

University of Florida
College of Public Health and Health Professions Syllabus
HSC 3502—Fall, 2020
Survey of Diseases and Disabilities 1
Delivery Format: Online
UF eLearning: <http://elearning.ufl.edu>

Instructors: Carolyn Hanson, PhD, OTR
Justin Mason, PhD

Time:

Classroom Location: Zoom

Office hours: TBD

Office location: TBD

Contact information: TBD

(Preferred course communication: email through Canvas)

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Course Overview

Overview of medical and psychosocial aspects of chronic diseases including issues of disability management (combined as a series with HSC 4558 to cover a greater breadth of health challenges).

Course Objectives

Upon completion of this course the student will be able to:

1. Distinguish among various diseases and disabilities given information related to epidemiology, etiology, symptoms, and treatments.
 - a. Summarize the epidemiology, etiology, and symptoms of forms of disease and disability including traumatic brain injury, spinal cord injury, burns, amputations, vision impairments and blindness, hearing impairments and deafness, cerebral palsy, intellectual disabilities, autism, muscular dystrophy, sickle cell disease, hemophilia, and cystic fibrosis.
 - b. Use knowledge of diseases and disabilities to identify appropriate treatment/intervention and possible prevention strategies.
 - c. Describe the roles of various healthcare professionals in evaluating and treating individuals with diseases/conditions.

2. Apply the World Health Organization's International Classification of Disability, Function and Health (WHO ICF model) to analyze the impact of functional (e.g., body function and structures) and contextual (e.g., social supports, environmental and intrapersonal) factors on activities and participation of persons with disabilities.
 - a. Explain the purpose of the World Health Organization International Classification of Disability, Function and Health (WHO ICF model).

- b. Identify both functioning (e.g., body function and structures) and contextual (e.g., social supports, environmental and intrapersonal) factors that contribute to participation and health.
 - c. Address activity limitations and participation restrictions by designing functional and contextual focused approaches.
3. Summarize US legislation that protects the rights of children and adults with disabilities and shapes the services and supports provided to people with disabilities.
 - a. Outline key points of US legislation that protects the rights of children and adults with disabilities
 - b. List the services and supports provided to people with disabilities under US law.
4. Interpret the “lived experience” of disease and disability as felt by individuals who have the conditions and their caregivers and family members.
 - a. Describe the functional and contextual factors that impact health and “lived experience” as perceived through the lens of perspectives from individuals who have diseases and disabilities, their caregivers, and family members.
 - b. Convert the epidemiology, etiology, symptoms, and treatments of conditions into narrative of the “lived experience” of disease and disability as felt by individuals who have the conditions and their caregivers and family members.

Instructional Methods

1. Reading assignments and pre-recorded lectures
2. E-Learning web links in Canvas Modules to supplement materials and readings.
3. Provocative questions and review questions to facilitate active learning
4. Weekly quizzes (2 per week) to evaluate understanding of content from the week’s reading and Canvas lectures
 - a. “Foundation quizzes” to assess content knowledge, due on Sundays at 11:59 pm.
 - b. “Application quizzes”, completed the day after class at 11:59 pm to assess application of knowledge
5. Active participation in and contribution to assignments, which may be partially or fully completed during Zoom class activities.
 - a. Assignments are due and must be posted to Canvas 2 days after class at 11:59 pm. Monday sections have Wednesday 11:59 pm due date. Tuesday sections have Thursday 11:59 pm due date.
6. Two section exams (content from weeks 1-7, and weeks 9-15)

Required Text:

Falvo, D. & Holland, B.E. (2018). *Medical and psychosocial aspects of chronic illness and disability* (6th ed.). Burlington, MA: Jones and Bartlett. Textbook is

available at the Health Center bookstore: <https://www.bkstr.com/ufl-healthstore/home>

*[*Please note that this text is also required for HSC 4558 Survey of Diseases and Disabilities 2, Spring 2021.]*

Electronic videos via UF Library

In order to access streaming video, please use the following link for UF VPN Client: <https://net-services.ufl.edu/provided-services/vpn/clients/> . Also, Canvas has more specifics on PAGES (Technical Help tab) and then search for UF Other Resources (UF Gatorlink VPN instructions).

HonorLock Proctoring Services (sectional exams)

This course will use HonorLock, a proctoring service for sectional exams. HonorLock ensures exam integrity and enables administration of remote online quizzes.

- The College of Public Health & Health Professions will pay your proctoring fees.
- HonorLock will record and audit your entire exam session.
- All recorded exam sessions will be reviewed as part of your final grade.
- Instances of cheating or inappropriate behavior will be considered violations of the Student Honor Code and will result in disciplinary action.

HonorLock Set-up

HonorLock is a user-friendly system, but you must follow these guidelines to register and take your quizzes:

1. Review the following HonorLock Student Information to obtain an overview of HonorLock:
 - [HonorLock Student Proctoring](#)
 - [HonorLock Student Guide](#)
 - [HonorLock Student Preparation Checklist](#)
2. Students will need to have some administrative rights on the computer they are using for the exam to enable the proctoring service to function.
3. Students will need to have **Google Chrome**, a microphone and webcam in place during the test-taking period. An inexpensive webcam and microphone should work fine. Students will NOT be allowed to take an exam without a webcam.
4. It is recommended that students not use a wireless Internet connection for exams. Please consider wire connecting your wireless laptop to your modem for a more reliable Internet signal during the exam. Inexpensive modem cables are available in most electronic stores and online.

What to expect when completing an exam on HonorLock

- Please plan on extra time to complete your exam to accommodate connection time and any technical issues that arise.
- No human proctor will appear. You will take your exam with your camera recording the entire session.
- Exams may be taken at a student's home. Students must plan to take their exam in an environment where other people will not be present in the room or enter/exit the room during the exam.

- You are required to pan your camera around the room and your desk and remove anything not allowed.
 - Do not have any materials (paper, books) next to you during the exam, even if you are not using them.
- Once you finish and submit your exam, you will log out, and the exam session will be audited at HonorLock.

Steps to Start an Exam Using Honorlock

1. You must use Google Chrome browser with HonorLock
2. When it is available open your exam in Canvas.
3. Click “Get Started” and “Install Extension”.
4. Click “Add extension” and then “Take the Quiz”.
5. Click “Launch Proctoring” and “Allow” (HonorLock to use your camera).
6. Take the required photo by clicking “Take Photo” and click “Accept” if there is a clear image of you on screen. Otherwise “Redo”.
7. Take the required photo of your picture ID.
8. “Begin the Room Scan” by clicking and then scan the room with your camera. Click “I’m done once complete.
9. Take the exam as normal.
10. Finish the exam, and HonorLock will automatically save and close as well.

HonorLock Support:

Call HonorLock at 855-828-4004 for 24/7 support assistance. Then contact your faculty and TA to let them know you had an issue. If applicable, other emergency numbers are available in your course site

LockDown Browser

This course requires the use of LockDown Browser for foundation and application quizzes. Watch this video to get a basic understanding of LockDown Browser:

<https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

Download Instructions

Download and install LockDown Browser from this

link:<https://download.respondus.com/lockdown/download.php?id=364713981>

Once Installed

- Start LockDown Browser
- Log into Canvas
- Navigate to the LockDown practice quiz listed under “Surveys”

Other References and Resources

Web links to important and credible sources for additional information on the weekly topics are available via eLearning Canvas. Students are encouraged to broaden their learning beyond lectures and textbook reading by using credible online sources to gain a deeper understanding of course material. Remember to cite all sources using APA style.

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

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

DESCRIPTION OF COURSE CONTENT

Topic outline (this is tentative and may be modified as needed during the semester)

Foundational Quizzes to be taken **before** class to ensure understanding of content for the week. Application Quizzes to be taken **after** class (available at 5 pm day of class until the following day at 11:59 pm).

Date	Weekly Learning Objectives	Reading	Class Activities & Assignment
Week 1 Aug. 31 & Sept. 1	<p>Models of Disability & Health</p> <ul style="list-style-type: none"> • Discuss the purpose and the impact of the ICF model on health care professionals • Identify component parts of the ICF and give examples of major concepts • Compare and contrast social and medical models of disability • Discuss the role of language in shaping the disability experience while using appropriate professional and personal terms • Create an interdisciplinary group and develop a group contract • Effectively use the ICF online browser to identify specific chapters and subcategories of body structures, body function, activity, participation and the environment <p><i>This week's learning objectives align with course objective #2a and #2b.</i></p>	Falvo & Holland (F&H) pages 1-9.	<ul style="list-style-type: none"> • Syllabus review • Ice Breaker • Interprofessional Group contract • ICF Case (ungraded assignment) • Welcome discussion prompt (graded- due on 9/2@11:59 pm) • Syllabus quiz (due 9/2@ 11:59 pm)- located under Practice Quizzes <p><i>This week's assignment assesses course objective #2b.</i></p>
Week 2 Sept. 7 (holiday-online- no	<p>Disability History & Policy</p> <ul style="list-style-type: none"> • Describe protections to people with disabilities under ADA & IDEA • Explain the relationship between policy and societal 	F&H: pages 11-32	<ul style="list-style-type: none"> • Foundation Quiz 1 (covers weeks 1 & 2 of readings & videos) • Review & provocative questions • Assignment 1: Accessibility in our daily lives

ZOOM) Sept. 8- class	attitudes about disability <ul style="list-style-type: none"> • Describe the psychosocial impact of disability on people with and without disabilities • Differentiate among the 5 types of interventions • Appreciate historical events and its impact on disability <i>This week's learning objectives align with course objective #3a, #3b, and #4b.</i>		<ul style="list-style-type: none"> ○ For sections that usually meet on Monday, your assignment 1 will be due Wed Sept 9. • Application Quiz 1 (covers weeks 1 & 2 of readings & videos) <i>This week's assignment assesses course objectives #2b, #2c, and #3b. This week's quizzes assess course objectives #2a, #2b, #3a, #3b, and #4b.</i>
Week 3 Sept. 14 & 15	Burns <ul style="list-style-type: none"> • List functions of the skin • List major causes of burns • Describe ways to assess burns (burn classification) and use appropriate terminology • Discuss the rule of 9s, ways to assess TBSA • List the roles of people on the burn unit and criteria to admit patients to the burn unit • Identify burn management stages and treatment strategies for each stage • Identify types of grafts and management/treatment • Identify ways to prevent burns from occurring <i>This week's learning objectives align with course objectives #1a, #1b, #1c, #2b, and #4a.</i>	Reading: F&H: 543-553	<ul style="list-style-type: none"> • Foundation Quiz 2 • Review & provocative questions • Assignment 2: Burn Case study • Application Quiz 2 <i>This week's assignment assesses course objectives #1a, #1b, #1c, and #4a. This week's quizzes assess course objectives #1a and #1b.</i>
Week 4 Sept. 21 & 22	Traumatic Brain Injury <ul style="list-style-type: none"> • Contrast mechanisms of non-traumatic and traumatic brain injury • Distinguish states of consciousness and brain injury phases 	Reading: F&H: 33-69	<ul style="list-style-type: none"> • Foundation Quiz 3 • Review & provocative questions • Assignment 3: TBI prevention materials for various populations • Application Quiz 3

	<ul style="list-style-type: none"> • Identify methods of dealing with concussion • Know the lobes of the brain and their function • List brain injury assessments and define when they should be used • Describe TBI management and treatment • Identify physical and mental effects from sustaining a TBI • Design an awareness campaign that features evidence-based approaches to prevent TBI <p><i>This week's learning objectives align with course objectives #1a, #1b, #1c, and #4b</i></p>		<p><i>This week's assignment assesses course objectives #1a and #1b. This week's quizzes assess course objectives #1a, 1b, and #2b.</i></p>
<p>Week 5 Sept. 28 & 29</p>	<p>Spinal Cord Injury (SCI)</p> <ul style="list-style-type: none"> • Identify levels of injury to the spinal cord and its impact on function • Describe the relationship of the brain to the spinal cord • Identify SCI management from stabilization to rehab training and including psychosocial intervention • Identify the purpose of the ASIA scale and list its 5 levels • Define specific problems unique to SCI • Identify methods to make environments accessible • Apply knowledge of SCI body structure and function to identify interventions and environmental modifications that support activity and participation • Outline differences in treating cervical, thoracic, 	<p>Reading: F&H: 95-110</p>	<ul style="list-style-type: none"> • Foundation Quiz 4 • Review & provocative questions • Assignment 4: SCI Case studies • Application Quiz 4 <p><i>This week's assignment assesses course objectives #1b, #2b, #2c. This week's quizzes assess course objectives #1a, #1b.</i></p>

	<p>lumbar and sacral injuries</p> <p><i>This week's learning objectives align with course objectives #1a, #1b, #1c and #2b, #2c</i></p>		
<p>Week 6 Oct. 5 & 6</p>	<p>Assistive Technology</p> <ul style="list-style-type: none"> List the differences between high tech and low tech devices Discuss the benefits and drawbacks of voice activated devices List characteristics and services of robots in the community & home Outline the range of devices considered voice-activated Identify common assistive devices used for SCI, burns and TBI Apply knowledge of SCI, burns, and TBI conditions to design AT to support an area of activity/participation. <p><i>This week's learning objectives align with course objectives #1b and #2c.</i></p>	<p>Reading: F&H: 561-571.</p>	<ul style="list-style-type: none"> Foundation Quiz 5 Review & provocative questions Assignment 5: Create new AT devices Application Quiz 5 <p><i>This week's assignment assesses course objectives #1b and #2c. This week's quizzes assess course objectives #1a, #1b, and #3a.</i></p>
<p>Week 7 Oct. 12 & 13</p>	<p>Amputations</p> <ul style="list-style-type: none"> List various levels of UE and LE amputations Identify reasons for amputation Describe methods of managing the residual limb acutely Describe the different types of prosthetic devices on the market Differentiate reasons for prescribing a manual vs. myoelectric vs. cosmetic prosthesis Identify parts of a common prosthetic device 	<p>Reading: F&H: 431-438.</p>	<ul style="list-style-type: none"> Foundation Quiz 6 Review & provocative questions Assignment 6: Prosthetic slideshows Application Quiz 6 <p><i>This week's assignment assesses course objectives #1a, #1b, and #2c. This week's quizzes assess course objective #1a, #1b, #1c.</i></p>

	<ul style="list-style-type: none"> List reasons for and against replantation Describe phantom limb pain and possible management Apply knowledge of body structures and function, to evaluate functional use of prosthetic devices <p><i>This week's learning objectives align with course objectives #1a, #1b, #1c, #2c</i></p>		
Week 8 Oct. 19 & 20	Section Exam During class period	Review content for weeks 1-7	<ul style="list-style-type: none"> Section Exam 1 Progress peer professional behavior evaluation
Week 9 Oct. 26 & 27	Early Childhood Development & Early Intervention Services <ul style="list-style-type: none"> Identify key expected childhood developmental milestones Describe the effects of environmental factors on child development Describe the policy that established early intervention services, service eligibility, and required components of early intervention services Understand the role that the natural environment plays in early intervention services Enact roles on the interdisciplinary EI team Apply the principles of family informed decision making and interprofessional communication to generate goals for an EI case. <p><i>This week's learning objectives align with course objectives #1a, #1b, #1c, #2c, #3a, #3b, & #4a.</i></p>	ECTA Practice guides and videos (posted to Canvas)	<ul style="list-style-type: none"> Foundation Quiz 7 Review and provocative questions Assignment 7: Communication & collaborative intervention planning: Role play and reflection Application Quiz 7 <p><i>This week's assignment assesses course objectives #1a, #1b, #1c & #4a. This week's quizzes assess course objectives #1a, #1b, and #3a, #3b.</i></p>
Week 10 Nov. 2 & 3	Cerebral Palsy <ul style="list-style-type: none"> Describe the etiology of CP including prenatal, perinatal, and postnatal 	Reading: F&H: 145-156.	<ul style="list-style-type: none"> Foundation Quiz 8 Review and provocative questions Watch documentary "King Gimp"

	<ul style="list-style-type: none"> • List classification strategies for CP • List the various types of CP and its effect on function • Identify other conditions or medical problems that commonly co-occur with CP • Apply knowledge of ICF and the social model of disability to evaluate the participation of individuals with CP across the lifespan <p><i>This week's learning objectives align with course objectives #1a, #1b, #2b, & #4b.</i></p>		<ul style="list-style-type: none"> • Assignment 8: Case study: King Gimp • Application Quiz 8 <p><i>This week's assignment assesses course objectives #2b and #4b. This week's quizzes assess course objectives #1a, and #1b.</i></p>
Week 11 Nov. 9 & 10	<p>Neurodevelopmental Conditions</p> <ul style="list-style-type: none"> • Differentiate symptoms & etiology of intellectual disability vs. Autism • Define how autism and intellectual disability are diagnosed and how severity is classified • Describe the following interventions for people with ASD and ID and determine when appropriate to use: UDL, ABA, token economies, CBT, social skills training • Evaluate assumptions about people with ID and Autism, and compare and contrast assumptions versus observations of people's lived experiences. • Apply the ICF framework to identify environmental supports that facilitate the participation of people with ASD and ID in school, work, home, and the community. <p><i>This week's learning objectives align with course objectives #1a, #1b, #2b, & #4a.</i></p>	Reading: F&H: 163-177.	<ul style="list-style-type: none"> • Foundation Quiz 9 • Review & provocative questions • Assignment 9: Participation of people with ID and Autism • Application Quiz 9 <p><i>This week's assignment assesses course objectives #1a, #1b, #2b, and #4a. This week's quizzes assess course objectives #1a, #1b.</i></p>
Week 12	Progressive conditions: Muscular Dystrophy &	Reading:	<ul style="list-style-type: none"> • Foundation Quiz 10

<p>Nov. 16 & 17</p>	<p>Cystic Fibrosis</p> <ul style="list-style-type: none"> • List types of MD and common functional problems/complications • Describe anatomical and physiological processes associated with CF & MD • Outline progressive disease process and how to improve quality of life • List differences between scoliosis, lordosis and kyphosis • Identify the multisystem effects of CF on the body • Compare and contrast participation in life activities between CF & MD <p><i>This week's learning objectives align with course objectives #1a, #1b, #1c, #2b, and #4a.</i></p>	<p>F&H: Bottom 130-132, 489-491.</p>	<ul style="list-style-type: none"> • Review & provocative questions • Assignment 10: MD and CF: body structures/functions, activity & participation, environment, and psychosocial experiences. • Application Quiz 10 <p><i>This week's assignment assesses course objectives #1a, #1b, #2b, and #4a. This week's quizzes assess course objectives #1a & #1b.</i></p>
<p>Week 13 Nov.23 & 24 Class being held- Thanksgiving week</p>	<p>Conditions of the Blood: Sickle Cell Disease & Hemophilia</p> <ul style="list-style-type: none"> • Describe the role of the blood cell in SCD & Hemophilia • List effects of SCD on organs and tissues • Describe sickle cell crisis and management • Distinguish the differences between various anemias • Identify management strategies for SCD & Hemophilia • Discuss bone marrow transplantation (for the donor and recipient) • Discuss the role of inhibitor effects and adverse reaction in hemophilia 	<p>Readings: F&H: 309-326</p>	<ul style="list-style-type: none"> • Foundation Quiz 11 • Review & provocative questions • Assignment 11: Treatments for blood disorders • Application Quiz 11 <p><i>This week's assignment assesses course objectives #1a, #1b, #1c, and #4a. This week's quizzes assess course objective #1a and #1b.</i></p>

	<i>This week's learning objectives align with course objectives #1a, #1b, #1c, #4a.</i>		
Week 14 Nov. 30 & Dec. 1	<p>Hearing Loss and Deafness</p> <ul style="list-style-type: none"> • List factors of hearing loss and its impact on development • Differentiate between prelingual/postlingual/prevocational deafness • List ways to protect hearing and identify decibel levels of common sounds • Describe the connection of hearing to equilibrium • Describe vestibular rehab • Identify common conditions and treatment/management for hearing loss • Differentiate outer vs. middle vs. inner ear conditions • List screening and evaluation measures for detecting hearing loss • Appreciate and apply the values of Deaf culture to critically evaluate common treatments of hearing loss/deafness. <p><i>This week's learning objectives are aligned with course objectives #1a, #1b and #4a.</i></p>	Readings: F&H: 281-307	<ul style="list-style-type: none"> • Foundation Quiz 12 • Review & provocative questions • Assignment 12: Debate: Cochlear implant; Deaf culture • Application Quiz 12 <p><i>This week's assignment assesses course objectives #1a, #1b, and #4a. This week's quizzes assess course objectives #1a and #1b.</i></p>
Week 15 Dec. 7 & 8	<p>Vision Loss and Blindness</p> <ul style="list-style-type: none"> • Outline anatomical factors effecting visual function • Define blindness, legal blindness, and low vision • Distinguish among various methods to assess visual function • Describe common visual impairment conditions and treatment along with possible preventive 	Readings: F&H: 263-279.	<ul style="list-style-type: none"> • Foundation Quiz 13 • Review & provocative questions • Assignment 13: Common eye diseases and accommodations • Application Quiz 13 <p>This week's assignment assesses #1a, #1b, #1c, #2b</p>

	<p>strategies</p> <ul style="list-style-type: none"> • Describe assistive devices (including guide dogs) and other strategies that benefit people with low vision or blindness <p><i>This week's learning objectives are aligned with course objectives #1a, #1b, #1c, #2b</i></p>		<i>This week's quizzes assess course objectives #1a, #1b, #1c.</i>
Week 16	Section exam (During finals week)	Review content weeks 9-15	<ul style="list-style-type: none"> • EXAM • Final peer professional behavior evaluation

ACADEMIC REQUIREMENTS AND GRADING

26 Weekly Quizzes with 24 being counted (20% of final grade):

Quizzes provide two important learning benefits. One, they provide “in the moment” feedback about your understanding of the week’s topic, and can help you identify when you may need to spend more time studying materials and attending office hours. Two, they provide you with the opportunity to practice for the types of questions that will be on the class section exams. To further help you prepare for graduate admissions tests, all quizzes will provide 1 minute per question.

Each week, there are two types of quizzes:

1. *Before class “Foundation Quiz”*: This quiz will assess your ability to remember, recall, define, identify and recognize key content from each week’s topic. Students are expected to read the weekly textbook chapter(s) and watch the Canvas lectures and complete an online quiz BEFORE class (available in Canvas Assignments) on the content. The quiz before class includes 6 multiple questions worth 1 point each. Questions are selected randomly from a pool of questions on that topic (each student will take a unique quiz on each topic). At 1 minute per question, students will have a total of 6 minutes. LockDown will be used for each quiz.
2. *After class “Application Quiz”*: This quiz will assess your ability to apply knowledge in order to distinguish, analyze, implement, solve, and compare/contrast key ideas about disease, disability, and health. The quiz will reinforce primary concepts used to complete the weekly assignments. The quiz must be completed the day after class at 11:59 pm, and will include 2 multiple choice questions worth 2 points each. At 1 minute per question, students will have a total of 2 minutes. LockDown will be used for each quiz.

Each week, the foundation quiz and application quiz will add up to a total of 10 points. The lowest quiz will be dropped with 12 foundation quizzes and 12 application quizzes contributing to your total grade.

14 Weekly Assignments with 13 being counted (30% of final grade):

Interactive group assignments are completed in teams during the required Zoom classes. The lowest assignment will be dropped for a total of 12 assignments plus one discussion contributing to your total grade. The first assignment will be reviewed and feedback given (but no points awarded) to better prepare you for future assignments. The group should collaboratively contribute to the entire assignment, with one student working as a scribe/recorder. Most groups need to spend additional time before or after class to complete the assignment. Group assignments are due 2 days after your class at 11:59 pm. Grade and feedback on the assignment will be given by Sunday evening.

***For the first week only, you will individually post information about yourself in the Welcome Discussion on Canvas AND react to another person’s post (worth 10 points).

Podcasts (5%): Since there is a fair amount of material in this course, each group will create a podcast for one module during the semester. The purpose of the podcast is to thoroughly review one module to enable your class to understand the major concepts,

emphasize medical terminology/classification associated, and outline evaluation and treatment strategies. Podcasts can be used as study guides for the sectional exams. Specific information will be given to each group and can be found under Assignments in Canvas.

Professional Behaviors (5% of final grade):

The professional behavior assignment reflects your peers' evaluation of your contributions to group work. Participation in groups is critical for your learning and also furthers the learning of your peers. Working with students from other health disciplines to complete assignments will help you develop the interpersonal and communication skills needed to be an effective and collaborative healthcare provider. In week 1, your group will work together to develop ground rules and standards for a set of six professional behaviors. In weeks 8 and 16, your peers will evaluate you on those six professional behaviors. Your grade on the professional behavior assignment is determined both by your ability to consistently demonstrate improved professional behaviors or your ability to improve your professional behaviors between mid-term and the end of the semester.

Sectional Exams (each 20% of final grade)

Section exams will cover content from each half of the semester: weeks 1-7, and 9-15. Section exams will use multiple choice or short answer, and questions will require application of knowledge. Examples include case-based questions or critical evaluation questions. The first section exam will be taken during your scheduled class time and will be completed online (in Canvas). The second sectional exam will be taken during finals week (week 16). Students are responsible for having a device to take the exam. Honorlock will be used for each sectional exam.

Grading:

Graded assignments and percentages:

13 (12) weekly foundation quizzes- one dropped	12%
13 (12) weekly application quizzes- one dropped	8%
14 (13) weekly in class assignments- one dropped, first ungraded	30%
Professional behaviors	5%
Podcast	5%
1 mid-term sectional exam	20%
1 end-of-term sectional exam	20%
Total	100%

Point system used (i.e., how do course points translate into letter grades).

Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.00	70-76.99	NA*	67-69.99	63.66.99	60-62.99	<60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

(*The Bachelor of Health Science and Bachelor of Public Health programs do not use C-grades.)

You must include the letter grade to grade point conversion table below. 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 Registrar's Grade Policy regulations at:

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

Making Up Missed Quizzes, Discussions, or Exams:

We follow the attendance policies of the Bachelor of Health Science Program:

<https://bhs.php.ufl.edu/current-students/program-policies/>

Students who participate in University approved activities (e.g., sports) are expected to complete all work by established deadlines. Class conflicts (including sectional exam conflicts) should be discussed with the instructor as soon as you know about the conflict.

The only excuses acceptable for missing due dates on quizzes, assignments or exams are *for serious personal or family* illness incidents. If you miss a class, quiz and/or assignment for one of these reasons, you must contact the instructor as soon as feasible to discuss your situation and to schedule make-up requirements.

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

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations of the Instructor

Class Attendance:

Half of this class includes online content and reading, and can be scheduled at your own convenience. In class activities on Zoom are designed for small group discussion/assignment to delve deeper into issues. Most assignments can be completed in class but extra time may be needed before your group submits the weekly assignment. Attendance is required and will be taken each section. People with *unexcused* absences are still expected to complete the assignment (individually submitted); points will be taken off for the *unexcused* absence with 1 point taken off for each additional day

submitted late (make-up due before next scheduled class session). People with excused absences may be provided an alternative due date and may be required to complete the assignment individually.

Guests attending class: Only registered students are permitted to attend class whether in-person or online. 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.phhp.ufl.edu/services/resourceguide/getstarted.htm>

General Professional Behavior and Academic Ethics:

One objective of the Bachelor of Health Science/Public Health programs is to facilitate the development of professional behavior of students who will most likely go on to graduate programs and/or who will work in the health care field. Therefore, the following pre-professional behavioral objectives are as important as your mastery of the content of the course. These areas become critical when you request letters of recommendation, as I am often asked by graduate programs to comment specifically on your dependability, maturity and judgment as well as your academic achievements.

These are the minimum professional behavior standards and some examples of how each behavior might be evaluated:

1. Dependability—regular class attendance and punctuality, turning in assignments on time
2. Responsibility—actively participating in class, putting forth your best effort in discussions and assignments, notifying instructor of reasons for late/missing class or assignments, notifying instructor or TA when links/materials on CANVAS are missing or not working
3. Communication—cameras on during the entire Zoom class, appropriate communication with instructors, TAs, support staff, guest speakers and other students, receiving and giving constructive feedback
4. Respect for others— appreciating different points of view, being courteous to instructors, TAs, support staff, guest speakers and other students, avoiding distracting behavior during class (including talking, turning off email and internet during class, cell phone usage, web surfing, texting, crossword puzzles, games).
 - a. In a Zoom environment, this also includes ensuring that your background is not distracting (no people in view, not calling from a car or public space), calling into class while seated and dressed appropriately (not lying in bed, not wearing pajamas). Specific Zoom behaviors are addressed in Canvas under **Policies and Expectations**.

5. Honor and integrity—acting in accordance with the University of Florida policy on academic integrity (see University of Florida Code of Student Conduct and Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>)). 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. 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 for additional details. Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Course evaluation

“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/>.” **Your feedback is valuable to assist with revising future course content and procedures.**

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

SUPPORT SERVICES

Accommodations for Students with Disabilities

I want every student to have the opportunity for a positive learning experience. This includes my commitment to provide reasonable accommodations to students with disabilities. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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>. Online and in person assistance is available.
- You 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>

BUT – 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.