra Credit Paper**
An optional reflection paper will be available for students wishing to earn extra credit. The paper will be a minimum of 1,000 words, 12 pt. Arial font, double-spaced. Because this is a reflection paper, outside resources are not required and therefore citations are not expected. If however you decide to reference material, you must provide an APA citation at the end of your paper. Students will choose 1 of 3 topics to write about (more information can be found on Canvas).

**Grading**
Final grades will be based on the number of points accumulated during the course. Total points will not be rounded up. Also note, there is no C- grade given for this course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Range</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (x10)</td>
<td>50</td>
<td>A 93-100 Points</td>
<td>4.00</td>
</tr>
<tr>
<td>Professional Development Assignment 1</td>
<td>05</td>
<td>A- 90-92.99 Points</td>
<td>3.67</td>
</tr>
<tr>
<td>Professional Development Assignment 2</td>
<td>05</td>
<td>B+ 87-89.99 Points</td>
<td>3.33</td>
</tr>
<tr>
<td>Professional Development Assignment 3</td>
<td>10</td>
<td>B 83-86.99 Points</td>
<td>3.00</td>
</tr>
<tr>
<td>Professional Development Assignment 4</td>
<td>15</td>
<td>B- 80-82.99 Points</td>
<td>2.67</td>
</tr>
<tr>
<td>Attendance</td>
<td>10</td>
<td>C+ 77-79.99 Points</td>
<td>2.33</td>
</tr>
<tr>
<td>Participation</td>
<td>05</td>
<td>C 70-76.99 Points</td>
<td>2.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D+ 67-69.99 Points</td>
<td>1.33</td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
<td>D 63-65.99 Points</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D- 60-62.99 Points</td>
<td>0.67</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>05</td>
<td>E &lt;60 Points</td>
<td>0.00</td>
</tr>
</tbody>
</table>

For greater detail on letter grades and university policies related to them, see the Registrar’s Grade Policy at: [http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)
**DESCRIPTION OF COURSE CONTENT**

**Outline/Course Schedule**
All assigned articles, webpages, lectures, videos etc. should be read/watched prior to class. If you miss class, it is your responsibility to obtain notes, handouts, and summary of the lesson/class activities from the missed class. This course schedule is subject to revision. Confirm deadlines in class and always check Canvas for updates.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/Videos</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1    | Sep. 2 | What Makes a Great Health Professional? | Take Syllabus Quiz (Must Earn 100% To Access Course)  
Discuss Syllabus  
Take Honorlock Test Quiz  
Class Discussion: What Separates An Effective Health... |                                                |
| 2    | Sep. 9 | US Healthcare System 1       | Video: Kaiser - When the US Implemented the ACA  
Video: Kaiser - Health Insurance Explained: The YouToons...  
Article: Affordable Care Act At 10 Years  
Quiz (Honorlock; first 10 minutes of class)  
Guest Presentation: Dr. Dustin Hegland (medicine)  
Class Discussion: ACA - What Has And Has Not Worked |                                                |
| 3    | Sep. 16| US Healthcare System 2      | Video: TEDTalk - Health Inequity: America's Chronic Condition  
Web: Kaiser - 10 Things to Know about Medicaid...  
Web: Kaiser - An Overview of Medicare  
Quiz (Honorlock; first 10 minutes of class)  
Guest Presentation: Ms. Shalon Buchs (physician assistant)  
Class Discussion: The ACA Coverage Gap | Assignment 1: Due Friday, September 18 by 11:59pm |
| 4    | Sep. 23| Integrating Public Health Into Medicine | Video: TEDTalk - What Makes Us Sick? Look Upstream  
Article 1: Health Disparities and Health Equity...  
Article 2: (Class Choice)  
Quiz (Honorlock; first 10 minutes of class)  
Guest Presentation: Ms. Jeme Shapiro (epidemiology)  
Class Discussion: Based Upon Article Class Chooses |                                                |
| 5    | Sep. 30| Social Determinants of Health | Video: TEDTalk - Social Determinants of Health  
Video: Netflix - COVID-19  
Article 1: Pathology, Transmission, Diagnosis, and Treatment...  
Quiz (Honorlock; first 10 minutes of class)  
Guest Presentation: Dr. Charles Hobson (medicine)  
Class Discussion: Hospitalization Of Black Patients With COVID |                                                |
| 6    | Oct. 7 | Disease and Disability: Psychosocial Issues | Lecture: Disability Models  
Web: Kaiser - Disparities in Health and Health Care...  
Article 1: Inequality and the Health-Care System in the USA  
Quiz (Honorlock; first 10 minutes of class)  
Guest Presentation: Dr. Christine Myers (occupational therapy)  
Class Discussion: Barriers PWD Face In Obtaining Healthcare | Assignment 2: Due Friday October 9 by 11:59pm |
| 7    | Oct. 14| Vulnerable Populations       | Article 1: The Impact of Unconscious Bias in Healthcare...  
Article 2: Enhancing Cultural Competence In Medical Education  
Quiz (Honorlock; first 10 minutes of class)  
Guest Presentation: Dr. Joel Bialosky (physical therapy)  
Class Discussion: Culturally Competency In Health Professions |                                                |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/Videos</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 8    | Oct. 21 | Patient – Provider Communication | Video: Building Empathy with Patients  
Video: TEDTalk - The Next Revolution in Healthcare? Empathy  
Article 1: Motivational Interviewing  
Quiz (Honorlock; first 10 minutes of class)  
Guest Presentation: Dr. Chris Schreier (nursing)  
Class Discussion: What is the Health Professional’s Role in Motivating Patients? |          |
| 9    | Oct. 28 | Research in Healthcare | Video: TEDTalk - Trust, Morality...and Oxytocin?  
Video: Last Week Tonight with John Oliver - Research  
Lecture: Levels of Evidence  
Quiz (Honorlock; first 10 minutes of class)  
Guest Presentation: Dr. Pamela Sandow (dentistry)  
Class Discussion: What The Public Gets Wrong About Research |          |
| 10   | Nov. 4 | Healthcare Leadership | Article 1: Improving Leadership in the COVID-19 Era  
Article 2: Change Leadership: The Role of Emotional Intelligence  
Quiz (Honorlock; first 10 minutes of class)  
Guest Presentation: Dr. Keith Benson (health administration)  
Class Discussion: Emotional Intelligence in Leadership | Assignment 3: Due Friday, November 6 by 11:59pm |
| 11   | Nov. 11 | NO CLASS | NO CLASS - VETERAN’S DAY |          |
| 12   | Nov. 18 | Ethical and Legal Issues in Healthcare | Article 1: Informed Consent And The Role Of The Physician  
Article 2: The Vernacular Of Risk - Rethinking Direct To...  
Quiz (Honorlock; first 10 minutes of class)  
Guest Presentation: Ms. Justine Allen (speech pathology)  
Ethical Case Studies Discussion |          |
| 13   | Nov. 25 | NO CLASS | NO CLASS - THANKSGIVING |          |
| 14   | Dec. 2 | Critical Thinking in Healthcare 1 | Lecture: Why is Critical Thinking So Important to the Health...  
Article 1: (Class Choice)  
Quiz (Honorlock; first 10 minutes of class)  
Guest Presentation: Michelle Farland (pharmacy)  
Case Study Part 1 |          |
| 15   | Dec. 9 | Critical Thinking in Healthcare 2 | Lecture: Cognitive Biases  
Article 1: (Class Choice)  
Quiz (Honorlock; first 10 minutes of class)  
Case Study Part 2 | Assignment 4: Due Friday, December 11 by 11:59pm |

***Schedule is subject to change in the event of extenuating circumstances. Any changes will be announced in class, and the student is personally responsible for obtaining updated information regarding those changes.***
CLASS POLICIES

Make-Up Work Policy
Make-ups may be granted based upon the following circumstances: (a) illness, (b) serious family emergencies, (c) military obligation, (d) religious holidays, (e) participation in official university activities, or (f) court-imposed legal obligations. For circumstances a. and b., students must contact the faculty via email within 48 hours of the missed quiz/assignment, and the faculty may request the student provide medical or other forms of documentation to validate the make-up.

For all other circumstances, students must contact the faculty at least 3 days prior to the anticipated missed day and provide reasonable documentation confirming the obligation/activity. Note: circumstances c. through f. only apply to missed quizzes, not assignments. Assignments are published at the beginning of the class and therefore students have ample time to complete assignments around anticipated obligations/activities.

Missed quizzes/assignments due to severe weather or poor internet connectivity will be reviewed on a case by case basis. If you are unable to access consistent internet, please email the instructor ahead of time (if possible); otherwise email the instructor at the earliest time possible.

Late Submission Policy
Late submissions for Professional Development Assignments will be accepted for up to 48 hours after the original deadline, and graded for a maximum of half credit. Assignments submitted after the 48 hour window will not be accepted (unless excused) and the student will earn a 0.

It is your responsibility to check that the correct assignment has been submitted to Canvas on time. If you submit the wrong assignment, Canvas allows you to resubmit the correct assignment before the deadline.

Collaboration Policy
Unless otherwise stated explicitly by written instructions, the preparation of all coursework should be done individually. If you are unsure about what level of collaboration is appropriate, ask the instructor before beginning any graded assignment.

Inclusive Learning Environment Policy
The College of Public Health and Health Professions believes in human dignity and 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.

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. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy: http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm

**Academic Integrity Policy**

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

Violations of the Honor Code at the University of Florida will not be tolerated and 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: www.dso.ufl.edu/sccr/process/student-conduct-honor-code/.

**SUPPORT SERVICES**

**Counseling and Wellness**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues. 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 website for more information: www.counseling.ufl.edu. Online and in-person assistance is available.
- U Matter, We Care website: 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 (352) 392-0627 or check out the website at: www.shcc.ufl.edu/.
- Crisis intervention is always available 24/7 from the Alachua County Crisis Center at: www.alachua county.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx, or call at (352) 264-6789.
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.

**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](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.

**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 professional and respectful feedback is available at [https://gatorevalaas.ufl.edu/students/](https://gatorevalaas.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.bluer.com/ufl/](https://ufl.bluer.com/ufl/). Summaries of course evaluation results are available to students at [https://gatorevalaas.ufl.edu/public-results/](https://gatorevalaas.ufl.edu/public-results/).