**PHC 3621 Ethics in Artificial Intelligence: Who's Protecting Our Health**
3 credit hours
Spring 2024
Delivery Format: On-Campus Thursday 12:50-2:45PM; Online via Canvas
Course Website: E-Learning via Canvas
Classroom: HPNP G-201

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**Co-Instructor Name:** Andrew Cistola, PhD, MPH
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**Prerequisites**
PHC 3793 Higher Thinking for Healthy Humans: AI in Healthcare and Public Health

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# Purpose and Outcome

**Course Overview**
This course explores the ethical challenges of using artificial intelligence in Healthcare and the practice of Public Health. Students will examine predictive models used for making important health decisions, addressing factors that contribute to trustworthy artificial intelligence in health, and analyzing potential for bias, risk, and social inequity.

**Course Goal and Relation to Program Outcomes**
This course provides students with a framework for evaluating the worthiness and appropriateness of artificial intelligence applications used in healthcare and public health contexts. As such, it contributes to skills needed for future healthcare or public health professionals where evidence-based practice is used in decision-making.

**Course Objectives**
After successful completion of this course, students will be able to:
- Discuss justice, social responsibility, and beneficence as they relate to artificial intelligence in healthcare and public health.
- Explain the implications of the proliferation of artificial intelligence in healthcare and public health so that impacts upon human health are addressed.
- Characterize the threats and safeguards that contribute to the trustworthiness of artificial intelligence applications in healthcare and public health (data integrity, internal/external checks, safety, transparency, accountability structures, human influences upon reliable outputs, etc.).
- Outline the factors that influence equity/disparity in the implementation of artificial intelligence applications in healthcare and public health (data fairness, design fairness, outcome fairness).

- Compare and contrast protocols, policies, and practices related to artificial intelligence applications in healthcare and public health so that their effectiveness for safeguarding against ethical violations are addressed.
- Give examples of ethical violations of artificial intelligence applications in healthcare and public health that have had negative impacts.
- Discuss the various roles (data scientists, product managers, data engineers, domain experts, delivery managers, etc) associated with artificial intelligence implementation in healthcare and public health so that their responsibilities related to ethical considerations are addressed.

## Instructional Methods

**Blended Learning**
The course will be divided into in-person class sessions and supplemented with online lectures and content through a blended learning approach. The online content delivery will be through the course's Canvas site.

***What is blended learning and why is it important?***
We will be using a blended approach in this course, with selected course content presented in advance of in-person sessions. A blended learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Portions of the course content will be provided online before the live classes take place. This is content knowledge that traditionally I would have presented during a live lecture. This lets me focus my face-to-face teaching on course discussions and 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 developing lifelong skills and for becoming a health professional for today and tomorrow.

***What is expected of you in blended learning?***
You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

**In-Person Class Sessions**
This course is based on a community-oriented instructional approach, where students are encouraged and expected to be invested in their learning. We will be approaching the course content in a collaborative manner, working to build our understanding through the appreciation of individual lived experiences, cultural backgrounds, professional training, and personal and collective group interests.

The in-person class sessions will focus on active learning approaches, using short Socratic style lectures alongside interactive and discussion-based activities. Students are expected to be engaged during the class and participate in pairs, small groups, and class discussions and learning activities.

## Description of Course Content

**Topical Outline/Course Schedule**
Course content will be in-person and online using a blended approach over the course of the 16-week semester using the following as a guide. Readings corresponding with each week will be posted and available in each appropriate Canvas course module.

| Week/ Module | Start Date | Topic(s) and Objectives | Readings/ Lectures | Activities |
|---|---|---|---|---|
| 1 | 1/8 | Welcome to the Case - Overview and Introductions<br><br>Introduce students and instructor to one another to build a classroom environment ready for dialogue.<br><br>Review syllabus, course activities, and course contents.<br><br>Discuss historical perspectives on justice.<br><br>Identify why artificial intelligence ethics are important for healthcare and public health. | Read Syllabus (before class)<br><br>Syllabus Review (Live) | Quiz:<br>Syllabus Quiz (No due date)<br><br>Discussion:<br>Student Instructor Introductions (Due in class)<br><br>Assignment:<br>Pre-Course Survey (Due in class) |
| 2 | 1/16 | State of AI in Health – Current Opportunities and Fallacies<br><br>Identify the drivers of AI integration within healthcare and the public health.<br><br>Review the current application of AI in healthcare and public health.<br><br>Discuss common fallacies with AI adoption in general and health specifically.<br><br>Evaluate the current needs for ethical evaluation of AI implementations in general and health specifically. | Coeckelbergh: Chapters 1 & 2<br><br>Online Content on Canvas Module before class<br><br>Live Socratic lecture in class | Quiz:<br>Textbook and Online Content (Due before class)<br><br>Discussion:<br>What are the building blocks of responsible AI in healthcare and public health? (Due in class)<br><br>Assignment:<br>Develop a process for evaluating a new AI product and whether it will bring benefit to a health care organization. (Due after class) |
| 3 | 1/22 | "Hello World!" – The Relationship between Humans and Machines<br><br>Introduce definitions for intelligence and their relevance to current AI implementations.<br><br>Review definitions for human intelligence and machine intelligence and how they have converged.<br><br>Discuss whether Artificial General Intelligence (AGI) is possible, probable, and responsible.<br><br>Evaluate the relevance of these questions about AGI for current health needs | Coeckelbergh: Chapters 3 & 4<br><br>Online Content on Canvas Module before class<br><br>Live Socratic lecture in class | Quiz:<br>Textbook and Online Content (Due before class)<br><br>Discussion:<br>What does it mean to be human? What does it mean to be intelligent? (Due in class)<br><br>Assignment<br>Identify rules for how ChatGPT should be used in a clinical or public health setting (of your choice) (Due after class) |

| 4 | 1/29 | Who 's Data is it Anyway? - Artificial Intelligence and Data Access<br><br>Illustrate how AI can support the delivery of healthcare and the practice public health.<br><br>Review advances in biomedical science accelerated by AI applications.<br><br>Define precision medicine and precision public health.<br><br>Discuss the ethical considerations in data collection and privacy necessary for these algorithms. | Coeckelbergh: Chapter 5<br><br>Online Content on Canvas Module before class<br><br>Live Socratic lecture in class | Quiz:<br>Online Content (Due before class)<br><br>Discussion:<br>Should individuals be required to share our health data? Should organizations be restricted from sharing our health data? (Due in class)<br><br>Assignment:<br>Select both a private entity (corporation, non-profit) and a public entity (federal agency, state university) of your choice. Outline the pros and cons of collecting, mining, and managing health data with AI (or other types of algorithms that require large datasets) for each entity. (Due after class) |
| --- | --- | --- | --- | --- |
| 5 | 2/5 | The Usual Suspects - Bias and Discrimination in Data Collection<br><br>Discuss how data selection is relevant for the ethical implementation of AI.<br><br>Identify how to review data sources in a consistent manner to identify sources of bias.<br><br>Evaluate what kids of information is appropriate for use in AI algorithms. | Coeckelbergh: Chapter 6<br><br>Online Content on Canvas Module before class<br><br>Live Socratic lecture in class | Quiz:<br>Online Content (Due before class)<br><br>Discussion:<br><br>Are algorithms more or less biased than humans?<br><br>When would you expect an algorithm to be more or less biased than humans? (Due in class)<br><br><br>Assignment:<br>Create a list of requirements for an audit of machine learning instances to determine if it meets ethical standards before integration in a clinical setting. (Due after class) |

| 6 | 2/12 | Sharing is Caring – Balancing Privacy and Interoperability in Health Care<br><br>Discuss who determines the rules for data sharing.<br><br>Identify how exploitation can occur when data is either shared or withheld.<br><br>Evaluate whether certain data standards or protections impede progress. | Coeckelbergh: Chapter 7<br><br>Online Content on Canvas Module before class<br><br>Live Socratic lecture in class | Quiz:<br>Online Content (Due before class)<br><br>Discussion:<br>When is it ethically necessary to violate someone's privacy? When it is ethically necessary to take someone's property? (Due in class)<br><br>Assignment:<br>Develop a list of criteria used to evaluate requests for sharing data that could contain sensitive information. (Due after class) |
| 7 | 2/19 | Everything in Moderation – Negotiating Model Accuracy and Outcome Equity<br><br>Review model design principles.<br><br>Introduce dilemmas that arise from overfitting, incorporating undesirable predictors.<br><br>Discuss when tradeoffs should occur between accuracy and equity. | No readings for this module (Optional Flex week as needed based on semester) | No submissions for this module (Optional Flex week as needed based on semester) |
| 8 | 2/26 | Safety Doesn't Happen By Accident - Security Needs and Assigning Agency<br><br>Introduce concepts of malpractice, safety, and liability for both health science and AI.<br><br>Review common approaches to navigating liability and malpractice in medicine .<br><br>Apply consensus principles on safety and liability to Ai implementations in health care delivery. | Online Content on Canvas Module before class<br><br>Live Socratic lecture in class | Quiz:<br>Online Content (Due before class)<br><br>Discussion:<br>Planning for safety and security: When are organizations to unsafe/insecure? When is safety/security excessive or burdensome? (Due in class)<br><br>Assignment:<br>Write a draft set of rules for using an AI algorithm as a clinical decision support tool. (Due after class) |

| 9 | 3/4 | Pulling Back the Curtain – Explainable AI and the Call for Transparency<br><br>Review the competing needs of transparency and explainability.<br><br>Discuss the Problem of the Black Box.<br><br>Identify current solutions to these dilemmas. | Online Content on Canvas Module before class<br><br>Live Socratic lecture in class | Quiz:<br>Online Content (Due before class)<br><br>Discussion:<br>(Due in class)<br><br>Assignment:<br>Develop a policy draft for the use of machine learning algorithms to predict disease outbreaks and direct who is placed in quarantine? (Due after class) |
|---|---|---|---|---|
| 10 | 3/11 | Spring Break | | |
| 11 | 3/18 | Reading the Room – Consensus Approaches and Definitions of Fairness<br><br>Review the sources of bias: training data, data sampling, defined variables, human error.<br><br>Discuss what role should AI fulfil in promoting a just, fair, and healthy society. | Coeckelbergh: Chapter 9<br><br>Online Content on Canvas Module before class<br><br>Live Socratic lecture in class | Quiz:<br>Online Content (Due before class)<br><br>Discussion:<br>Should algorithms be designed to mirror the real world or should they look to advantage the already disadvantaged? (Due in class)<br><br>Assignment:<br>Write a position paper on when predictive accuracy or model fit should not be a primary goal of an algorithm. (Due after class) |
| 12 | 3/25 | Tyranny of the Majority - Policy and Responsibility for AI Implementation<br><br>Identify who are the affected when it comes to AI and health<br><br>Discuss who is responsible for the affected<br><br>Consider what role policy plays in equitable AI | Coeckelbergh: Chapter 10<br><br>Online Content on Canvas Module before class<br><br>Live Socratic lecture in class | Quiz:<br>Online Content (Due before class)<br><br>Discussion:<br>How does policy impact the downstream effects of integrating AI into public health decisions or clinical workflows? (Due in class)<br><br>Assignment:<br>Pick a professional setting of your choice and develop a memo on how to investigate situations where implementation of AI/machine learning led to an unintended negative outcome. (Due after class) |

| 13 | 4/1 | The Utopian Dystopia – Possibilities and Progress for AI in Health Care<br><br>Review the pace and the progress of AI and responsible oversight.<br><br>Discuss the larger issues and possibilities that are yet to be discovered. | Coeckelbergh: Chapter 11 & 12<br><br>Online Content on Canvas Module before class<br><br>Live Socratic lecture in class | Quiz:<br>Online Content (Due before class)<br><br>Discussion:<br>What would an artificial intelligence bill of rights look like?<br>Who should have their finger on the "off" button? (Due in class)<br><br>Assignment:<br>Compose a personal statement on the ethical use of AI in health care (Due after class) |
| --- | --- | --- | --- | --- |
| 14 | 4/8 | Exam:<br>The class session will be used for the Exam. | No Readings or Online Content | Exam (during class) |
| 15 | 4/15 | AI Application Pitch Presentations:<br>The class session will be used for presentations. | No Textbook or Online Content | Presentations (during class) |
| 16 | 4/22 | Course Wrap Up:<br>The class session will be used for a reflection activity and submission of the final paper. | No Textbook or Online Content | Submission of final paper (by start of class)<br><br>Course reflection (due in class) |

*Course Materials and Technology*

**Textbook:** Coeckelbergh, M. (2020) AI Ethics. The MIT Press. Cambridge, Massachusetts.  ISBN - 9780262538190

**Additional required readings:** Posted within each module on the Canvas course website.  Readings are also listed in the topical outline/course schedule table above.

**Hardware:** Webcam and Microphone may be required for out-of-class activities.  We may use laptop built in webcams and students may be required to move camera during use.  Additional technical requirements are outlined at http://publichealth.phhp.ufl.edu/tech/.

**e-Learning in Canvas site.** There will be an online site for this course in Canvas, the learning management system supported by the University. Log in at https://lss.at.ufl.edu/ and go to course site for PHCXXXX: Fall 2020.  Here, I will post the syllabus, out-of-class course content, assignments, and allow for discussions/chats among the students and course leaders.  You will also turn in assignments through this site. It will be your responsibility to check the site on a routine basis to keep up with announcements, emails, and content modifications.

For technical support for this e-Learning in Canvas, please contact the UF Help Desk at:
- Available 24 hours a day, 7 days a week
- (352) 392-HELP - select option 2
- helpdesk@ufl.edu (email)
- helpdesk.ufl.edu (website)

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

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## Academic Requirements and Grading

***Quizzes (2 points each, 20 points total, 20% of final grade)***
As this is a partially blended class, selected course content and video instruction will take place before the in-person sessions.  As such, there will be low-stakes quizzes administered in Canvas on this content in advance of the course meetings, due before the in-person  class each week.  You are responsible for reviewing the content presented and completing the quizzes.  These are low-stakes quizzes, meaning they are frequent checks of your progress worth a comparatively small portion of your overall course score.  However, they are an essential part of your learning and accountability in being prepared for class discussions.  The format will be multiple choice, select multiple answers, fill-in the blank, matching, and similar types of questions.  The pre-class quizzes will focus on the material presented in Canvas before the weekly sessions, including readings and videos). In total, students will complete 12 quizzes, however the lowest two quiz grades will be automatically dropped.

***Discussions and Assignments (1 points each, 20 points total, 20% of final grade)***
For 12 class sessions, students will participate in a discussion of an open question and will be graded on being present and professional. Students will also participate in a small group assignment during class (e.g., case study, ethical problem/solution proposal, AI ethical considerations lists, AI project outlines, or AI debate summary). Students will individually upload these assignments to Canvas after the live class is held. All discussions and activities are worth 1 point each and are graded entirely on participation (being present in-person for that activity and submitting work to Canvas). In total, students will complete 12 class assignments and discussions, however the lowest two grades will be automatically dropped. Extra credit will be awarded if you complete all 12.

***Examination (20 points, 20% of final grade)***
Students will take either an oral and/or written exam comprised of 3 open-ended response questions. The exam will take place during the normally scheduled class time. Questions will reflect the content delivered through the in-class discussions and require students to show the ability to critically examine complex topics (as opposed to memorizing course material).  The exam is not designed to test student's knowledge, rather than their ability to synthesize and evaluate the material. The exam will cover all content included in Weeks 1 through 12. Details for the exam will be provided in Canvas by the middle of the semester.

***Presentation (20 points, 20% of final grade)***
Students will work in groups of 3-4 to pitch an artificial intelligence application to the rest of the class.  This project is designed to be a creative and collaborative endeavor.  As a team you will prepare and deliver a presentation pitch of the selected AI application in either Healthcare or Public Health. Presentations should include the following:
Description: Provide enough information so that the audience can envision how this application will be integrated.
Rationale: What are the potential benefits for adopting this AI application?
Considerations: How will your team address ethical considerations though policy, processes, oversight, etc.
Question and Answer: Be able to answer audience questions about the viability of your proposed application in terms of its ethical feasibility

You will add or create images and graphics that help communicate the proposed application, and your team will present this research in class with 10 to 12 minutes for the pitch and 8 to 10 minutes for answering questions (20 total minutes). Further details will be provided through Canvas, including a rubric for scoring.

***Composition (20 points, 20% of final grade)***
Individually, students will select an existing AI Application in either Healthcare or Public Health from the

course content and conduct in-depth research through scholarly literature searches, interviews with practitioners (with instructor approval), and news/media coverage (as applicable). The purpose of this activity is for students to take ownership of an AI Application of interest to them personally and/or professionally. The focus of this assignment will be to critically analyze the artificial intelligence application, noting known threats, and assessing the following ethical considerations: transparency, equity, privacy, accountability, established policy, and a risk/reward evaluation.

The Critical Assessment Paper should be typed, double spaced, using APA citation style in-text and with a reference list. However, there is no formal page expectation. Assignments such as these tend to be 3-5 pages, but students are encouraged to provide a thorough summary in less than one page if they are able to do so. However, they may use extra pages if they wish. If a student wishes to use this assignment to submit as some form of original research, they are encouraged to reach out to the instructor to discuss if both goals can be met. All submissions for this assignment will be submitted by uploading a PDF or a Word Doc to Canvas.

The Critical Assessment Paper will be submitted in stages through the semester in order to receive feedback from the instructor. The students will work individually on this assignment. The rubric for the final submission can be found in Canvas. The Paper will be broken down into the following segments:

| Critical Assessment Paper | Due Date |
|---|---|
| Topic Identification | Week 7 |
| List of Sources | Week 9 |
| Draft Outline | Week 11 |
| Draft Submission | Week 13 |
| Final Submission | Week 16 (Final Exam Meeting) |

### *Grading*

| Requirement | Due Date | Points (% of final grade) |
|---|---|---|
| Quizzes | Noon before class (Week 1-13) | 20 points (20% of final grade) |
| Discussions | During class (Week 1-13) | 10 points (10% of final grade) |
| Assignments | Noon after class (Week 1-13) | 10 points (10% of final grade) |
| Examination | During class on Week 14 | 20 points (20% of final grade) |
| Presentation | During class on Week 15 | 20 points (30% of final grade) |
| Composition | By start of class on Week 16 | 20 points (10% of final grade) |

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

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

The Bachelor of Public Health Program does not use C- grades.

This is the letter grade to grade point conversion table is shown below. Letter grade to grade point conversions are fixed by the University of Florida and cannot be changed.

| 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

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

# Course Policies

**Policy Regarding Late Submissions and Make Up Work**
Course policies are a collaborative agreement between the students and the instructor.  Late submissions and make-up work will be determined on a case-by-case basis. The course has been designed to ensure student success and the instructor will make every reasonable effort to accommodate any unique needs and considerations.

In the event of exceptional situations that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon in advance of the deadline as possible.  Such cases will be handled on an individual, case-by-case basis.

Any requests for make-ups due to technical issues should 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 the instructor and TA, as applicable, within 24 hours of the technical difficulty if you wish to request a make-up.

***Make-up quizzes and other work will be determined on a case-by-case basis and are not guaranteed for every instance. The course grading accommodates 2 absences without penalty during the instructional weeks. Please send an email to the instructor if you would like to request special consideration for make-up work.***

**Policy Regarding Required Class Attendance**
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/UGRD/academic-regulations/attedance-policies

Late arrivals and early departures are discouraged, as they have the potential to disrupt the class.  However, extenuating circumstances occur and sometimes these things are necessary.  If necessary, please make such instances as minimally disruptive as possible out of courtesy to the rest of the class. (When in doubt, just show up. You are always welcome in class we would rather have you late than not. Just try to not make a habit of being late.)

Attendance at all scheduled course activities is expected and incorporated into the student's grade. However, if a student will not be in attendance, they do not need to provide rationale or documentation unless they are requesting special consideration for make-up work.

Additionally, students will be responsible for additional out-of-class activities as part of a partially blended classroom environment (described above).  Further, the assignments outlined will be completed outside of class.  Students will be required to meet with their term project groups outside of class and may find it beneficial to attend other events or have additional scheduled meetings, depending on the topic selected by their working group outside of the in-person course meetings.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

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

Policies are tentative and subject to change with advance notice and collaborative discussion with students, as applicable.

**Expectations Regarding Course Behavior**
All members of the class community are expected to demonstrate professional behavior in all conduct, in-person/synchronous, asynchronous, and written.  The expectations regarding course behavior are a collaborative agreement between the all of the students and the instructor (and TA, as applicable).  This applies to discussion etiquette, in-person collaborations, and group work, interactions with guest speakers and community members, and beyond.

**Cell phones and laptop use**
Cell phone and laptop use are only allowed during designated activities. Students are expected to disengage from electronics during the in-class learning activities unless directed otherwise.

**Recording devices**
Recording devices are not to be used in class except in the cases where determined by letter from the Disabilities Services Office.

**Communication Guidelines**
The communication guidelines are a collaborative agreement between the all of the students and the instructor (and TA, as applicable).  Email messages are expected to be sent through UF email or the Canvas system.  Students should expect a response within 1 business day.

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

Further, please see the university's Netiquette Guidelines:
http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

**Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity.  As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

 "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

 "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated.  Violations will be reported to the Dean of Students Office for consideration of disciplinary action.  For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

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

**Online Faculty Course Evaluation Process**
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals.  Guidance on how to give feedback in a

professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

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

**SUPPORT SERVICES**

**Accommodations for Students with Disabilities**
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting https://disability.ufl.edu/students/get-started/ . 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

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