

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

Fall 2022

Section:

Delivery Format: Hybrid (Online and On-Campus)

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

Instructor Name: Carolyn Hanson, PhD, OTR/L
Office Room Number: HPNP 2163
Phone Number: (352) 273-6022
Email Address: carolynhanson@phhp.ufl.edu
Office Hours: Thursdays: 9:00-11:00 am; other times as needed

Class time: TBD
Room number in Communicore: CG-11 (Ground Floor)

Teaching Assistants: Jaewon Kang: kangj@ufl.edu
Preferred Course Communications: Canvas message or UF e-mail
Prerequisites: Major or Minor in Health science, public health, or communication sciences and disorders

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 Function, Disability 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 the Thursday *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 sectional 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 the large 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 may be modified as needed during the semester. *Foundational* Quizzes remain open for 5 days and are due by the Monday before class (quiz deadline: Mondays @ 11:59 pm). *Application* Quizzes are due on Thursdays@11:59 pm. Class days (Tuesdays and Wednesday) are for all 6 sections as each section meets once per week.

Date	Topic	Assignment	Reading
Week 1 (8/23) & 8/24 ONLINE	Course intro; Intro to WHO ICF Model, Models of Disability, Language & Culture	<ul style="list-style-type: none"> • Watch course intro video • Syllabus quiz due 8/29@11:59 pm • Watch Disability Sensitivity Training video (in Canvas- additional resources) • Watch ICF online browser tutorial and other videos under tabs of videos and pre-recorded lectures • Begin week 1 individual activity under Assignments- work with group to finish during week 2 (submit by 9/1) 	F&H: Ch. 1, pp. 1-9
Week 2 8/30 & 8/31	Disability rights; Psychosocial aspects; ice breaker & group creation	<ul style="list-style-type: none"> • Quiz 1 due Mon. 8/29@11:59 pm <i>(NOTE: covers material from weeks 1 & 2 of videos and readings)</i> • "Getting to Know You" icebreaker: group creation • Group work contract assignment • In-class assignment 1- submit group work by 9/1@11:59 pm • In-class assignment 2 (questions 1 & 2) • 1app (due on Thursday, 9/1@11:59 pm) 	F&H, Ch. 2, pp. 11-32
Week 3 9/6 & 9/7	Burns	<ul style="list-style-type: none"> • Quiz 2 due 9/5@11:59 pm • In-class assignment 3 • 2app 	F&H, Ch. 32, pp. 543-553
Week 4 9/13 & 9/14	Traumatic Brain Injury	<ul style="list-style-type: none"> • Quiz 3 due 9/12@11:59 pm 	F&H, Ch. 3&4, pp. 33-69

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		<ul style="list-style-type: none"> • In- class assignment 4 • 3app 	
Week 5 9/20 & 9/21	Spinal cord injury	<ul style="list-style-type: none"> • Quiz 4 due 9/19@11:59 pm • In-class assignment 5 • 4app 	F&H, Ch. 7, pp. 95-110
Week 6 9/27 & 9/28	Assistive Technology, aging & disability	<ul style="list-style-type: none"> • Quiz 5 due 9/26@11:59 pm • In-class assignment 6 • 5app • Peer evaluation assignment due 9/26@11:59 pm 	F&H, Ch. 33, pp 561-571; Ch. 34, pp 573-579
Week 7 10/4 & 10/5	Amputations	<ul style="list-style-type: none"> • Quiz 6 due 10/3@11:59 pm • In-class assignment 7 • 6app 	F&H, Ch. 26, pp. 431-438
Week 8 10/11 & 10/12	Sectional Exam 1	<ul style="list-style-type: none"> • During class time 	Use study guide, Review
Week 9 10/18 & 10/19	Early childhood: development	<ul style="list-style-type: none"> • Quiz 7 due 10/17@11:59 pm • In-class assignment 8 • 7app 	ECTA guides & videos
Week 10 10/25 & 10/26	Cerebral Palsy	<ul style="list-style-type: none"> • Quiz 8 due 10/24@11:59 pm • In-class assignment 9 • 8app 	F&H, Ch. 11, pp. 145-156
Week 11 11/1 & 11/2	Neurodevelopmental conditions: ID & ASD	<ul style="list-style-type: none"> • Quiz 9 due 10/31@11:59 pm • In-class assignment 10 • 9app 	F&H, Ch. 12, pp. 163-177
Week 12 11/8 & 11/9	Muscular Dystrophy/Cystic Fibrosis	<ul style="list-style-type: none"> • Quiz 10 due 11/7@11:59 pm • In-class assignment 11 • 10app 	F&H, Ch. 9, pp. 130-132; Ch. 29, pp. 489-491
Week 13 11/15 & 11/16	Sickle Cell Disease/Hemophilia	<ul style="list-style-type: none"> • Quiz 11 due 11/14: @11:59 pm • In-class assignment 12 • 11app 	F&H, Ch. 18, pp. 309-326
Week 14 ONLINE (Thanksgiving week: 11/22 & 11/23)	Vision loss/Blindness	<ul style="list-style-type: none"> • Quiz 12 due 11/21@11:59 pm • online group assignment 13 due 11/23@11:59 pm • 12app (earlier due date of 11/23) 	F&H, Ch. 16, pp. 263-279
Week 15 11/29 & 11/30	Hearing loss/Deafness	<ul style="list-style-type: none"> • Quiz 13 due 11/28@11:59 pm • In-class assignment 14 • 13app • Peer evaluation assignment due 12/1@11:59 pm • Course evaluation 	F&H, Ch. 17, pp. 281-307

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Week 16 <u>FINAL EXAM</u> 12/6 & 12/7	Sectional exam to be conducted during class time	<ul style="list-style-type: none">• Sectional exam 2	Review material weeks 9-15; Use study guide
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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
- (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 “Further Learning”. 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”

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) Class attendance in-person, punctuality and professional behaviors 2) Submission of class group assignments (due the day after each class session by 11:59pm) 3) Active engagement in small group activities/ discussions and 4) Participation in overall large class discussions.

Your participation is critical for your learning, furthers the learning of your peers, and supports the development of professional behaviors. In-person attendance is essential for working in groups and supporting each other as interpersonal skills are developed over time. 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 5 points and 6% of your grade) are listed below:

As pre-professional students, you are expected to:

- Arrive on time for class sessions. Remain in class for entire session by planning breaks beforehand.
- 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.

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Instructor/Peer evaluation of participation and professional behavior rubric:

5 points	4 points	3 points	2 points	1 point	0 points
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 focuses on class related activities and content at least 90% of the time.	Student focuses on class related activities and content at least 75% of the time.	Student focuses on class related activities and content at least 50% of the time.	Student focuses 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. Is mentioned as contributing to group by at least 2 peers.	Student obtains 3s & 4s for both peer evals; completes both peer evals. Mentioned as contributing to group or observed consistently on task with peers.	Student obtains several 2s on peer evals; completes at least 1 eval. Shows improvement over the semester.	Student obtains several 2s on peer evals. Completes one peer eval. No improvement during semester.	Student obtains 1s & 2s on both peer evals; no peer evals completed. No improvement over the semester.	Student consistently rated low by most peers during both rating times.
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.	Student is unprepared for class and detracts from group work; disrespectful of others; poor communicator.	Student is disrespectful of others, unprepared and unable to communicate effectively.
Student arrives punctually and attends all scheduled sessions. Demonstrates expected class behaviors.	Student infrequently late; attends all sessions. Demonstrates mostly expected class behaviors.	Student infrequently 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. Lacking in following expected class behaviors.	Numerous absences and frequent tardiness. Undeveloped professional behaviors. No improvement noted.

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 Weeks 1-2). 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). You need to meet all requirements to receive a 5. Do not *assume* that you will obtain 5 points for simply showing up- you need to engage in professional behaviors consistently throughout the semester.

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 other students) on LockDown browser. We expect you to adhere to the Honor Code of receiving **NO ASSISTANCE** when taking all quizzes and exams and will treat any violation of this as an academic integrity violation.

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 Thursday 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.

13 Assignments (one dropped, 12 contribute to grade @ 30% of final grade)

Students are expected to attend class and participate actively and fully in interactive group assignments. These assignments are due the day after your class meets (Wednesday at 11:59 pm for Tuesday sections and Thursday at 11:59 pm for Wednesday sections). There will typically be no make-up assignments unless you have a medical or emergency situation. Remember the lowest assignment score will be dropped and 12 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) will not be awarded full points for their professional behavior score (see Attendance, Participation, and Professional Behavior section above).

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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 the Thursday AFTER your class at 11:59 pm	12% 12%
13 Assignments (one dropped: 12 graded)	Assignments are due the day after your class meets (Wednesday at 11:59 pm for Tuesday sections, Thursday at 11:59 pm for Wednesday sections)	30%
2 Exams (20% for sectional 1 exam and 20% for sectional 2 exam)	One exam will take place during class time on Week 8; the other will take place during class time on Week 16 (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):

Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.00	70-76.99	NA*	67-69.99	63-66.99	60-62.99	<60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

(*The Bachelor of Health Science and Bachelor of Public Health programs do not use C- grades.)

You must include the letter grade to grade point conversion table below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

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

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy

Quizzes will be taken outside of class in Canvas with a LockDown browser. Exams will be proctored in-person during regularly scheduled class time while online in Canvas with LockDown. 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 and the second exam date will take place on Week 16. 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 for Foundation and due Thursday after class for Application) 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. Canvas cannot calculate until the last assignment is submitted for week 15.

Since this class only meets once per week and entails group work, students who are absent are still expected to complete the weekly group assignment (via an individual submission). Recall that you must inform your instructor if you are absent. If you don't submit any work, you will receive a 0. If you do submit individually, points will not be taken off for the *first excused* absence. However, with each additional absence, 2 points will be taken off from your score in addition to 1 point taken off for each additional day submitted later than deadline. If you have an unexcused absence, you may be able to submit individually but will have 2 points taken off from your grade for the group assignment. Remember that you can drop the lowest assignment.

If you are unable to take the sectional 1 or 2 exams during class time, contact your instructor. ANY conflicts should be discussed with the instructor as soon as you know about it. Since exams are during class times, there should be no conflicts.

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. You are responsible for any material covered in class.

Please contact your group AND your instructor if you cannot make class. If you do not contact your group AND your instructor within the day of the absence, you will receive a 0 for that class. Contacting your instructor and your group will allow you to submit a make-up individual assignment. **To repeat, if there is no communication about your absence, you will receive a 0.** Communication is essential and is part of professional behavior.

In the event that you have a contagious disease, stay home and take care of yourself. However, do contact your instructor and group members to inform them so that arrangements can be made. Understand that this course is designed as an in-person and not remote class.

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

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.

Professionalism and Safety Precautions

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.

- For preventive reasons, it is recommended that you wear approved face coverings while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- Individuals should isolate from others if testing positive for COVID-19 OR if suspecting COVID-19 but not yet have test results. 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.
- If results are positive, a high quality mask should be worn when out in public.

The CDC is now recommending “that instead of quarantining if you were exposed to COVID-19, you wear a high-quality mask for 10 days and get tested on day 5.” After 5 days, if the individual is fever-free for 24 hours without the use of medication, and symptoms are improving, or the individual never had symptoms, they can end isolation. A high quality mask should be worn through day 10. The person should avoid being around people who are more likely to get very sick from COVID-19 until at least day 11.

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

- 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.

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

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.

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>

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
