

## HSC 3502 Survey of Diseases and Disabilities I (3 credit hours)

Fall 2021

Section: 15253

Delivery Format: Hybrid (Online and On-Campus)

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

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Office Hours: Tuesday 3:00-4:00PM

Class time: Tuesday 1:25-2:45PM

Room number in Communicore Building: C1-11

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Preferred Course Communications: [Canvas message with the subject as HSC3502-15253](#)

**Prerequisites:** Major or Minor in Health science, public health, or communication sciences and disorders

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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 4558 to cover a greater breadth of health challenges).

#### Relation to Program Outcomes

This course is part of the foundational and mandatory coursework for the BHS program.

#### 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 traumatic brain injury, spinal cord injury, burns, amputations, vision impairments and blindness, hearing impairments and deafness, cerebral palsy, intellectual disabilities, autism, muscular dystrophy, sickle cell disease, hemophilia, and cystic fibrosis.
  - b. 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. Summarize US legislation that protects the rights of children and adults with disabilities and shapes the services and supports provided to people with disabilities.
  - a. Outline key points of US legislation that protects the rights of children and adults with disabilities
  - b. List the services and supports provided to people with disabilities under US law.
4. Interpret "lived experience" of disease and disability as felt by individuals who have the conditions and their caregivers and family members.
  - a. Describe the functional and contextual factors that impact health and "lived experience" as perceived through the lens of perspectives from individuals who have diseases and disabilities, their caregivers, and family members.
  - b. Convert the epidemiology, etiology, symptoms, and treatments of conditions into narrative of the "lived experience" of disease and disability as felt by individuals who have the conditions and their caregivers and family members.

### **Instructional Methods**

1. Reading assignments and pre-recorded lectures
2. E-Learning web links in Canvas Modules to supplement materials and readings
3. Provocative questions and review questions to facilitate active learning
4. Weekly quizzes (2 per week) to evaluate understanding of content from the week's reading and Canvas lectures
  - a. "Foundation quizzes" to assess content knowledge, due on Mondays at 11:59 pm.
  - b. "Application quizzes" to assess how to apply your knowledge, due day *after* class at 11:59 pm
5. Active participation in and contribution to assignments, which may be partially or fully completed during class activities.
  - a. Assignments must be posted to Canvas the day after class by 11:59 pm.
6. Two section exams (content from weeks 1-7, and weeks 9-15)

### **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 class discussions. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives. Participation is also viewed as demonstrating professional behavior.

## 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> 8/24	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>• Ungraded in-class week 1 ICF assignment due day after class</li> </ul>	F&H: Ch. 1, pp. 1-9
<b><u>Week 2</u></b> 8/31	Intro to WHO ICF Model & ICD; psychosocial aspects	<ul style="list-style-type: none"> <li>• Syllabus quiz due 8/30@11:59 pm</li> <li>• Quiz 1 due Mon. 8/30@11:59 pm (NOTE: covers material from weeks 1 &amp; 2)</li> <li>• In-class assignment 2</li> <li>• 1app</li> </ul>	F&H, Ch. 2, pp. 11-32
<b><u>Week 3</u></b> 9/7	Burns	<ul style="list-style-type: none"> <li>• Quiz 2 due 9/6@11:59 pm</li> <li>• In-class assignment 3</li> <li>• 2app</li> </ul>	F&H, Ch. 32, pp. 543-553
<b><u>Week 4</u></b> 9/14	Traumatic Brain Injury	<ul style="list-style-type: none"> <li>• Quiz 3 due 9/13@11:59 pm</li> <li>• In- class assignment 4</li> <li>• 3app</li> </ul>	F&H, Ch. 3&4, pp. 33-69
<b><u>Week 5</u></b> 9/21	Spinal cord injury	<ul style="list-style-type: none"> <li>• Quiz 4 due 9/20@11:59 pm</li> <li>• In-class assignment 5</li> <li>• 4app</li> </ul>	F&H, Ch. 7, pp. 95-110
<b><u>Week 6</u></b> 9/28	Assistive Technology, aging & disability	<ul style="list-style-type: none"> <li>• Quiz 5 due 9/27@11:59 pm</li> <li>• In-class assignment 6</li> <li>• 5app</li> <li>• Peer evaluation assignment due 9/30@11:59 pm</li> </ul>	F&H, Ch. 33, pp 561-571; Ch. 34, pp 573-579

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<b><u>Week 7</u></b> 10/5	Amputations	<ul style="list-style-type: none"> <li>• Quiz 6 due 10/4@11:59 pm</li> <li>• In-class assignment 7</li> <li>• 6app</li> </ul>	F&H, Ch. 26, pp. 431-438
<b><u>Week 8</u></b> 10/12	Exam	<ul style="list-style-type: none"> <li>• During class time</li> </ul>	Use study guide, Review
<b><u>Week 9</u></b> 10/19	Early childhood: development	<ul style="list-style-type: none"> <li>• Quiz 7 due 10/18@11:59 pm</li> <li>• In-class assignment 8</li> <li>• 7app</li> </ul>	ECTA guides & videos
<b><u>Week 10</u></b> 10/26	Cerebral Palsy	<ul style="list-style-type: none"> <li>• Quiz 8 due 10/25@11:59 pm</li> <li>• In-class assignment 9</li> <li>• 8app</li> </ul>	F&H, Ch. 11, pp. 145-156
<b><u>Week 11</u></b> 11/2	Neurodevelopmental conditions: ID & ASD	<ul style="list-style-type: none"> <li>• Quiz 9 due 11/1@11:59 pm</li> <li>• In-class assignment 10</li> <li>• 9app</li> </ul>	F&H, Ch. 12, pp. 163-177
<b><u>Week 12</u></b> 11/9	Muscular Dystrophy/Cystic Fibrosis	<ul style="list-style-type: none"> <li>• Quiz 10 due 11/8@11:59 pm</li> <li>• In-class assignment 11</li> <li>• 10app</li> </ul>	F&H, Ch. 9, pp. 130-132; Ch. 29, pp. 489-491
<b><u>Week 13</u></b> 11/16	Sickle Cell Disease/Hemophilia	<ul style="list-style-type: none"> <li>• Quiz 11 due 11/15@11:59 pm</li> <li>• In-class assignment 12</li> <li>• 11app</li> </ul>	F&H, Ch. 18, pp. 309-326
<b><u>Week 14</u></b> 11/23	Vision loss/Blindness	<ul style="list-style-type: none"> <li>• Quiz 12 due 11/22@11:59 pm</li> <li>• <b>online</b> assignment 13 due 11/24@11:59 pm</li> <li>• 12app</li> </ul>	F&H, Ch. 16, pp. 263-279
<b><u>Week 15</u></b> 11/30	Hearing loss/Deafness	<ul style="list-style-type: none"> <li>• Quiz 13 due 11/29@11:59 pm</li> <li>• In-class assignment 14</li> <li>• 13app</li> <li>• Peer evaluation assignment due 12/2@11:59 pm</li> <li>• Course evaluation</li> </ul>	F&H, Ch. 17, pp. 281-307
<b><u>Week 16</u></b> 12/7	Review	<ul style="list-style-type: none"> <li>• Targeted review session for exam</li> <li>• Overarching course themes</li> </ul>	Review material weeks 9-15
<b><u>FINAL EXAM</u></b>	Modules from weeks 9-15	<ul style="list-style-type: none"> <li>• Main date: <b>12/13@10-11:30 am</b></li> <li>• Conflict date (2 or more exams/same time as another exam): 12/15@7:30-9:00 am</li> </ul>	

### **Course Materials and Technology**

**Required Text:** (This text will also be required for HSC 4558 Survey of Diseases and Disabilities II)

\*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:

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

**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.

### **LockDown Browser**

This course requires the use of LockDown Browser for all quizzes and both exams. 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 (6%)

As a hybrid course, half of the course is online and half is once a week in-class. 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. These behaviors and grading (a total of 10 points and 6% of your grade) are listed below:

#### **As pre-professional students, you are expected to:**

- Arrive on time for class sessions.
- Engage actively in class. Active participation includes sharing verbally, working in small groups, and actively listening to others.
- Use electronic devices only for classroom activities. Refrain from additional emailing, texting, or browsing the internet during class time unless course related.
- Direct conversations to class content and activities while in your groups. The instructor will periodically join you. Feel free to request assistance at any point.

**Instructor/Peer evaluation of participation and professional behavior rubric: Instructor maximum points: 5  
Peer maximum points: 5**

<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 obtains consistently low scores from 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 consistently disrespectful of others, unprepared and unable to communicate effectively.
Student arrives punctually and attends all scheduled sessions. Demonstrates expected class behaviors.	Student occasionally arrives late and attends all sessions. Demonstrates mostly expected class behaviors.	Student frequently arrives late or misses 2 sessions. Frequently lacking in following expected class behaviors.	Student frequently arrives late or not prepared for class. Misses 3 or more sessions. Lacking in following expected class behaviors.	Student frequently arrives late/not prepared for class. Misses 3 or more sessions. Inattentive and commonly lacking in following expected class behaviors.	Numerous absences and frequent tardiness. Lacking in following expected class behaviors.

**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 (submitted during Week 1). Completing the peer evaluation assignment is part of your professional behavior

grade. 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 first 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 (a portion of the 6% of your final grade) will be guided by your group member ratings in combination with the instructor rating (5 points maximum from instructor plus 5 points maximum from peers). You need to meet all requirements to receive a 10. Do not *assume* that everyone will obtain 10 points for simply showing up- you need to engage in professional behaviors consistently.

**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

**26 Weekly Quizzes with 24 being counted (24% 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. Quiz will be taken independently (no use of notes, book, slides, or another other student) 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.

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



Each week, there are two types of quizzes:

1. *Before class "Foundation Quiz"*: This quiz will assess your ability to remember, recall, define, identify and recognize key content from each week's topic. Students are expected to complete an online quiz BEFORE class (available in Canvas Assignments) on the content. The quiz before class includes 6 multiple questions worth 1 point each. Questions are selected randomly from a pool of questions on that topic (each student will take a unique quiz on each topic). At 1 minute per question, students will have a total of 6 minutes. LockDown will be used for each quiz.
2. *After class "Application Quiz"*: This quiz will assess your ability to apply knowledge in order to distinguish, analyze, implement, solve, and compare/contrast key ideas about disease, disability, and health. The quiz will reinforce primary concepts used to complete the weekly assignments. The quiz must be completed the day after class by 11:59 pm, and will include 2 multiple choice questions worth 2 points each. At 2 minutes per question, students will have a total of 4 minutes. LockDown will be used for each quiz.

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

Please note: Any requests for quiz/exam 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.

### **10 Assignments (one dropped, 9 contribute to grade @ 20% 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. Remember the lowest assignment score will be dropped and 9 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).

### **4 Presentations (all counted) @10% of final grade**

Students will take an active role in sharing material for modules 4 (TBI prevention), 7 (prosthetic PP presentation), and 15 (hearing debate). These assignments will be evaluated during class time. You can choose to have a designated presenter or each group member can contribute. Please organize your time well so that each group has sufficient time to present. In addition, each group will be assigned one specific week (beginning with week 5-SCI- to be assigned) to provide a review of the course content. Review should cover the major points and any memorable manner to retain material. Time allotted for review is limited to 10 minutes at the start of class

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**Grading**

Requirement	Due date	% of final grade
26 Weekly online quizzes (24 counted)	Foundation Quizzes: open for 5 days/ due Monday at 11:59 pm Application Quizzes: due day after class at 11:59 pm	12% 12%
10 Assignments (one dropped: 9 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)	20%
Presentations (4): TBI prevention, Prosthetic PP, Hearing debate, specific week summary	During class time for TBI module, Amputation module, Hearing loss/Deafness; specific weekly summary to be assigned to each group (TBA)	10%
2 Exams (20% for mid and 20% for final)	One exam will take place during class Week 8; the other will take place during Week 17 (see calendar)	40%
Peer evaluation, participation & professional behavior	Weeks 6 and 15 (see calendar for dates and refer to professional behavior rubric)	6%

**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	73-76.99	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.

<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
<b>Grade Points</b>	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 in-person and proctored but online in Canvas with LockDown as well. Both quizzes and exams 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 (due the Monday prior to class at 11:59 pm) and will not be re-opened. Students are responsible for ensuring that they meet all deadlines that have been set. 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 (includes 1 foundation AND 1 application quiz) and one assignment grade will be dropped. Final exam conflicts should be discussed with the instructor as soon as you know about the conflict.

People with *unexcused* absences are still expected to complete the weekly assignment (individually submitted); points will be taken off for the *unexcused* absence in addition to 1 point taken off for each additional day submitted late. If you are unable to take the mid-term during class or the final exam on the two specified dates, contact your instructor.

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

Half of this class can be scheduled at your own convenience. **Attendance in face-to-face portion is required and is taken weekly.** Attendance is part of professional behavior (see detailed chart on page 7). 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. You can better prepare for the weekly assignment by reviewing preparation tips under group assignment tab on Canvas MODULES each week.

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**

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 healthcare 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, meeting all deadlines.
3. **Communication (oral, online submission, e-mail, etc.):** 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 help from other students.

**Recording of lectures** (regarding House Bill 233):

"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."

**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**

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 that 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. 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>
- 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)

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