

University of Florida
College of Public Health & Health Professions
PHC 4101: Public Health Concepts (3 credits)
Summer B 2022
Delivery Format: Online
Course Website or E-Learning

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Email Address: rebeccajane@ufl.edu (*But - I prefer Canvas messages for course-related items*)

Office Hours/Weekly Meet-Up via Zoom:

Weeks 1-6 on Wednesdays 10:00-11:00 AM, Zoom link:

<https://ufl.zoom.us/j/92698408939>

I will also be available by appointment Weeks 1-6 (Zoom, no in-person office hours at this time).

Preferred Course Communications (e.g., email vs. Canvas message):

Canvas = fastest response or UF email **with PHC4101 in the subject line**

Please use the message function within Canvas, thank you. Emails/Canvas messages received on weekdays (Monday-Thursday) can expect a response within 24 to 48 hours. If I have not responded within two days, please contact me again. Your message is important to me, but it may have been overlooked. Emails/Canvas messages received during the weekend or after 5pm on Friday will be answered by 2pm on the following Monday.

Prerequisites

(BSC 2007 or BSC 2005 or BSC 2010) and PSY 2012 and STA 2023 and (health science or communication sciences and disorders or public health majors or health science or public health minors).

PURPOSE AND OUTCOME

Course Overview

This is a 3-credit course that will be conducted online. This is an upper-level course intended to introduce undergraduate students in a variety of disciplines to the basic tenets and applications of public health, including integrating public health with other health professions. This course explores the Nation's health challenges, the scientific basis of the public's health in the United States, and current strategies for advancing the public's health.

The student will gain knowledge through lectures, readings, group work, and individual assignments.

Group work is an integral part of this course, you will need to communicate with group members in a timely manner to ensure that your Group Project is as successful as possible.

Please note: Because this is a Summer B course (6 weeks instead of 16 weeks), this course will run much quicker than a course in the Fall and Spring. You are expected to keep up with this pace.

Relation to Bachelor Program Foundational Domains

1. Describe the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
2. Explain the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations
3. Examine socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
4. Identify the fundamental concepts and features of project implementation, including planning, assessment, and evaluation
5. Review the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government
6. Differentiate between the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

Course Objectives and/or Goals

Upon successful completion of the course, students will be able to:

1. Describe public health history, philosophy and values
2. Examine the important role of the five core concentrations and cross-cutting disciplines of public health (e.g., Epidemiology, Biostatistics, Social & Behavioral Sciences, Health Policy and Management, and Environmental Health, Health Disparities, and One Health)
3. Identify and list the core functions of public health and the 10 Essential Services
4. Identify appropriate methods for assessing the determinants of health
5. Differentiate between quantitative and qualitative methods and sciences in population health
6. Explain the effects of environmental factors, biological and genetic factors, and behavioral and psychological factors, and socioeconomic factors on a population's health
7. Discuss health disparities and identify known health disparities in the US and globally
8. Discuss major causes and trends of morbidity and mortality in the US, specifically marginalized populations
9. Identify and explain the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
10. Summarize the current concerns in the U.S. health care system and the role health policy plays
11. Give examples of how globalization affects global burdens of disease
12. Recognize the connections among human health, animal health and ecosystem health (e.g., One Health)
13. Explain how mass media can impact our perception of health via the use of social media
14. Establish the critical importance of evidence in advancing public health knowledge

Instructional Methods

- 1) Lectures: are for general orientation. Students are responsible for all the material presented in the course and assigned readings.
- 2) Readings and Resources. In addition to the lectures, supplementary readings and resources will be posted in the course. The reading and resource list may be supplemented during the course.
- 3) Discussions: Students are expected to participate in discussion boards throughout the duration of this course. Grades will be assigned based on accuracy, depth, and thoughtfulness of content.

4) Assessments: A variety of assessments will be used in this course, including but not limited to assignments, quizzes, and group projects.

Announcements

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

What is expected of you?

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 facilitates overall mastery of the course objectives.

This is a 3-credit Summer B course; it is going to be intense. You will do the same amount of work in six weeks, which is completed in 16 weeks when the course runs during Fall/Spring. Please plan your time accordingly. Working on the group project, and doing individual assignments, will require about 32-48 hours over six weeks (6-8 hours per week) on top of your “Class work”. For PHC4101, the required lectures and required reading are your “Class work”.

Group work expectations

- 1) You are expected to meet with your group, online, at least once per week.
- 2) You are expected to share group project documents (e.g. Snapshots) with your group members before you submit them. You are expected to share the documents in time for group members to provide feedback for you to incorporate their suggestions - before you upload the work – so please state the deadline you need items returned to you.
- 3) Equally, if you are given an item of group project work to review, which includes a deadline, please do your best to meet this deadline.
- 4) Check the grading rubrics, against what you are submitting. All group members will receive the same grade for the Group Project* so it is in your best interest to double-check that what is being submitted, meets all rubric criteria for the grade you wish that item of work to earn.

**Only exception to ‘everyone gets same grade’ is the Peer Review assignment, where group members earn their 5 points by fully completing the forms.*

DESCRIPTION OF COURSE CONTENT

Course Materials and Technology

Required Textbook: Mary-Jane Schneider (2020). Introduction to Public Health (6th edition). Burlington, MA: Jones & Bartlett Learning. ISBN -13: 978-1284197594 or ISBN-10: 128419759X. You also have the option of using the 5th edition of the book (ISBN-13: 978-1284089233 or ISBN-10: 1284089231). This course participates in the UF All Access program. Login at the following website and Opt-In to gain access to your required course materials - <https://www.bsd.ufl.edu/AllAccess> - UF All Access will provide you with your required materials digitally at a lower cost and the charge will be applied to your student account. This option will be available starting 1 week prior to the start of the semester and ending 3 weeks after the first day of class.

Additional readings may be provided in the weekly modules as identified by the Instructor.

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

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

ACADEMIC REQUIREMENTS AND GRADING

Syllabus/Academic Integrity Quiz (0% of grade but required to unlock course content): You are asked to complete a brief quiz on the syllabus and academic integrity prior to unlocking the course content on Canvas. *Please review the syllabus, course overview, and the academic integrity materials before completing the quiz.* **NOTE:** While this quiz is ungraded, you must receive a 100% to unlock course materials. You will NOT be able to access course materials without passing the quiz. Students are **required** to print a copy of the syllabus from the syllabus tool in the course.

Introduction Infographic (2% of Final Grade): During the first week of class, you will create an infographic introducing yourself to your classmates.

Discussions (7% of Final Grade): You will be required to participate in two discussion posts during the semester. Each discussion is worth 20 points of your total grade. If you are required to post on the discussion board, it will be indicated within that week's announcement, or you will see it within the course calendar. Active participation in the online discussions helps create a learning community and encourages peer interaction, presents different perspectives, and challenges ideas. Each student is required to make one original post to the questions posed in the discussion board. Your response to the two other students' posts should be thoughtful and should further promote the conversation. Original posts and replies should be thoughtful and comprehensive, therefore it is expected that students cite material using APA 7th edition provided from the lectures and readings, as well as outside materials if appropriate.

- **Discussion 1:** Social and Behavioral Sciences (Week 3)
- **Discussion 2:** Health Policy and Management post (Week 4)

In order to receive credit, you must post your response to the posted discussion board questions by Wednesday at 11:59pm ET . In addition, you must post a response to two other students' posts by Friday at 11:59pm ET .

Your grade on the discussion board is based on participation. Each discussion board assignment is worth 20 points. However, in order to received full credit for these posts, you must follow these guidelines:

- Posts should be between 225-250 words
- Posts should be relevant to the topic being discussed but should also attempt to introduce a new point of view or piece of information or otherwise further the discussion
- Posts should use correct grammar, punctuation, and vocabulary appropriate for a university-level course
- When applicable, posts must cite material using **APA 7th edition** (see resources on Canvas).

Quizzes (25% of Final Grade): There will be six quizzes covering course lectures and readings. Each quiz is worth 25 points of your total grade. Questions will generally be multiple-choice in format, but might also include true/false, matching, short answer, and other similar formats.

Assignments (33% of Final Grade): There will be four assignments that should be done independently. Each assignment is worth 50 points of your total grade. These assignments will cover a range of topics and themes to measure your knowledge of the content. Follow the instructions carefully for each assignment within the Canvas course site. Rubrics for each assignment will be provided within Canvas.

- **Assignment 1:** 10 Great Public Health Achievements – Intro to PH module (Week 1)
- **Assignment 2:** COVID-19 (Week 2)
- **Assignment 3:** Social-Ecological Model Case Study (Week 3) – SBS
- **Assignment 4:** CDC Outbreak Investigation (Week 5)

Public Health Concepts Group Project (33% of Final Grade):

Group Project: Public Health is a Team-Based science and Public Health professionals work in teams. The Group Project is an opportunity to experience teamwork strategies used by Public Health professionals to make a difference in their communities.

- Students will be placed into groups of 4-5 students. Each student will play the role of group expert, in a specific Public Health concentration (see below, & Group Project Assignment 1).
- The group will propose an intervention to help solve a health ‘problem’ in Alachua County, based on the Healthy People 2030 Objectives for public health topics (e.g., diabetes, obesity, COVID-19). The group project intervention will target helping people in Alachua County, thus the Healthy People 2030 topic chosen should be applicable to needs identified within Alachua County.
- The intervention will need to fit into a \$50,000 budget, because the final paper is intended to mimic a grant proposal to the Alachua County Health Department for a grant of this amount.

The Group Project has several components. You will work together (and submit) draft sections of the project each week; these sections will be combined into one final paper of two ‘Parts’ (outlined below). After the Final Paper is completed, a Peer Review assignment will be completed – personal points will be earned on completion.

- Health Topic Selection, list of ‘expert’ designations, and Prior Intervention details (Week 1)
- Epidemiology Snapshot, & Biostats Snapshot (Week 2)
- Intervention Draft (inc., budget, timeline, etc.), & SBS Snapshot (Week 3)
- Health Policy and Management Snapshot (Week 4)
- Environmental Health Snapshot (Week 5)
- Group Project Paper (Week 6, Wednesday)

Health Topic Selection, “Concentration Experts”, & Prior Interventions (Week 1)

The group will identify a health topic in Healthy People 2030 (e.g., diabetes, obesity, COVID-19), where there is an Objective targeted to solve a health ‘problem’ within that health topic. The Group Project’s intervention will target helping people in Alachua County, thus the Healthy People 2030 topic chosen should be applicable to needs identified within Alachua County.

The group will provide details of at least two ‘interventions’ which have been successful in reducing the problem/improving the situation for that health topic, in locations similar to Alachua County. [References to academic journal articles which discuss the interventions, are required].

Group members will each commit to being a concentration ‘expert’ and to guide the group snapshot for a particular Public Health Concentration. After discussing with their group members, each student should select the concentration area (i.e., Epidemiology, Biostatistics, Social & Behavioral Sciences, Health Policy & Management, or Environmental Health), in which they will be considered the “expert”. If there are four students in the group, then all four students will share the ‘expert’ role for one of the five concentration areas.

Group Project Snapshots (basis of Group Project Paper, Part 1): Weeks 2-5

Each concentration expert (see above) will create a **brief** analysis of their public health topic (i.e., a “Snapshot” Assignment) for Epidemiology, Biostatistics, Social & Behavioral Sciences, Health Policy & Management, and Environmental Health). They will use concentration-specific evidence to explain the current status/situation for their group’s chosen health topic in Alachua County. They will share the snapshot with the group members in a timely manner, so that the other group members can look over the snapshot and confirm they approve the content for accuracy/completion, before the expert uploads the snapshot. Group members will all receive the same grade for a specific snapshot, therefore **all group members are responsible for confirming with the expert they each agree with the content and quality of snapshots - before a snapshot is submitted.**

Within the Snapshots, and the Group Project, groups should assess the public health topic’s current status in the US overall, and in Alachua County (e.g., providing statistics for this topic and making sure to ***cite these statistics appropriately***), give details of barriers impacting the ability to achieve universal wellbeing and health for all populations (e.g., economic, racial/ethnic, gender, sexual orientation), mention previous interventions or treatments that have shown to be effective, etc.

Intervention Draft (basis of Project Paper, Part 2): Week 3

This is a draft version of Part 2 of the project paper. You will propose a strategy/brief intervention to solve or reduce the burden of your chosen public health problem in Alachua County, based on the information you and your group have already gathered for snapshots done to date (Epidemiology & Biostatistics). You will be given detailed feedback on the Intervention Draft to help you improve/add details before you submit the Project Paper.

For the intervention, you will have an (imaginary!) grant budget of \$50,000 from the Florida Department of Health in Alachua County. You can be as innovative or creative as you would like, within this budget. Your strategy/intervention must target at least one level of the Social-Ecological Model. For example, you could propose a strategy to target obesity at the individual level by developing a program that teaches adults about nutrition and a healthy diet. Because the \$50,000 is being provided by the Florida Department of Health in Alachua County, the grant funding must be spent on a specific population within Alachua County. So, in this example you would state that your population was adults aged XX to YY years, in Alachua County. As you will learn during the course, you need to be specific about the population (including their location) that your proposed intervention is targeting, because it is rare that one intervention will suit all populations. You must include for your proposed intervention: (a) timeline, (b) budget, (c) implementation details, (d) sustainability details or exit strategy, and (e) a brief explanation of how the intervention will be evaluated

Group Project Paper: Week 6 (Wednesday)

In Part 1 of the Group Project Paper, you will showcase work from each group member as an ‘Expert’ in their chosen Public Health concentration. You are expected to use the Snapshot materials and associated feedback to introduce your Healthy People 2030 topic, and explain the current status of the topic as it relates to the US in general, and in your chosen population in Alachua County. This explanation should justify why an intervention is needed, and lead into explaining how other communities have addressed a similar issue.

In Part 1 you will have an introductory paragraph, the five concentration sections, a paragraph explaining previous interventions/introducing your proposed intervention, and a summary paragraph. Each public health concentration section of the Group Project should be 1-2 pages in length. *The expected page length for Part 1 is 5-6 pages minimum, up to a maximum of ten pages, including introduction paragraph/previous and proposed intervention paragraph(s)/summary paragraph.* Although each expert is responsible for the content based on the Snapshot they guided the group to create, the paper should be written cohesively.

In Part 2 of the Group Project Paper, you will propose a new/modified intervention or strategy to solve the problem as it stands in Alachua County, and will include (a) timeline, (b) budget, (c) implementation details, (d) sustainability details or exit strategy, and (e) a brief explanation of how the intervention will be evaluated. An introduction section describing the strategy/intervention should be 1-2 pages long. The section with strategy/intervention details should be 2-4 pages, including a table of items you need to budget for, and a timeline flowchart.

APA-7th Edition, Group Project: In the topic selection assignment, snapshots, intervention draft, and Group Project paper, all statements of fact, or items of data, require an in-text citation, and a reference list citation, in APA-7th Edition format. This first resource does a great job of setting out clearly how the different sections for shorter assignments are formatted.

<https://apastyle.apa.org/instructional-aids/student-paper-setup-guide.pdf> This second resource you may already be familiar with, it shows how to lay out a longer document e.g., a Group Project! https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/documents/APA%207%20Student%20Sample%20Paper.pdf

Grading

Requirement	Due date	Points / final grade
Syllabus Quiz	Week 1 to unlock course	-
Introduce Yourself Infographic	Due Wednesday, 6/29 @ 11:59 PM ET	10 pts
Discussions/Participation (2)	Ongoing	20 pts each
Module Assignments (4)	Ongoing	50 pts each
Module 1 Quiz	Due Friday, 7/1 @ 11:59 PM ET	25 pts
Module 2 Quiz	Due Friday, 7/8 @ 11:59 PM ET	25 pts
Module 3 Quiz	Due Friday 7/15 @ 11:59 PM ET	25 pts
Module 4 Quiz	Due Friday 7/22 @ 11:59 PM ET	25 pts
Module 5 Quiz	Due Friday 7/29 @ 11:59 PM ET	25 pts
Module 6 Quiz	Due Friday 8/5 @ 11:59 PM ET	25 pts
Group Project	See below for project item due dates	200 pts total
Group Project Weekly Sub-sections		<u>Distribution of 200 Project Points</u>
• Group Meeting Week 1		
- Group Project Topic (<i>inc. prior successful interventions</i>)	Due Fri 7/1 @ 11:59 PM ET	10 pts
• Group Meeting Week 2		
- Epidemiology Snapshot	Due Thurs 7/7 @ 11:59 PM ET	10 pts
- Biostats Snapshot	Due Thurs 7/7 @ 11:59 PM ET	10 pts
• Group Meeting Week 3		
- SBS Snapshot	Due Thurs 7/14 @ 11:59 PM ET	10 pts
- Intervention Draft	Due Thurs 7/14 @ 11:59 PM ET	20 pts
• Group Meeting Week 4		
- HPM Snapshot	Due Thurs 7/21 @ 11:59 PM ET	10 pts
• Group Meeting Week 5		
- Environmental Snapshot	Due Thurs 7/28 @ 11:59 PM ET	10 pts
• Group Meeting Week 6		
- Group Project Paper	Due Wed 8/3 @ 11:59 PM ET	115 pts
- Peer Review	Due Fri 8/5 @ 11:59 ET	5 pts
Total Points		600 pts

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

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Points earned	600-558	557-540	539-522	521-498	497-480	479-462	461-438	437-420	419-402	401-378	377-360	≤359

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program and Bachelor of Public Health Program do not use C- grades.

Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	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>

Policy Related to Make up Exams or Other Work

Requirements: Students are responsible for all course material, including reading all required materials prior to each lecture. The course is conducted in eLearning and all assignments, course lectures, discussions, emails and quizzes will be delivered in this medium. Students should also read email and announcements in the course several times a week. Please note that announcements and emails sent out from the course site will go to your UFL email address (versus your Google, Yahoo, etc.), please check this mail at <http://webmail.ufl.edu> regularly also. Students should also reference the calendar in the course to keep up with weekly deadlines.

Make-Ups: If you are unable to meet a deadline in this course for [approved reasons](#) and have given prior notification to the instructor when possible, you will be given adequate time to make up any coursework missed. All other missed or late work will receive a grade of zero. Make-up exams will be provided only in cases of excused absences or conflict during final exams per University policy and MUST be discussed with the instructor in advance. Make-up exams will differ from the regularly scheduled exam.

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

Readings and Discussions: Students should read the assigned readings prior to viewing course lectures and be prepared to discuss the material through course discussions and assignments.

Quiz Policy: This course will be using Honorlock, a proctoring service for graded exams. Honorlock ensures exam integrity and enables the administration of remote online exams. All quiz sessions

will be reviewed as part of your final grade. Instances of cheating or inappropriate behavior will be considered violations of the Student Honor Code and will result in disciplinary action and a zero on the quiz.

Taking Quizzes: No pre-scheduling is required. You can take your quiz at any time during the designated window it is open in Canvas. However, I caution you not to wait until the last minute, because you will run the extreme risk of having the quiz close out automatically before you have had your full number of allowed minutes. The quiz will close out at the time set in Canvas regardless of how many minutes you have left to take the quiz, and you will not be able to finish.

- Please make sure that you review the course textbook, Canvas modules, and lectures before taking the quiz. If you have any questions or need clarity about course content, please feel free to send me an email (preferably via Canvas), or we can schedule a Zoom meeting.
- Take time to think through each question. You will have a full hour (i.e., 60 minutes), so please use that time to read through each question carefully and to read back over questions you were unsure of the answer. It would also be important to take the quiz as early as possible so that you don't feel rushed if taking the quiz, on the last day that it is available.
- Please plan on extra time to complete your quiz to accommodate connection time and any technical issues that arise.
- No human proctor will appear. You will take your quiz with your camera recording the entire session.
- The Honorlock room scan example, which shows what is required of you, is available as a 54-second video, at <https://honorlock.kb.help/completing-a-room-scan-using-honorlock/>
- Once you finish and submit your quiz, you will log out, and the quiz session will be audited at Honorlock.

Keep the following in mind:

1. You must use Google Chrome browser with Honorlock
2. When it is available, open your quiz in Canvas.
3. Click "Get Started" and "Install Extension".
4. Click "Add extension" and then "Take the Quiz".
5. Click "Launch Proctoring" and "Allow" (Honorlock to use your camera).
6. Take the required photo by clicking "Take Photo" and click "Accept" if there is a clear image of you on screen. Otherwise "Redo".
7. Take the required photo of your picture ID.
8. "Begin the Room Scan" by clicking and then scan the room with your camera. Click "I am done once complete."
9. **You will need a hand mirror during the room scan to:**
 - show laptop/computer keyboard and computer screen/monitor.
 - show the table where your computer is located e.g., the desk surface around the keyboard.
10. **Show yourself powering off (and putting away) your cell phone during the room scan.**
11. Take the quiz as normal.
12. Finish the quiz, and Honorlock will automatically save and close as well.

Quiz and Exam Rules

Rules related to quizzes.

- Quizzes will be administered as described in the course schedule.
- Quizzes are closed book, closed notes unless otherwise documented.
- You will not need paper, calculator, or pencil.

- No hats to be worn during the quiz (*religious head coverings are fine, but no regular caps/hats*).
- Quizzes may be taken at a student's home.
- Students must plan to take their quizzes in an environment where other people are not in the room during the quiz.
- Students must perform the mandatory room scan for each quiz, as described below.
- Take your quiz sitting at a desk or table. Honorlock will flag your quiz if you are on a bed.

Mandatory Room Scan at start of Quiz

You are required to pan your camera around the room and your desk and show that the walls/desk etc. are clear of anything not allowed in the quiz. You are required to use a hand mirror to show your computer keyboard and screen/monitor do not have any items on them that are not allowed in the quiz.

You need to show yourself turning off your cell phone and putting that cell phone away.

During the room scan:

- You will need a hand mirror to show your computer keyboard and screen/monitor.
 - You will need to show yourself turning off your cell phone, and putting that cell phone away
- The Honorlock room scan 54-second video example, shows what is required of you during a room scan. See <https://honorlock.kb.help/completing-a-room-scan-using-honorlock/>

Honorlock Set-up

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

- No pre-scheduling is required. You can take your quiz at any time during the window it is open in Canvas.
- However, I caution you not to wait until the last minute, because you will run the extreme risk of having the quiz close out automatically before you have had your full number of allowed minutes. The quiz will close out at the time set in Canvas regardless of how many minutes you have left to take the quiz, and you will not be able to finish.
- Honorlock will record and audit your entire quiz session.
- All recorded quiz sessions will be reviewed as part of your final grade.
- Students will need to have **Google Chrome**, a microphone, and a webcam in place during the quiz-taking period. An inexpensive webcam and microphone should work fine. Students will NOT be allowed to take a quiz without a webcam.
- Students will need to have some administrative rights on the computer they are using for the quiz to enable the proctoring service to function.
- It is recommended that students not use a wireless Internet connection for quizzes. Please consider hardwire connecting your wireless laptop to your modem for a more reliable Internet signal during the quiz. Inexpensive modem cables are available in most electronic stores and online.

Review the following Honorlock Student Information to obtain an overview of Honorlock:

- [Honorlock Student Proctoring](#)
- [Honorlock Student Guide](#)
- [Honorlock Student Preparation Checklist](#)

Support: Call Honorlock at 855-828-4004 for 24/7 support assistance. If applicable, other emergency numbers are available in your course site.

Policy Related to Required Class Attendance

Attendance Policy: Per the University of Florida, students are responsible for satisfying all academic objectives as defined by the instructor. Acceptable reasons for absence include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays and participation in official University activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Remember that, when possible (i.e., extracurricular activities, official University activities, and religious holidays), prior notification of absence is required if the student plans to request an extension on assignments. Even though this is an online course, students are expected to log on regularly and participate in the course.

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

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/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. 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>. Online and in-person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the website 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.

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. If you are vaccinated get a booster when recommended. 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.

- **Please check the current COVID-19 Community Level for your location regularly.** E.g., if you are in Alachua County, and the county shows as 'High' Community Level, please follow CDC recommendations and wear a mask in public (especially inside UF classrooms and on public transport). Thank you. See <https://www.cdc.gov/coronavirus/2019-ncov/your-health/covid-by-county.html>

- If you are sick, stay home and self-quarantine. Please visit the UF Health COVID website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms begin. 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) 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)

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.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

To view the COVID-19 Community level for Alachua County (reported cases) visit:

<https://www.cdc.gov/coronavirus/2019-ncov/your-health/covid-by-county.html>

A more technical COVID tracker website shows Alachua County data here:

https://covid.cdc.gov/covid-data-tracker/#county-view?list_select_state=Florida&data-type=CommunityLevels&list_select_county=12001

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.

Diversity Statement

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

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.

Weekly Course Schedule

Dates	Module	Topics and Cross-cutting Issues	Readings & Materials	Discussions, Assignments, & Assessments
Module 1				
Week 1 June 27 – July 3	Introduction to Public Health	Module 1: History of PH	Schneider Chapters: 1, 2	Introduction Infographic due: Wednesday, 6/29, 11:59 PM ET
		Module 1: Public Health Structure in the United States	Schneider Chapter: 3	Assignment 1 due: 10 Greatest PH Achievements Thurs, 6/30 11:59pm ET
				Quiz 1 due: Friday, 7/1 11:59pm ET
				Group Project Topic due: Friday, 7/1, 11:59pm ET
Module 2				
Week 2 July 4 – July 10	Epidemiology & Biostatistics	Module 2: Epidemiology Research Methods	Schneider Chapters: 4, 5, 6	Assignment 2 due: COVID-19 Wed. 7/6, 11:59pm ET
		Module 2: Epidemiology Study Designs		Group Project Snapshots, <ul style="list-style-type: none"> • Epidemiology & • Biostatistics both due: Thursday 7/7, 11:59pm ET
		Module 2: Biostatistics and Public Health Data	Schneider Chapters: 7, 8	Quiz 2 due: Friday, 7/8 11:59pm ET
Module 3				
Week 3 July 11 – July 17	Social & Behavioral Sciences	Module 3: SBS Research Methods & Theory	Schneider Chapter: 14	Assignment 3 due: SEM Case Study Wed. 7/13, 11:59pm ET
		Module 3: Health Disparities	See Canvas	Discussion 1: Photovoice <u>Initial post due:</u> Wednesday 7/13, 11:59pm ET <u>Replies due:</u> Saturday 7/16, 11:59pm ET
		Module 3: PH Program Planning & Evaluation/ Assessment & Surveillance in PH	See Canvas	Group Project Snapshot SBS due: Thurs. 7/14, 11:59pm ET
				Group Project Intervention Draft due: Thurs. 7/14, 11:59pm ET
				Quiz 3 due: Friday, 7/15 11:59pm ET

Module 4				
Week 4 July 18 – July 24	Health Policy and Management	Module 4: U.S. Health Care	Schneider Chapters: 26 , 27	Discussion 2 due: Public Health Advisor* <u>Initial post due:</u> Wednesday 7/20, 11:59pm ET <u>Replies due:</u> Saturday 7/23, 11:59pm ET
		Module 4: U.S. Health Care and Health Insurance	See Canvas	Group Project Snapshot HPM due: Thurs. 7/21, 11:59pm ET
				Quiz 4 due: Friday 7/22 11:59pm ET
Module 5				
Week 5 July 25 – July 31	Environmental Health	Module 5: Environmental Health	Schneider Chapters: 20 , 25	Assignment 4 Outbreak Investigation due: Due Wed 7/27, 11:59pm ET
		Module 5: Infectious Disease	Schneider Chapters: 9, 10	Group Project Snapshot Environmental Health due: Thursday 7/28, 11:59pm ET
				Quiz 5 due: Friday 7/29 11:59pm ET
Module 6				
Week 6 Aug 1 – Aug 5	Global Health, One Health, and Health Communication	Module 6: Global Health: History & Achievements	See Canvas	Group Project Final Paper due: Wednesday, 8/3 11:59pm ET
		Module 6: One Health: Coexistence of Humans, Animals, and Plants in One Environment	See Canvas	Quiz 6 due: Friday, 8/5, 11:59pm ET
		Module 6: Health Communications: Social Media in Public Health, Mass Media, and Various Technologies	See Canvas	Peer Review - Group Project due: Friday, 8/5, 11:59pm ET