

## HSC 4558 Survey of Diseases and Disabilities 2 (3 credit hours)

Spring: 2021

Delivery Format: Online and On-Campus

eLearning: <http://elearning.ufl.edu>

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Office Hours: Mondays: 9:00-11:00 am; Thursdays: 9:00-11:00 am

**Class time: Wednesdays from 2:30-3:50 pm** (class# 23010)

**Room number in PPHP building (HPNP): G114**

Teaching Assistants: Emma-Louise Austin-Datta *e-mail:* [eaustindatta@ufsa.ufl.edu](mailto:eaustindatta@ufsa.ufl.edu)

Preferred Course Communications: Email through Canvas

**Prerequisites:** Health science, public health, or communication sciences and disorders majors or minors only

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### Purpose and Outcome

#### Course Overview

This course provides an overview of medical and psychosocial aspects of chronic diseases including issues of disability management (combined as a required series with HSC 3502 to cover a greater breadth of health challenges).

#### Course Objectives and/or Goals

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 multiple sclerosis, diabetes, HIV/AIDS, epilepsy, amyotrophic lateral sclerosis, Huntington's Disease, cancer, stroke, cardiovascular disease, pulmonary conditions, Alzheimer's/dementia, renal disease, rheumatoid arthritis and osteoarthritis, and Parkinson's disease.
  - b. Define the treatment of these diseases and disabilities and the roles of various healthcare professionals (including the role of disease prevention) 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 and WHO ICD 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. Interpret "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, online lectures, and online quizzes (completed prior to classes)
2. E-Learning web links in Canvas Modules (supplemental materials and readings)
3. Participation in assignments in face-to-face/Zoom meetings
4. Two exams (the last exam during finals week)

### **Blended Learning**

*What is blended learning and why is it important?*

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

*What is expected of you?*

You are expected to **actively engage** in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to **actively** participate in the live/Zoom class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

**COVID-19 practices for in-class sessions**

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to dismissal from class and a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor’s guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
  - If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system and follow the instructions on whether you are able to attend class (<https://coronavirus.ufhealth.org/screen-test-protect-2/>).

**Description of Course Content**

**Topical Outline/Course Schedule**

Note: This is tentative and may be modified as needed during the semester. Quizzes remain open for 5 days and are due by the Tuesday before class (quiz deadline: Mondays @ 11:59 pm).

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>	<b>Reading</b>
<b><u>Week 1</u></b> 1/12 & 1/13	Course intro; group creation	<ul style="list-style-type: none"> <li>• Syllabus/course overview</li> <li>• “Getting to Know You” icebreaker: group creation</li> <li>• Group work contract assignment</li> <li>• Prevention assignment 1</li> </ul>	
<b><u>Week 2</u></b> 1/19 & 1/20	Intro to WHO ICF Model & ICD; disability assessment	<ul style="list-style-type: none"> <li>• Syllabus quiz due Fri. 1/15, 11:59pm</li> <li>• Quiz 1 due Mon. 1/18, 11:59pm</li> <li>• In-class assignment 2</li> </ul>	F&H, Ch. 1, p. 1-9 (REVIEW)
<b><u>Week 3</u></b> 1/26 & 1/27	Multiple sclerosis; sexuality	<ul style="list-style-type: none"> <li>• Quiz 2 due Mon. 1/25, 11:59pm</li> <li>• In-class assignment 3</li> </ul>	F&H, Ch. 8, p. 111-120
<b><u>Week 4</u></b> 2/2 & 2/3	Diabetes	<ul style="list-style-type: none"> <li>• Quiz 3 due 2/1, 11:59 pm</li> <li>• In- class assignment 4</li> </ul>	F&H, Ch. 23, p. 373-388

**University of Florida  
College of Public Health & Health Professions Syllabus**

<b>Week 5</b> 2/9 & 2/10	HIV & AIDS	<ul style="list-style-type: none"> <li>• Quiz 4 due 2/8, 11:59pm</li> <li>• In-class assignment 5</li> </ul>	F&H, Ch. 20, p. 333-343
<b>Week 6</b> 2/16 & 2/17	Epilepsy, Huntington's & amyotrophic lateral sclerosis (ALS)	<ul style="list-style-type: none"> <li>• Quiz 5 due 2/15, 11:59pm</li> <li>• In-class assignment 6</li> <li>• Peer evaluation assignment</li> </ul>	F&H, Ch. 6, p. 85-91; Ch. 9, p. 125-127, 129-130
<b>Week 7</b> 2/23 & 2/24	Cancer	<ul style="list-style-type: none"> <li>• Quiz 6 due 2/22, 11:59pm</li> <li>• In-class assignment 7</li> </ul>	F&H, Ch. 21 & 22, p. 345-371
<b>Week 8</b> 3/2 & 3/3	Exam	<ul style="list-style-type: none"> <li>• During class time (<b>all online</b>)</li> </ul>	Use study guide, Review
<b>Week 9</b> 3/9 & 3/10	Stroke	<ul style="list-style-type: none"> <li>• Quiz 7 due 3/8, 11:59pm</li> <li>• In-class assignment 8</li> </ul>	F&H, Ch. 5, p. 71-84
<b>Week 10</b> 3/16 & 3/17	Cardiovascular disease	<ul style="list-style-type: none"> <li>• Quiz 8 due 3/15, 11:59pm</li> <li>• In-class assignment 9</li> </ul>	F&H, Ch. 28, p. 447-473
<b>Week 11</b> 3/23 & 3/24	Pulmonary conditions	<ul style="list-style-type: none"> <li>• Quiz 9 due 3/22, 11:59pm</li> <li>• In-class assignment 10</li> </ul>	F&H, Ch. 29, p. 475-489
<b>Week 12</b> 3/30 & 3/31	Alzheimer's & dementia; caregiving	<ul style="list-style-type: none"> <li>• Quiz 10 due 3/29, 11:59pm</li> <li>• In-class assignment 11</li> </ul>	F&H, Ch. 9, p. 127-128; Lengthy New Yorker article (on Canvas)
<b>Week 13</b> 4/6 & 4/7	Renal disease & kidney transplant	<ul style="list-style-type: none"> <li>• Quiz 11 due 4/5, 11:59pm</li> <li>• In-class assignment 12</li> </ul>	F&H, Ch. 30, p. 501-520
<b>Week 14</b> 4/13 & 4/14	Rheumatoid arthritis & osteoarthritis; chronic pain	<ul style="list-style-type: none"> <li>• Quiz 12 due 4/12, 11:59pm</li> <li>• In-class assignment 13</li> </ul>	F&H, Ch. 24, p. 397-405; Ch. 25, p. 419-424
<b>Week 15</b> 4/20 & 4/21	Parkinson's disease	<ul style="list-style-type: none"> <li>• Quiz 13 due 4/19, 11:59pm</li> <li>• In-class assignment 14</li> <li>• Peer evaluation assignment</li> <li>• Course evaluation</li> </ul>	F&H, Ch. 9, p.121-125
<b>Week 16</b>		<ul style="list-style-type: none"> <li>• Final exam (<b>all online</b>)</li> <li>• Main date: 4/29 from 7:30-9:30 am</li> </ul>	Conflict date: 4/28 from 12:30-2:30 pm

**Course Materials and Technology**

**Required Text:** (This text was also required for HSC 3502 Survey of Diseases and Disabilities 1, Fall 2020.)

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

Please note that this course will be participating in the UF All Access program. Login at the following website and Opt-In to gain access to your UF All Access course materials - <https://www.bsd.ufl.edu/AllAccess> – UF All Access will provide you with your required materials digitally at a reduced price, and the charge will be posted to your student account. This option will be available starting one week prior to the start of the semester and ends three weeks after the first day of class.

**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/>. Canvas has more specifics on PAGES (Technical Help tab) and then search for UF Other Resources (UF Gatorlink VPN instructions).

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

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

**Other Resources:** Web links to important and credible sources for additional information on the weekly topics are available via eLearning Canvas under Modules. Students are encouraged to broaden their learning beyond lectures and textbook reading by using credible sources to gain a deeper understanding of course material. Students are expected to bring a laptop to class.

### **HonorLock Proctoring Services (exams)**

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

- 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 exams:

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 all 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"

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## Academic Requirements and Grading

### Attendance, Participation, and Professional Behavior

As a hybrid course, half of the course is online and half is once a week in-class/Zoom sessions which are **required**. To inculcate professional behaviors, students are expected to attend class on time, take care of personal needs prior to entering classroom, and engage in on-task behaviors during the entire 80-minute period. If you have extenuating medical or other serious circumstances, please contact your instructor. Attendance will be graded according to: 1) Submission of class group assignments (generally due the day after each class session by 11:59pm), 2) Active engagement in small group activities and discussions, and 3) Participation in overall class discussions.

Your participation is critical for your learning, furthers the learning of your peers, and supports the development of professional behaviors. 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. Your professional behavior and participation will be graded by: 1) Instructor evaluation and 2) peer evaluation. The instructor will consider your ability to *consistently demonstrate* professional behaviors (whether in-person or on Zoom). These behaviors and grading (a total of 5 points and 5% of your grade) are listed below:

### **Zoom Professional Behavior: Remote Learning Expectations and Requirements: As pre-professional students, you are expected to:**

Dress appropriately for attending class on Zoom- just like you would be attending in person. Your upper body is viewable through the webcam. Other expected behaviors:

- Arrive on time for sessions.
- Mute your microphone on entry to Zoom and when not talking. Frame the camera on your face and ensure there is sufficient lighting.
- Keep your webcam on throughout the class- this will ensure that you are prepared when we use breakout rooms. Sessions are all live- none will be taped.
- Engage actively in class. Active participation includes sharing verbally, typing in the chat box, or sharing your screen with example work or content.
- Attend class in a conducive learning environment. The preferable environment is sitting in a chair at a desk or table. If this is not possible, you may sit on a sofa or bed, but you should not be under covers or lying down unless there are extenuating circumstances (i.e., medical). Maintain a non-distracting background.
- Minimize and prevent distractions by dedicating time and attention to the class and the online learning activities (i.e., do not allow “visitors” in your classroom environment, such as youth or pets, do not attend class in a vehicle; do not multi-task with household chores or by driving during class time).
- Maintain access to notes for reference during the virtual class time.
- Use electronic devices only for classroom activities. Refrain from additional emailing, texting, or browsing the internet during virtual class time.

- Direct conversations to class content and activities while in breakout sessions. The instructor will periodically join your breakout room. Feel free to request assistance at any point.

**Instructor evaluation of participation and professional behavior rubric:**

<b>5 points</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
Student frequently contributes thoughtful ideas to the group and/or full class discussion.	Student occasionally contributes to the group and/or full class discussion.	Student makes minimal contributions to the group and/or full class discussion.	Student does not contribute in the group or full class discussion, or is engaged in non-class related activities.	Student does not contribute in the group or full class discussion, or is engaged in non-class related activities.	No evidence of group contribution.
Student is focused on class related activities and content at least 90% of the time.	Student is focused on class related activities and content at least 75% of the time.	Student is focused on class related activities and content at least 50% of the time.	Student is focused on class related activities and content less than 50% of the time.	Student is focused on class related activities and content 25% of the time or less.	Not focused on engaging in class activities.
Student obtains 4s for both peer evals; student completes both peer evals.	Student obtains 3s & 4s for both peer evals; completes both evals.	Student obtains several 2s on peer evals; completes 1 eval.	Student obtains several 2s on peer evals- no improvement during semester.	Student obtains 1s & 2s on both peer evals; no peer evals completed.	Student is consistently rated low by most peers.
Student demonstrates respect for ideas of others; works collaboratively in small group; communicates effectively.	Student demonstrates respect for others; works collaboratively in small group; may forget to communicate with others.	Student contributes ideas that are off topic, or is not prepared to contribute. Student inconsistently communicates with others.	Student is unprepared for class and detracts from constructive group work; disrespectful of others.	Student is unprepared for class and detracts from group work; disrespectful of others; poor communicator.	Student is disrespectful of others, unprepared and unable to communicate effectively.
Student arrives punctually and attends 14-15 sessions. Demonstrates expected Zoom and class behaviors.	Student occasionally arrives late and attends 14 sessions. Demonstrates mostly expected Zoom and class behaviors.	Student frequently arrives late or attends 13 sessions. Frequently lacking in following expected Zoom and class behaviors.	Student frequently arrives late or not prepared for class. Attends 13 or less sessions. Commonly lacking in following expected in-person or Zoom behaviors (camera is off several times during Zoom sessions).	Student frequently arrives late or not prepared for class. Attends 13 or less sessions. Commonly lacking in following expected in-person or Zoom behaviors (camera is off during most Zoom sessions).	Frequent absences and frequent tardiness.



**Peer evaluation of participation and professional behavior**

Providing constructive evaluation of others’ professional behavior is an important workplace skill, but most of us do not intuitively know how to do it well – we need guidance and practice!

Mid-way through the semester, you will complete a peer evaluation assignment to indicate whether and how your group members have been contributing to group work as agreed upon in your group work contract (completed Week 1). You will be graded on completing the peer evaluation assignment. The purpose of the peer evaluation assignment is to 1) give everyone the opportunity to practice giving constructive and honest evaluations of all group members’ contributions, and 2) to provide feedback for students who need improvement in professional behavior and an opportunity to improve before the end of the semester. If your group members identify problems with your professional behavior and participation during the peer evaluation assignment, the instructor will provide you with feedback (without giving specific names) and help you to come up with a plan for improvement.

In Week 15, you will complete a final peer evaluation form to rate each group member on the participation criteria listed below. Your peer evaluation grade (5% of your final grade) will be guided by your group member ratings in combination with the instructor rating.

**Peer evaluation of participation and professional behavior criteria**

Professional Behaviors: Evaluation Criteria	Rating Scale
Attends class regularly and communicates absences with the group. Arrives on time.	1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree
Contributes meaningfully to group discussions.	1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree
Stays on task to complete group assignments on time.	1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree
Prepares work in a quality manner.	1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree
Demonstrates a cooperative and supportive attitude.	1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree
Contributes significantly to the success of the assignments.	1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree

**13 Weekly Quizzes (one dropped, 12 contribute to grade @ 20% of final grade)**

Students are expected to read the weekly textbook chapter(s), watch the weekly lecture videos on Canvas, and complete any additional videos or reading assignments posted on each week’s Canvas page. Students are expected to then complete an online quiz (available in Canvas Assignments/Quizzes). Quiz material may be taken from the readings, videos, material posted on Canvas weekly pages, or material covered in class. There will be thirteen (13) quizzes. Each will have 5 questions (multiple choice primarily but also some short answer and True/False) selected randomly from a pool of questions on that topic. Each student will take a unique quiz on each topic. Students will have 5 minutes to take the quiz. The lowest score will be dropped and 12 quizzes will be used for the quiz grade. Canvas automatically drops your lowest quiz score; this updates every time you

take a quiz, so it will change throughout the semester. Your lowest quiz score *at the end of the semester* is the one that will be dropped for the final grade.

Quiz will be taken independently (no use of notes, book, slides, other students) on LockDown browser. We expect you to adhere to the Honor Code of receiving **NO ASSISTANCE** when taking all quizzes and exams and will treat any violation of this as an academic integrity violation.

Please note: Any requests for quiz 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.

**14 Assignments (one dropped, 13 contribute to grade @ 30% of final grade)**

Students are expected to attend class and participate actively and fully in interactive group assignments. These assignments are due the day after your class meets (Wednesday at 11:59 pm for Tuesday sections and Thursday at 11:59 pm for Wednesday sections). There will typically be no make-up assignments unless you have a medical or emergency situation after you have missed one class session. Remember the lowest assignment score will be dropped and 13 assignments will be used for the final assignment grade. Students are responsible for knowing content discussed during each session. Students who attend class but do not actively engage in group assignments (e.g., do not participate in discussion, spend the group assignment checking email or on social media) may have points deducted from their professional behavior score (see Attendance, Participation, and Professional Behavior section above).

**Grading**

Requirement	Due date	% of final grade
13 Weekly online quizzes (one dropped: 12 graded)	Quizzes remain open for 5 days and are due by Monday at 11:59 pm	20%
14 Assignments (one dropped: 13 graded)	Assignments are due the day after your class meets (Wednesday at 11:59 pm for Tuesday sections, Thursday at 11:59 pm for Wednesday sections)	30%
2 Exams (20% for mid and 25% for final)	One exam will take place during class Week 8; the other will take place during Week 16 (see calendar)	45%
Peer evaluation, participation & professional behavior	Weeks 6 and 15 (see calendar)	5%

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

<b>Points earned</b>	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
<b>Letter Grade</b>	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>

### Exam Policy

Quizzes will be taken outside of class in Canvas with a LockDown browser. Exams will be administered online in Canvas with Honorlock. They will consist of multiple choice, fill-in, and true/false questions. The first exam will take place during class Week 8. The second exam dates are specified in the calendar and take place during finals week. Exams may cover any material previously covered during class or in assigned course materials.

### Policy Related to Make-Ups and Exams

Students who participate in University approved activities are expected to complete all online work (assignments and quizzes) by established deadlines. Quizzes are open for 5 days and then locked before in-class sessions (the Monday prior to class at 11:59pm) and will not be re-opened. Make-ups for quizzes and in-class assignments will not be typically offered, except in line with university policy for extenuating medical or other circumstances (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>). One quiz grade and one assignment grade will be dropped. Final exam conflicts should be discussed with the instructor as soon as you know about the conflict.

### Policy Related to Required Class Attendance

Half of this class can be scheduled at your own convenience. **Attendance in face-to-face portion or via Zoom in this class is required.** Activities require group effort as the in-class portion is designed for small group discussion/assignment to delve deeper into issues. Many assignments can be completed during the in-class session but sometimes you will need to finish your group work outside of class.

## Student Expectations, Roles, and Opportunities for Input

### Expectations Regarding Course Behavior

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 are the minimum behavioral standards that I expect to see in this class 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 or TA of reasons for late/missing class or assignments
3. **Communication:** 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, cell phone usage, web surfing, texting, crossword puzzles, games)
5. **Honor and Integrity:** As future health professionals, we expect you to act honorably by citing other people's work when not your own and not using technology or other sources when taking quizzes or exams. Quizzes and exams are NOT open book and are NOT to be taken with other students.

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code for additional details: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

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

### **Online Faculty Course Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **Policy Related to Guests Attending Class**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or 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>

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## **SUPPORT SERVICES**

### **Accommodations for 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. 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.
- 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>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

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