

HSC 4930 – Special Topics: Disinformation and Misinformation in Healthcare  
(3 credit hours)  
Semester: Summer 2021  
Weekly Meeting Times: T/Th from 11am-12:15pm  
Delivery Format: HyFlex  
Course Website or E-Learning: Canvas

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**Office Location/Hours:** HPNP 2165  
**Office Hours:** M – 3-4pm; T – 9-10am; Th – 9-10am; or by appointment  
**Teaching Assistants:**  
**Preferred Communication:** Email: john.kramer@phhp.ufl.edu  
Zoom: <https://uflphi.zoom.us/my/john.kramer>

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#### **Prerequisites**

Student in the BHS program or permission of instructor

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#### **Course Overview**

This course traces the interplay of misinformation and disinformation and the impact on personal and public health in society. The purpose of this course is to impart understanding of the real world impact of misinformation on health outcomes and what we can do about it. Knowledge gained from this class can be used to help understand how people are misinformed and lay the groundwork for being better informed future practitioners. Strategies learned in this course can better equip the learner to engage with diversity of opinions.

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#### **Relation to Program Outcomes**

This course addresses the following outcomes in the Bachelor of Health Sciences Program: 1) by focusing on policies related to health care and rehabilitation access, students will be able to describe key elements of the US healthcare system; 2) through its central activity, students will apply knowledge and application of bioethical principles, and 3) through its highly collaborative lesson plan, students will be developing and implementing professional behaviors in health careers.

#### **Course Objectives and/or Goals**

In order to meet the goals of this course, students will be able to:

1. Describe the difference between misinformation, disinformation, and malinformation.
2. Describe basic orientations to uncovering/identifying health care misinformation and disinformation in the public space.
3. Describe some of the historical contours and structures that incentivize disinformation and why and how it happens.
4. Compare and contrast two different approaches for mitigating healthcare misinformation and disinformation.
5. Create a reasoned response/improvement and provide a rationale to address misinformation and disinformation in health care in an area related to your anticipated future field.

#### **Instructional Methods**

This class will be delivered in an online and blended classroom format.

##### *Blended Learning*

*What is blended learning and why is it important?* In a Blended Learning class the instructor uses a mixture of technology and face-to-face instruction to help maximize your learning. I will present knowledge content online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help students 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?* It is expected that students will be fully engaged with the course content and come prepared to participate in, and contribute to, the weekly class activities and discussion. The instructor expects that students will devote 6-7 hours per week preparing for and participating in assigned course content. Instructors and students will formally interact approximately 4 hours per week reviewing and applying course content. The expectation is that students will be present and using their webcam.

The course is housed in UF e-Learning in Canvas. This course is blended and taught through a discussion and lecture format with some online “Blended Learning” assignments. Participation in the class is vital to student success. If voluntary participation lags, the instructor will call on students randomly. Additionally, the instructor expects that students will check your e-mail and the course announcements daily as the instructor will use Canvas to communicate with you throughout the semester.

**By successfully completing this course you will be able to:**

1. Apply knowledge and skills in critically identifying misinformation and disinformation in an area related to your anticipated future field.
2. Evaluate misinformation and disinformation in an area related to your present or future major area of practice.
3. Describe ways that you can take an active role in sharing accurate information and to become a better health knowledge citizen.
4. Discuss the implications of social, political and cultural forces for practice models and methods in your present or future area of practice.

**Description of Course Content**

| Topical Outline/Course Schedule (subject to revision) |                       |      |  |   |
|---|-----------------------|------|--|---|
| W   | Module                | Date | Topic(s)   | Lab Schedule/Readings   |
| 1   | Module 1: Foundations | 5/11 | Frameworks of Knowledge                              | <p><b>Lecture</b></p> <ul style="list-style-type: none"> <li>Introduction to the course: How do you really know what you know? On Epistemology and the Study of Knowledge</li> </ul> <p><b>Listen/Watch</b></p> <ul style="list-style-type: none"> <li>PHILOSOPHY - Epistemology: Introduction to Theory of Knowledge [HD]<br/><a href="https://www.youtube.com/watch?v=r_Y3utleTPg">https://www.youtube.com/watch?v=r_Y3utleTPg</a></li> <li>"We're building a dystopia just to make people click on ads."<br/><a href="https://www.youtube.com/watch?v=iFTWM7HV2UI">https://www.youtube.com/watch?v=iFTWM7HV2UI</a></li> <li>Why people fall for misinformation -<br/><a href="https://www.ted.com/talks/joseph_isaac_why_people_fall_for_misinformation">https://www.ted.com/talks/joseph_isaac_why_people_fall_for_misinformation</a></li> </ul> <p><b>Read</b></p> <p><i>Epistemic Security</i></p> <ul style="list-style-type: none"> <li>Seger, E., Avin, S., Pearson, G., Briers, M., Ó Heigeartaigh, S., &amp; Bacon, H. (2020). Tackling threats to informed decision-making in democratic societies: Promoting epistemic security in a technologically-advanced world. P. 1-19.<br/><a href="https://www.turing.ac.uk/sites/default/files/2020-10/epistemic-security-report_final.pdf">https://www.turing.ac.uk/sites/default/files/2020-10/epistemic-security-report_final.pdf</a> . p.1-19</li> </ul> <p><i>Street Epistemology</i></p> <ul style="list-style-type: none"> <li>The Complete Street Epistemology Guide: How to Talk About Beliefs. 2018). p.1-30.</li> </ul> <p><b>Weekly Assignment Due Fri by 5pm</b></p> |
|   |                       | 5/13 | Distrust of Experts and Misplaced Trust in Celebrity | <p><b>Mini Lectures</b></p> <ul style="list-style-type: none"> <li>Declining Trust in Expertise</li> <li>Misplaced Trust in Celebrity</li> </ul> <p><b>Listen/Watch</b></p> <ul style="list-style-type: none"> <li>PHILOSOPHY - Epistemology: Virtue Epistemology [HD]<br/><a href="https://youtu.be/x2kLOisfkPw">https://youtu.be/x2kLOisfkPw</a></li> <li>Dunning, B. "Ten Most Wanted: Celebrities Who Promote Harmful Pseudoscience." <i>Skeptoid Podcast</i>. Skeptoid Media, 28 Oct 2008. Web. 18 Mar 2021.<br/><a href="https://skeptoid.com/episodes/4125">https://skeptoid.com/episodes/4125</a></li> </ul> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>Nichols, T. (2018). "Let Me Google That for You." <i>The death of expertise</i>. Oxford University Press.</li> <li>Using the RADAR Framework to Evaluate Sources -<br/><a href="https://libguides.lmu.edu/ld.php?content_id=59083488">https://libguides.lmu.edu/ld.php?content_id=59083488</a></li> <li>Hoffman et al. <i>Systematic Reviews</i> (2017) 6:13 DOI 10.1186/s13643-016-0395-1</li> </ul> <p><b>Weekly Assignment Due Fri by 5pm</b></p>   |

|   |                      |          |        |   |
|---|----------------------|----------|--------|---|
| 2 | Module 3:<br>History | 5/1<br>8 | Racism | <p><b>Mini Lecture</b></p> <ul style="list-style-type: none"> <li>• Exploring race through the lens of disinformation.</li> </ul> <p><b>Listen/Watch</b></p> <ul style="list-style-type: none"> <li>• Hammonds, Evelyn. (2021). Medical Stereotypes: Confronting Racism and Disparities in US Health Care: A Health Policy and Bioethics Consortium<br/><a href="https://www.youtube.com/watch?v=AfKtN8gNOYE&amp;t=1892s">https://www.youtube.com/watch?v=AfKtN8gNOYE&amp;t=1892s</a></li> </ul> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>• <u>Myths about physical racial differences were used to justify slavery — and are still believed by doctors today -</u><br/><a href="https://www.nytimes.com/interactive/2019/08/14/magazine/racial-differences-doctors.html">https://www.nytimes.com/interactive/2019/08/14/magazine/racial-differences-doctors.html</a></li> <li>• A brief history of racism in healthcare -<br/><a href="https://www.weforum.org/agenda/2020/07/medical-racism-history-covid-19/">https://www.weforum.org/agenda/2020/07/medical-racism-history-covid-19/</a></li> <li>• Hoffman, K. M., Trawalter, S., Axt, J. R., &amp; Oliver, M. N. (2016). Racial bias in pain assessment and treatment recommendations, and false beliefs about biological differences between blacks and whites. <i>Proceedings of the National Academy of Sciences</i>, 113(16), 4296 LP – 4301.<br/><a href="https://doi.org/10.1073/pnas.1516047113">https://doi.org/10.1073/pnas.1516047113</a></li> <li>• Jaiswal, J., LoSchiavo, C., &amp; Perlman, D. C. (2020). Disinformation, Misinformation and Inequality-Driven Mistrust in the Time of COVID-19: Lessons Unlearned from AIDS Denialism. <i>AIDS and behavior</i>, 24(10), 2776–2780. <a href="https://doi.org/10.1007/s10461-020-02925-y">https://doi.org/10.1007/s10461-020-02925-y</a></li> </ul> <p><b>Weekly Assignment Due Fri by 5pm</b></p> |
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|   |  | 5/20 | <i>The Influenza Epidemic of 1918</i> | <p><b>Mini Lecture</b></p> <ul style="list-style-type: none"> <li>• <i>Pandemics of the past</i></li> </ul> <p><b>Listen/Watch</b></p> <ul style="list-style-type: none"> <li>• Christopher McKnight Nichols. (2020). What We Can Learn from the Influenza Pandemic of 1918-19 <a href="https://youtu.be/f0qK_4x8Bik">https://youtu.be/f0qK_4x8Bik</a></li> </ul> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Dolan, Brian. (2020) Unmasking History: Who Was Behind the AntiMask League Protests During the 1918 Influenza Epidemic in San Francisco? Perspectives in Medical Humanities (UC Medical Humanities Consortium, May 19, 2020) <a href="https://doi.org/10.34947/M7QP4M">https://doi.org/10.34947/M7QP4M</a></li> <li>• <i>Protesting During A Pandemic Isn't New: Meet The Anti-Mask League Of 1918 -</i> <a href="https://www.forbes.com/sites/kionasmith/2020/04/29/protesting-during-a-pandemic-isnt-new-meet-the-anti-mask-league/?sh=17d44dfb12f9">https://www.forbes.com/sites/kionasmith/2020/04/29/protesting-during-a-pandemic-isnt-new-meet-the-anti-mask-league/?sh=17d44dfb12f9</a></li> <li>• <i>The Anti-Mask League of 1919: The Cultural Battle of an Enduring Pandemic</i> <a href="https://untappedcities.com/2020/07/15/the-anti-mask-league-of-1919-the-cultural-battle-of-an-enduring-pandemic/">https://untappedcities.com/2020/07/15/the-anti-mask-league-of-1919-the-cultural-battle-of-an-enduring-pandemic/</a></li> </ul> <p><b>Weekly Assignment Due Fri by 5pm</b></p>  |
| 3 |  | 5/25 | <i>Smoking, Lead and Sugar</i>        | <p><b>Mini Lecture</b></p> <p><i>Profiting off of misinformation and disinformation in business</i></p> <p><b>Listen</b></p> <ul style="list-style-type: none"> <li>• <i>How the Lead Industry Got Away with it -</i> <a href="https://www.youtube.com/watch?v=ohGgOVKKXdo">https://www.youtube.com/watch?v=ohGgOVKKXdo</a></li> </ul> <p><b>Read</b></p> <p><i>Smoking</i></p> <ul style="list-style-type: none"> <li>• Little, B. "When Cigarette Companies Used Doctors to Push Smoking." <a href="https://www.history.com/news/cigarette-ads-doctors-smoking-endorsement">https://www.history.com/news/cigarette-ads-doctors-smoking-endorsement</a></li> <li>• <i>Stanford University Research into the Impact of Tobacco Advertising.</i> <a href="http://tobacco.stanford.edu/tobacco_main/index.php">http://tobacco.stanford.edu/tobacco_main/index.php</a></li> </ul> <p><i>Lead</i></p> <ul style="list-style-type: none"> <li>• Markowitz, Gerald &amp; Rosner, David. (2000). "Cater to the Children": The Role of The Lead Industry in a Public Health Tragedy, 1900–1955.</li> <li>• Schutt, M., &amp; Monnat, S. (2021). The Sugar Industry Gets Rich and We Get Sick. <a href="https://lernercenter.syr.edu/2021/01/14/ib-43/">https://lernercenter.syr.edu/2021/01/14/ib-43/</a></li> </ul> <p><i>Sugar</i></p> <ul style="list-style-type: none"> <li>• Kearns CE, Schmidt LA, Glantz SA. 2016. Sugar industry and coronary heart disease research: a historical analysis of internal industry documents. <i>JAMA Intern.Med.</i> 176(11):1680–85</li> </ul> <p><b>Weekly Assignment Due Fri by 5pm</b></p> |

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|---|--|----------|------------------------------|--|
|   |  | 5/2<br>7 | Anti-<br>Vaccine<br>Movement | <p><b>Mini Lecture</b><br/><i>Social media and antivaccine misinformation and disinformation</i></p> <p><b>Listen</b></p> <ul style="list-style-type: none"> <li>• Dunning, B. "Vaccine Denial: Failure Mode Analysis." Skeptoid Podcast. Skeptoid Media, 12 Feb 2019. Web. 18 Mar 2021. <a href="https://skeptoid.com/episodes/4662">https://skeptoid.com/episodes/4662</a></li> <li>• Dunning, B. "Vaccine Ingredients." Skeptoid Podcast. Skeptoid Media, 17 Nov 2009. Web. 18 Mar 2021. <a href="https://skeptoid.com/episodes/4180">https://skeptoid.com/episodes/4180</a></li> </ul> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.washingtonpost.com/health/2019/11/15/majority-anti-vaccine-ads-facebook-were-funded-by-two-groups/">https://www.washingtonpost.com/health/2019/11/15/majority-anti-vaccine-ads-facebook-were-funded-by-two-groups/</a></li> <li>• Trust in Vaccines Is the Infodemic Challenge of 2021 - <a href="https://www.cigionline.org/articles/trust-vaccines-infodemic-challenge-2021">https://www.cigionline.org/articles/trust-vaccines-infodemic-challenge-2021</a></li> <li>• Agergaard, T. E., Smith, M. E., &amp; Nielsen, K. H. (2020). Vaccine Assemblages on Three HPV Vaccine-Critical Facebook Pages in Denmark from 2012 to 2019. <i>Media and Communication</i>, 2S3, 339. <a href="https://doi.org/10.17645/mac.v8i2.2858">https://doi.org/10.17645/mac.v8i2.2858</a></li> <li>• Grinberg N, Joseph K, Friedland L, Swire-Thompson B, Lazer D. 2019. Fake news on Twitter during the 2016 US presidential election. <i>Science</i> 363(6425):374–78, 43.</li> <li>• Guess A, Nagler J, Tucker J. 2019. Less than you think: prevalence and predictors of fake news dissemination on Facebook. <i>Sci. Adv.</i> 5(1):eaau4586</li> </ul> <p><b>Weekly Assignment Due Fri by 5pm</b></p> |
| 4 | Module 3:<br>Issues and<br>populations | 6/1      | COVID-19<br>Infodemic        | <p><b>Mini Lecture</b><br/><i>The Infodemic – misinformation as contagion</i></p> <p><b>Listen</b></p> <ul style="list-style-type: none"> <li>• Dunning, B. "Pandemic Conspiracies and Politics." Skeptoid Podcast. Skeptoid Media, 7 Apr 2020. Web. 18 Mar 2021. <a href="https://skeptoid.com/episodes/4722">https://skeptoid.com/episodes/4722</a></li> </ul> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>• COVID-19 Disinformation- How to Spot It—and Stop It - <a href="https://www.ucsusa.org/resources/covid-19-disinformation">https://www.ucsusa.org/resources/covid-19-disinformation</a></li> <li>• Yang, K.-C., Pierri, F., Hui, P.-M., Axelrod, D., Torres-Lugo, C., Bryden, J., &amp; Menczer, F. (2020). The COVID-19 Infodemic: Twitter versus Facebook.</li> </ul>   |

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|   |   | 6/3 | Aging/Elderly Populations and people with disabilities | <p><b>Mini Lecture</b><br/> <i>The disproportionate impact of misinformation on elderly and other vulnerable populations</i></p> <p><b>Listen/Watch</b></p> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Getting Wise to Fake News - <a href="https://www.nytimes.com/2020/09/11/health/misinformation-social-media-elderly.html">https://www.nytimes.com/2020/09/11/health/misinformation-social-media-elderly.html</a></li> <li>• Brashier NM, Schacter DL. 2020. Aging in a fake news era. Curr. Dir. Psychol. Sci. In press</li> <li>• Keenan, M., &amp; Dillenburger, K. (2018). How 'Fake News' Affects Autism Policy. Societies (2075-4698), 8(2), 29.</li> <li>• Dobrogowska-Schlebusch, E. (2016). The Negative Consequences of Closed Access to Scientific Data and Other Barriers to Information Access - An Analysis of the Health Decisions of Parents Having Children with Autism Spectrum Disorder (ASD). Public Health Management / Zdrowie Publiczne i Zarządzanie, 14(2), 131.</li> </ul> <p><b>Weekly Assignment Due Fri by 5pm</b></p>  |
| 5 | Module 4: Ways Forward /Mitigation Strategies | 6/8 | Individual Approaches: Health Literacy                 | <p><b>Mini Lecture</b><br/> <i>What do we do about misinformation and disinformation on broad level?</i></p> <p><b>Listen/Watch</b></p> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Perakslis, E., &amp; Califf, R. M. (2019). Employ Cybersecurity Techniques Against the Threat of Medical Misinformation. JAMA: Journal of the American Medical Association, 322(3), 207.</li> <li>• Schillinger, D., Chittamuru, D., &amp; Ramírez, A. S. (2020). From "Infodemics" to Health Promotion: A Novel Framework for the Role of Social Media in Public Health. American Journal of Public Health, 110(9), 1393–1396.</li> <li>• Fernández-Celemín L, Jung A. 2006. What should be the role of the media in nutrition communication? Br. J. Nutr. 96(S1):S86–88</li> <li>• Zhang J, Le G, Larochelle D, Pasick R, Sawaya GF, et al. 2019. Facts or stories? How to use social media for cervical cancer prevention: a multi-method study of the effects of sender type and content type on increased message sharing. Prev.Med. 126:105751</li> </ul> <p><b>Weekly Assignment Due Fri by 5pm</b></p> |

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|---|--|----------|---|---|
| 5 |  | 6/1<br>0 | <i>Being a proactive knowledge citizen and practitioner</i> | <b>Mini Lecture</b><br><i>Personal interaction – helping each other be the best knowledge citizens we can be</i><br><b>Listen/Watch</b><br><b>Read</b> <ul style="list-style-type: none"> <li>Hart A, Henwood F, Wyatt S. 2004. The role of the Internet in patient-practitioner relationships: findings from a qualitative research study. <i>J. Med. Internet Res.</i> 6(3):e36</li> <li>Nzomo, P., &amp; Fehrmann, P. (2020). Advocacy engagement: The role of information literacy skills. <i>Journal of Information Literacy</i>, 14(1), 41–65. <a href="https://doi.org/10.11645/14.1.2695">https://doi.org/10.11645/14.1.2695</a></li> <li>Rennis L, McNamara G, Seidel E, Shneyderman Y. 2015. Google it!: urban community college students' use of the Internet to obtain self-care and personal health information. <i>Coll. Stud. J.</i> 49(3):414–26</li> </ul> |
|   |  | 6/1<br>5 |   | <b>TBD</b>  |
|   |  | 6/1<br>7 |   | <b>Presentations</b><br><b>*FINAL PAPER DUE</b>   |
|   |  |          |   |   |

## Course Materials and Technology

*Textbooks.* There is no required textbook for this course. Readings will consist of book chapters, manuscripts, online sources and policy materials.

*Technology.* This course will use Canvas.

### **TeamMates** *No cost*

We will be using the TeamMates (<https://teammatesv4.appspot.com/>) feedback and evaluation system in class. Each week, you will provide formative evaluations of yourself and your peers who are on your team. Each week, at the conclusion of class, you will get an email at your UF issued email account with the web link and instructions for providing feedback. Evaluations will be made available at the conclusion of each week's lab and will be open until midnight the following week on the day prior to class. Part of your participation grade will be submitting meaningful, thoughtful feedback with your team as well as your instructor. You can visit the TeamMates Overview (<https://www.youtube.com/embed/mDtfmNmRwBM?autoplay=1&rel=0>) within the TeamMates website which outlines a brief overview to get you up and running on the system.

An email invitation will be sent to you, but if you do not receive this email, you can login using the "Student Login" portal at the top right corner of the homepage <https://teammatesv4.appspot.com/>. NOTE: This tool requires a Google account to set up. It is strongly recommended that you use your UFL address as a Google Account. If you do not, you will not automatically be enrolled in the tool and you will need to contact your instructor.

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>

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## Academic Requirements and Grading

**Participation (20%).** Participation in this class will be considered contributing to all in class Canvas discussions. Students will be expected to respond thoughtfully to all aspects of this course. Students who come to class and demonstrate knowledge of the materials and contribute thoughtfully to discussion will be considered examples of effective participation in the class. Please refer to the rubric for specifics of how participation will be assessed. Students will be provided mid-term feedback on their participation to give them a chance to respond, improve if needed.

**Exam 1 (15%).** This take home exam will consist of 3 questions that will be posed to you. Each question will pose a different “case” in which students will need to 1) identify which elements are relevant to the case, 2) which misinformation movement is related to the case, and 3) how the group would approach responding to or resolving the case. Students will be graded on how well they demonstrate knowledge gained from weeks 1-6 of the course and how well they integrate the knowledge.

**Written Assignments.** There are two main assignments are *Preliminary Misinformation/Disinformation Document* and *Final Information Proposal*. The preliminary proposal outlines a major problem that you have identified. The Proposal outlines a solution to the problem you have identified. A summary of these assignments are as follows:

**Preliminary Misinformation/Disinformation Document (15%).**

*Preliminary Misinformation/Disinformation Document.* This document will summarize an understanding of the topic related to a policy and assess/critique the consequences of the change, cultural movement or policy around disinformation and misinformation. In this preliminary proposal, identify the main problem themes related to the topic. As you write this section, it helps to think about how your interest fits within a larger topic. Think about potential areas of misinformation that are prevalent in your field as a starting basis.

**Final Policy Proposal (30%).**

The final proposal will be a creative, theory-based solution to an issue/problem related to misinformation and disinformation in healthcare and a plan for how you would assess if the solution works. **In this final proposal, based on the analysis of the theoretical change in your approach to engaging with patients or a public health campaign to address misinformation and disinformation..** This assignment’s goal is to provide a creative, theory-based approach to addressing the problem that you have analyzed in the previous assignment. Ultimately this will prepare you to become practitioners who are actively engaged in addressing the impact of misinformation in society.

**Exam 2. (20%) (Finals Week).** This individual exam will be based on weeks 7-13 of the course. This take home exam will consist of 3-5 questions that will be posed to you. Each question will pose a different “case” in which students will need to 1) identify which policy or policies are relevant to the case, 2) which cultural movement is related to the case, and 3) how the group would approach responding to or resolving the case. Students will be graded on how well they demonstrate knowledge gained from weeks 7-13 of the course and how well they integrate the knowledge.

| Requirement                        | Due date    | % of final grade |
|------------------------------------|-------------|------------------|
| <i>Participation</i>               | Ongoing     | 35               |
| <i>Preliminary Policy Document</i> | Week 2      | 15               |
| <i>Final Policy Proposal</i>       | Final class | 30               |
| <i>Exam 2</i>                      | Final class | 20               |
| Total                              |             | 100              |

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

**Example:**

| <b>Points Earned</b> | <b>Letter Grade</b> |
|----------------------|---------------------|
| 93-100               | A                   |
| 90-92                | A-                  |
| 87-89                | B+                  |
| 83-86                | B                   |
| 80-82                | B-                  |
| 77-79                | C+                  |
| 70-76                | C                   |
| 67-69                | D+                  |
| 63-66                | D                   |
| 60-62                | D-                  |
| Below 60             | E                   |

The Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

| <b>Letter Grade</b> | <b>Grade Points</b> |
|---------------------|---------------------|
| A                   | 4.0                 |
| A-                  | 3.67                |
| B+                  | 3.33                |
| B                   | 3.0                 |
| B-                  | 2.67                |
| C+                  | 2.33                |
| C                   | 2.0                 |
| C-                  | 1.67                |
| D+                  | 1.33                |
| D                   | 1.0                 |
| D-                  | 0.67                |
| E                   | 0.0                 |
| WF                  | 0.0                 |
| I                   | 0.0                 |
| NG                  | 0.0                 |
| S-U                 | 0.0                 |

More information on UF grading policy may be found at:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## **Exam Policy**

### **Policy Related to Make up Exams or Other Work**

Consistent with College policy, students are allowed to make up work only if missed as a result of an excused absence, other unanticipated circumstances warranting a medical excuse, or with instructor permission. You must notify the instructor in advance if you will miss a quiz/exam or project deadline. Documentation from a health care provider is required upon your return to class. Project extensions requested must be negotiated at the time of excused absence.

**Note about unexcused absences.** Unanticipated problems come up sometimes and are understandable. For absences that are not covered under the definition of an excused absence, work due that day will be counted as a zero. However, I will drop the lowest grade from the Semester and *not* include it in your final grade. So, if you miss a live class session due to an unexcused absence, grading for that day will automatically be dropped from your final grade in the class.

**Please note:** Any requests for make-ups due to technical issues **MUST** be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

### **Policy Related to Required Class Attendance**

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

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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## **Student Expectations, Roles, and Opportunities for Input**

### **Expectations Regarding Course Behavior**

It is expected that students act in an appropriate, respectful manner during these lab time and all online correspondence. The use of cellphones, tablets and laptops for anything unrelated to the class is **STRONGLY DISCOURAGED** during lab time. The instructor reserves the right to address excessive violation of this policy, including grade reduction. Attention is a precious resource – please devote all of it to our work during our limited lab time.

Additionally, mutual respect is expected when communicating via email or any other channel with either the instructor or TA. Our goal is to learn, espouse, and enact professionalism in all aspects of this class.

### **Communication Guidelines**

#### **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 or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

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

#### **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

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

### Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- 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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