

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 4320: Environmental Health Concepts in Public Health (3 credit hours)**

Fall Semester: 2021

Delivery Format: On-Campus, in-person at CGRC-101, or on Zoom, if applicable, by university COVID-19 practices  
(not hyflex)

E-Learning on Canvas

Class meetings on Mondays, 12:50-2:45

Instructor Name: Rachel Yoho, CDP, PhD (pronouns: she/her)

Room Number: HPNP 4152

Phone Number: 352-273-6166

Email Address: ryoho@ufl.edu

Office Hours: 30 minutes immediately after the end of class, plus Thursdays 9-10am via Zoom, or by appointment

Teaching Assistants: N/A

Preferred Course Communications (e.g. email, office phone): email

**Prerequisites**

None

**PURPOSE AND OUTCOME**

**Course Overview**

This course is a survey of major topic areas of Environmental Health. It will examine sources, routes, media, and health outcomes associated with biological, chemical and physical agents in the environment. It will cover how these agents affect disease, water and air quality, food safety, and land resources in community and occupational settings. The course will introduce the students to the economic context and touch on legal frameworks associated with environmental health issues and public health.

**Relation to Program Outcomes**

Competencies primarily gained in this course

1. Monitor health status to identify and solve community health problems
2. Diagnose and investigate health problems and health hazards in the community using an ecological framework
3. Inform, educate, and empower people about health issues
4. Use laws and regulations that protect health and ensure safety
5. Communicate effectively with constituencies in oral and written forms

Competencies reinforced in this course

1. Mobilize community partnerships and action to identify and solve health problems
2. Develop policies and plans that support individual and community health efforts
3. Evaluate effectiveness, accessibility, and quality of personal and population-based health services
4. Conduct research for new insights and innovative solutions to health problems

**Course Objectives and/or Goals**

Upon completion of this course, students will be able to:

1. Define the major sources of biological, chemical and physical agents found in water, air, soil, and food
2. Understand chemical and pathogen routes of exposure, toxic mechanisms of action, and health impacts
3. Describe the tools that are used to analyze health impacts of environmental exposures, such as toxicology, exposure assessment, and epidemiology
4. Describe the role of risk assessment paradigms in creating safe environments, including target populations exposed to hazardous agents
5. Describe methods used to detect, manage, control, or remove health hazards
6. Understand the existing regulatory framework and policy for controlling environmental and occupational agents

### **Instructional Methods**

1. Lectures are for general orientation. Students are responsible for all the material presented in the course and assigned readings or videos. This will be the main source of content in this course.
2. Readings and Resources. In addition to the text, supplementary readings and resources will be posted in the course. The reading list may be supplemented during the course.
3. Assessments: A variety of assessments will be used in this course, including but not limited to presentations, discussions, written assignments and quizzes.

### **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 view the online lectures and attend the weekly in-person session. You are also expected to complete all readings, assignments, and exams. Additionally, you are expected to actively engage in the course throughout the semester. Your participation fosters a rich course experience for you and your peers that facilitate overall mastery of the course objectives.

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 class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

## **DESCRIPTION OF COURSE CONTENT**

### **Topical Outline/Course Schedule**

This course is taught as a series of modules, each covering one specific aspect of environmental health. Each module may contain lectures, external links, videos, discussions and required readings as well as assignments.

You are responsible for all course content regardless of the format. The topical Outline/Course Schedule below details the dates of content modules and assignments. Assignments and readings are also listed.

Modules	Week / Dates	Topic(s) and Speaker(s)	Reading(s)	Debates	Assignments and Quizzes	In the News
<b>Getting Started</b>	Week 1 Aug 23 – Aug 27	<b>Syllabus</b>	Syllabus	-	<b>Syllabus Quiz</b> due Aug 29, 11:59pm	-
<b>1</b>	Week 1 Aug 23 – Aug 27	<b>Introduction to Environmental Health</b> Dr. Yoho	<i>Environmental Health</i> Chapter 1: The Scope Pages 1-22	-	<b>Ungraded Assignment 0</b> due Aug 29, 11:59pm	-
<b>2</b>	Week 2 Aug 30 – Sept 3	<b>Toxicology and Environmental disease</b> Dr. Yoho	<i>Environmental Health</i> Chapter 2: Toxicology Pages 23-42 <i>and</i> See Canvas	-	<b>Quiz 1</b>	<b>In The News Preparation Session</b>
<b>3</b>	Week 3 Sept 7-10	<b>Time in Nature</b> Dr. Yoho	See Canvas	-	-	-
<b>4</b>	Week 4 Sept 13 – 17	<b>Emerging Contaminants, Nanomaterials, and EDCs</b> Dr. Bisesi	See Canvas	-	<b>Assignment 1</b> due Sep 19, <b>Quiz 2</b>	<b>Toxicology ITN</b> due Sept 13 and presented in class
<b>5</b>	Week 5 Sept 20 – 24	<b>Environmental Epidemiology</b> Dr. Coker	<i>Environmental Health</i> Chapter 3: Epidemiology Pages 43-59	-	<b>Quiz 3</b>	<b>Emerging Contaminants, Nanomaterials, and EDCs ITN</b> due Sept 20 and presented in class
<b>6</b>	Week 6 Sept 27 – Oct 1	<b>Air Quality and Health</b> Dr. Coker	<i>Environmental Health</i> Chapter 5: Indoor and Outdoor Air Pages 87-112	-	<b>Quiz 4</b>	<b>Environmental Epidemiology ITN</b> due Sept 27 and presented in class
<b>7</b>	Week 7 Oct 4 – 7	<b>Water Quality and Health (Water, Sanitation, and Hygiene)</b> Dr. Yoho	<i>Environmental Health</i> Chapter 7: Drinking Water Pages 87-112 & Chapter 8: Liquid Waste Pages 165-170	-	<b>Assignment 2</b> due Oct 10, <b>Quiz 5</b>	<b>Air Quality ITN</b> due Sept 4 and presented in class
<b>8</b>	Week 8 Oct 11 – 15	<b>Climate Change and Global Health</b> Dr. Yoho	<i>Environmental Health</i> Chapter 18: A Global View Pages 440-445 <i>and</i> Harrington, S. 2019. How climate change threatens public health. Yale Climate Connections. <i>See</i>	-	<b>Quiz 6</b>	<b>Water Sanitation and Hygiene ITN</b> due Oct 11 and presented in class

Canvas.						
9	Week 9 Oct 18 – 22	<b>Environmental Infectious Disease</b> Drs. Helena Chapman and Anthony Canella	Chapter 10, Pages 220-242 and see Canvas	-	<b>Mid-Semester Check-in, Quiz 7</b>	<b>Climate Change and Global Health ITN</b> due Oct 18 and presented in class
10	Week 10 Oct 25 – 29	<b>Food Safety &amp; One Health</b> Dr. Yoho, Dr. Keely Smith, Dr. Coker, Dr. Higgins	<i>Environmental Health</i> Chapter 6: Food Pages 113-136 and see Canvas	-	<b>Quiz 8</b>	<b>Environmental Infectious Disease ITN</b> due Oct 25 and presented in class
11	Week 11 Nov 1 – 5	<b>Solid Waste Management</b> Dr. Yoho	<i>Environmental Health</i> Chapter 9: Solid Waste Pages 190-219	<b>Debate Preparation Session</b>	<b>Assignment 3</b> due by Nov 7, <b>Quiz 9</b>	-
12	Week 12 Nov 8 – 10, 12	<b>Occupational Health</b> Dr. Coker and Dr. Yoho	Environmental Health Chapter 4: The Workplace and CDC Report (see Canvas)	<b>Plastic Ban</b> due Nov 8 and presented in class	<b>Quiz 10</b>	-
13	Week 13 Nov 15 – 19	<b>Risk Assessment, Management and Communication</b> Dr. Stuchal	<i>Environmental Health</i> Chapter 15: Risk Assessment and Management pages 340-363	<b>CAFOs</b> due Nov 15 and presented in class	<b>Assignment 4</b> due Nov 21, <b>Quiz 11</b>	-
14	Week 14 Nov 22 – 23	<b>Environmental Monitoring and Exposure Assessment</b> Dr. Coker	See Canvas Site	<b>DDT and Malaria Control</b> Due Nov 22 and presented in class	<b>Quiz 12</b> due Monday, November 29, 11:59pm	-
15	Week 15 Nov 29 – Dec 3	<b>Environmental Justice and Health Disparities</b> Dr. Coker	CDC Report, See Canvas	<b>Fracking</b> due Nov 29  and presented in class	<b>Assignment 5</b> due Dec 5 <b>Quiz 13</b>	-
16	Week 16 Dec 6 – 8	<b>Reflection and Environmental Communication</b> Dr. Yoho	See Canvas Site	<b>Reflection Paper</b> due December 7, 11:59pm		

1. Visit <https://elearning.ufl.edu/> and login to e-Learning in Canvas using your Gatorlink ID and password.
2. Find our course website. It will be listed as PHC4320: Environmental Health Concepts in Public Health, Fall 2021.
3. Complete the “Getting Started” Module under the Modules Tool (left menu). This will prompt you to download and review the syllabus, review the materials on plagiarism, and complete the syllabus quiz.

The remainder of the course materials will be locked and unavailable to you until you have completed the “Getting Started” Module. You MUST earn a 100% score on this quiz in order for the course materials to open in the course site. If you do not receive a 100% score, please review the feedback on your quiz attempt and retake as soon as possible. This is an important element to ensure that all students are aware of the curriculum requirements for this course. If you have ANY difficulty with this quiz, please send an email in the course using the Canvas “Inbox” as soon as possible.

### **Required Course Materials and Technology**

Textbook (optional) – This book is *optional*. That means that you don’t have to buy it if you don’t want to do so. Quiz questions will not be taken directly from the book. If you are the type of person who really wants to have a textbook to support your learning, then this is the book from which pages are provided. There are also supplemental readings from online sources in each module if you prefer to use those instead of this optional book. Further, there are additional readings (required) listed in the table above and in Canvas that correspond with selected modules.

*Environmental Health, 4<sup>th</sup> edition*

Dade W. Moeller Harvard University Press, 2011 ISBN 9780674047402

e-Learning in Canvas site:

There will be an online site for this course in Canvas, the learning management system supported by the University. Log in at <https://elearning.ufl.edu/> and go to course site for PHC4320 – Fall 2021.

Here, I will post the syllabus, lecture presentations, details of each assignment, and allow for communication between the students and course instructor and TA. You will also turn in assignments through this site. Once the course begins, all electronic communication will take place through the e-Learning in Canvas site. This includes all emails. This will eliminate any issues with students not getting emails due to connection problems. It will be your responsibility to check the site on a routine basis to keep up with announcements, emails, and course modifications.

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

- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

### **Additional Academic Resources**

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

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

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

#### **General information**

Assignments are to be turned in as a Word document or PowerPoint file as directed, unless otherwise indicated. They will be returned to you with comments and feedback, as applicable. If you have unexpected issues with Canvas, you may email the assignment to the course TA and professor directly. Assignments are normally intended as individual projects unless otherwise directed. Shared work may be treated as a form of plagiarism. Assignments may be required to be submitted via TurnItIn in this course (this will be done automatically in the Canvas Assignment). This tool will pick up any passages in students' work that come from another source. Be sure to adequately cite your sources/references for these assignments to avoid plagiarism.

The Canvas assignment tool may notify you confirming the submission of your assignment. PLEASE check your UFL email at <http://webmail.ufl.edu> on a regular basis for these and other email notices from the course site. It is a student's responsibility to verify that they turn in assignments on time and that they turn in the CORRECT assignment attachment. Please take a few moments to open your submitted attachment and verify that you have submitted the correct file and that the file is not corrupted or in the wrong format.

You will be graded in the course through the use of different learning assessments which are as follows:

#### **Written Assignments (250 points total)**

*Purpose and relationship to course goals:* The written assignments are an opportunity for students to apply their knowledge gained in the readings and lectures. Each assignment takes a different approach to a selection of the modules with engaging activities, ranging from analyzing and interpreting data to drafting a grant proposal idea.

There will be 5 written and graded assignments (50 points each; Total 250 points). Typically, these will be one to two single-spaced pages long. Detailed instructions will be provided with each assignment.

Ungraded Assignment 0 is an ungraded assignment to assess what everyone's pre-course perceptions about toxic chemicals and compounds. It can be found in the "Assignment" tool. We will do an in-class activity for this.

Assignments 1 - 5 are to be turned in as a Word document in the Canvas Assignment tool, unless otherwise indicated. They will be returned to you with comments, as needed. If you have unexpected issues with

Canvas, you may email the assignment to the course TA and professor directly and submit later via Canvas when the issues are resolved. Assignments are normally intended as individual projects unless otherwise directed. Shared work may be treated as a form of plagiarism. Assignments may be required to be submitted via Turnitin in this course (this will be done automatically in the Canvas Assignment). This tool will pick up any passages in students' work that come from another source. Be sure to adequately cite your sources/references for these assignments to avoid plagiarism. Please check your Turnitin report by going back to the assignment and clicking on the colored box icon in the assignment – anything yellow, orange or red should be adjusted and resubmitted BEFORE the assignment deadline. So, it is recommended that you submit EARLY to enable you to utilize this option of resubmission. Resubmissions after the due date may be subject to a late submission penalty.

### **Debate Activity (100 points total)**

*Purpose and relationship to course goals:* The group debate serves several main purposes: (1) apply course content and knowledge to specific situations by taking a stance on an issue, researching it, and backing up the position with evidence; (2) working collaboratively as a group to develop professional skills; (3) practicing oral communication skills in a professional setting.

Each student will complete one debate assignment during the semester. You will be assigned to one debate. There will be 8-12 students per topic with 4-6 students per team. For this exercise, two teams for each topic will research and defend a 'pro' or 'con' stance for a pre-assigned topic. Each team will upload one PowerPoint presentation of no more than 10 slides that highlight their 'pro' or 'con' stance on the topic. Each group will be required to follow the specific format described in the debate instructions (provided as a separate document).

The debates will be conducted during the class sessions. One student per team will be asked to share their slides on the screen for the class to view at the appropriate times during the debate.

You and your team will be graded on your knowledge and presentation. The structure and points to cover will be explained in more detail for each panel. Each group will upload one joint PowerPoint presentation file into the Canvas assignment submission page for grading.

### **Debate Peer Report Assignment (1 peer report, 50 points total)**

*Purpose and relationship to course goals:* The Debate peer report allows students to continue to develop their course content and knowledge while applying critical thinking skills and continuing to develop writing and communication techniques.

Each student will be required to submit one Debate Peer Report during the semester on Canvas (50 points). For this assignment, the student will be assigned to one of the debate in which they are not an active participant to further analyze the content and presentation. The student will be required to view the debate, conducted live in the class session, and provide a two-page executive summary and reflection of the presentation (11-point font, double spaced). The debate peer report will be assigned during the class session.

The executive summary and reflection should succinctly describe: 1) the main points discussed by the pro and con teams; 2) an analysis of the efficacy of the support and evidence presented by the two teams; 3) your reflection and thoughts on this debate. The paper will be expected to seek out supporting information and fill in any gaps of information (with references cited; APA formatting) in your executive summary and reflection. Ways to work towards demonstrating "exceptional" work is to do additional research, integrate citations properly, and critically analyze the situation, debate, and discussion.

Each submission is due at 11:59pm exactly one week after the in-class presentation. For example, if the debate was on Monday, September 9, then the peer report assignment would be due on Monday, September 16 at 11:59pm.

### **In the News Assignment (100 points total)**

*Purpose and relationship to course goals:* The In the News presentations allows students to connect course material with current events and conversations happening in the media. Students apply critical thinking skills and practice oral and written communication skills.

Each student will be required to submit one 'In the News' assignment during the semester on Canvas. For this assignment, each student will be assigned to a topic area at the beginning of the semester, such as 'toxicology' or 'infectious disease.' You will perform a search to identify a current news story that relates to this topic. The 'news' can be positive, negative, changes in policy, public concerns, etc. You may use general public news forums (TV, web, newspaper); however, please make sure that the sources are credible.

NOTE: These must be news articles from news media sources - no blogs, peer-reviewed research articles, scientific journal articles, or other non-news media source. Please reach out with questions.

The In the News activities will be presented during the class meetings. Students will be asked to share their slide and discuss.

This assignment will consist of two components:

1. You are to prepare and present one PowerPoint slide that describes the article (50 points). This slide can be visual – with pictures, charts/tables, etc. Please include a link to the article using appropriate citation format (see "In the news" assignment description on Canvas) on the slide. This will be briefly presented in the class session by the student, followed by a question and answer section. The presentation will be approximately three minutes per student, with approximately 2 minutes for questions.
  - a. Describe the 'news' item in brief and how it relates to the assigned category (i.e. toxicology).
  - b. Is the news projecting or emphasizing a positive influence on public health or a concern? What evidence do they have?
  - c. What do the experts say should be done about it? Is there any controversy?
2. You are to prepare 1-2 page double-spaced (11-point font; one page minimum; two page maximum) description that provides the following information plus references (50 points):
  - a. Using bullet points, outline the strengths and weaknesses of the article you selected (example topics to consider include descriptions of: scientific evidence, justifications, coverage of the topic, audience expectations/knowledge, and similar).



- b. Building on the bullet point list of strengths and weaknesses, create a portion of a new article on your topic for the venue of the article on which you reported. Write a new title for the article and two paragraphs of the article. These can be the first two paragraphs or from another location in the article. This is an opportunity to improve the weaknesses and continue to showcase the strengths you outlined. Consider the audience for this venue and the style of writing, including your word choices and sentence length. Be sure to cite all sources in the format of the target venue.

Cite your sources in the format of the venue for which you are re-writing. The due date for this assignment will be based on the topic you are assigned as due dates are associated with the specific topic.

### **In the News Peer Report Assignments (2 peer reports, 100 points total)**

*Purpose and relationship to course goals:* The In the News peer reports allow students to continue to develop their course content and knowledge while applying critical thinking skills and continuing to develop writing and communication techniques.

Each student will be required to submit two 'In the News' Peer Report Assignments during the semester on Canvas (50 points each). For this assignment, each student will be assigned two (2) peer review topical areas, such as 'epidemiology', 'toxicology' and 'infectious disease'. You will be required to view, in the class session, the presentations for your topical area and select at least one (1) presentation on that day in order to provide a two-page executive summary and reflection of the presentation (11-point font, double-spaced). Assigned topics are announced during the class session.

The executive summary and reflection should succinctly describe: 1) what the news item is about; 2) how the news item is related to the topical area and environmental health; 3) why this particular news item is a public health concern; 4) what experts say should be done about this issue; 5) your reflection and thoughts on this topic and news article. The paper will be expected to seek out supporting information independently and fill in any gaps of information (with references cited; APA formatting) in your executive summary and reflection. Each submission is due at 11:59pm exactly one week after the in-class presentation.

### **Quizzes (325 points total)**

*Purpose and relationship to course goals:* The quizzes are an opportunity for students to demonstrate course content and knowledge, apply their knowledge to new situations, and reflect on the key themes through a variety of question styles and types.

There will be 13 quizzes through the semester, following the dates listed in the Syllabus and on Canvas. The format for all quizzes will be CLOSED BOOK. The quizzes will use LockDown Browser. The quizzes will cover the material from their designated module, but may build on previous knowledge from earlier modules in the course. The quizzes will be comprised of multiple choice, matching, true/false questions, written response, or similar. You will be expected to interpret the material that is presented in the course and apply it to new scenarios or situations presented in the exam questions. The quizzes will be available from the time of posting of the weekly module until the close of the weekly module for which they are covering. Quizzes will be due Sunday evenings, 11:59pm, unless otherwise noted in Canvas.

### Reflection Paper (75 points)

*Purpose and relationship to course goals:* The reflection paper provides an opportunity for students to think critically about course content and themes, explore a topic of interest in greater depth, and develop professional writing skills.

Students are expected to critically evaluate and reflect on their learning throughout the semester. The Reflection Paper assignment serves as a place for students to select one topic from the course and expand their understanding and thoughts on the topic. For this assignment, students should prepare a 2-page maximum (excluding references), double spaced, 11pt font, 1" margins document reflecting on one of the course module topics. In this document, please include the following: 1) a short description of the topic and key issues involved; 2) why you chose this topic (using "I" in the text); and 3) the future of this topic – what is needed, how the topic/issues may continue to develop in the future. Cite all sources in-text and with a reference list.

### Grading

A key course requirement of this course is alignment with professional standards of the discipline, including behavioral conduct in alignment with public health and UF Health Science Center practices, requirements, and expectations. This may include wearing masks, maintaining physical distancing, or other similar requirements set in relation to the COVID-19 pandemic. Not following these professional standards may impact the ability to participate in the course or course activities, as well as grades in the course.

The course assignments are broken down into the following:

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Written Assignments = 5 @ 50 points each	See Course Schedule	250 (25%)
Debate Activity = 1 @ 100 points	See Course Schedule	100 (10%)
Debate Peer Report = 1 @ 50 points	See Canvas for assigned topic	50 (5%)
In the News = 1 @ 100 points	See Course Schedule and topic assignment	100 (10%)
In the News Peer Report = 2 @ 50 points	See Course Schedule and team assignment	100 (10%)
Quizzes = 13 @ 25 points	See Course Schedule	325 (32.5%)
Reflection Paper = 1 @ 75 points	December 7, 11:59pm	75 (7.5%)
<b>TOTAL</b>		1000 (100%)

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

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<b>Points earned (as percent of total)</b>	93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	70-76%	67-69%	63-66%	60-62%	Below 60%
<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher. In addition, 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/UGRD/academic-regulations/attendance-policies/>

### **Exam Policy**

In general, taking an exam (or quiz) after the official exam time will only be permitted under extenuating circumstances and will only be permitted at the discretion of the instructor (advanced notice in writing required and per applicable University of Florida policies).

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

Assignments turned in up to 24 hours late will be discounted **10%** of the grade that they would otherwise receive. Assignments turned in more than 24 hours late will **not** be graded and will contribute zero points toward your final grade, unless arrangements have been made in advance with the instructor, except in the case of emergencies or urgent extenuating circumstances. Please discuss with instructor. Missed assignments will contribute zero points toward your final grade.

Assignment resubmissions are not accepted after grades are posted. This includes when the assignment has been submitted, the deadline passed, and the grade has been posted, even if it is still during the late submission period. If the work is turned in, graded, and grade has been posted, it is final. Assignments may be submitted as many times as desired before the due date. This is specific to written assignments, not quizzes. Assignments may be resubmitted during the late period for the late discount if the work has not been graded and the grade posted.

Missed class sessions resulting in missed opportunities for work (peer reviews, reports, presentations) will be assigned makeup work and activities, when applicable, on a case-by-case basis. Please contact the instructor as soon as possible to make arrangements.

**Special Circumstances.** In the event of exceptional situations that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon as possible and in advance of the deadline. Such special cases will be handled on an individual basis. Sufficient documentation may be requested. Please note: any requests for makeups 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.

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.

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**

Students are expected to attend all class sessions. **IMPORTANT:** Please follow campus policies related to COVID-19 and please do not attend class if you are experiencing symptoms. We will make other arrangements for activities and assignments. Your health and the health of everyone in the classroom is more important than a class assignment.

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>

## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior**

You are expected to maintain a civil tone both in class and online, and respect the opinions of other in the class. While commenting on others' posts or discussion points in class is encouraged, aggressive or patronizing tone and language are unacceptable and may result in the loss of your posting and discussion privileges.

### Communication Guidelines

You are encouraged to contact by email for clarification and assistance with the course material and the assignments, and for special issues that may arise. Weekday daytime (US Eastern Time) emails have the best chances of being answered quickly.

The communication guidelines are a collaborative agreement between all of the students and the instructor (and TA, as applicable). Email messages are expected to be sent through the Canvas system, not the instructor's or TA's UF email addresses. Students should expect a response within 1-2 business days, excluding weekends.

My goal as an instructor is to provide feedback on small assignments (reflections) within 2-3 days and larger activities (scaffolded project activities and homework assignments) within one week.

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

Further, please see the university's Netiquette Guidelines:

<https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx>

### Additional Resources

UF Library: <https://uflib.ufl.edu/>, physical location map: <https://uflib.ufl.edu/using-the-libraries/library-location-map/>

UF Writing Studio: <https://writing.ufl.edu/writing-studio/>, how to schedule an appointment: <https://writing.ufl.edu/writing-studio/for-students/schedule-an-appointment/>

UF Disability Resource Center Accommodated Testing: <https://disability.ufl.edu/students/accommodated-testing-request/> (reminders and online testing information included here)

### 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.

### **Professionalism and COVID**

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

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. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit [coronavirus.UFHealth.org](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.

### **COVID-19 Symptoms**

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

### **Recording Within the Course:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

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

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

## SUPPORT SERVICES

### Accommodations for Students with Disabilities

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

### Counseling and Student Health

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

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

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

### Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional



relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)