

University of Florida  
 College of Public Health & Health Professions Syllabus  
 Introduction to Health Professions HSC 2000 (3 credits)  
 Class location: G-114  
 Meeting times: Tuesdays/Thursdays from 9:30-10:45  
 Semester: 2024 Summer B  
 Delivery Format: On-Campus/Blended  
 Course Website: [elearning.ufl.edu](https://elearning.ufl.edu) (Canvas)

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 Zoom: <https://ufl.zoom.us/my/john.kramer.summer2024>

Prerequisites: None

## PURPOSE AND OUTCOME

### Course Overview

This course provides an overview of the U.S. healthcare system and the healthcare workforce. This course will provide an overview of big concepts in healthcare, such as quality of care, social determinants of health, healthcare reform, and healthcare insurance. Additionally, this course will review the roles and educational requirements of health professionals, such as dentists, pharmacists, physicians, nurses, and others. Students will also develop professional skills as part of the course including the ability to work effectively in a team and deliver a presentation.

### Course Objectives and/or Goals

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

1. Describe, discuss, and analyze the performance of the U.S. healthcare system
2. Describe, discuss, and analyze the determinants of health and the health of the U.S. population
3. Describe and compare the roles and educational requirements of various health professionals
4. Work effectively with a team of fellow students to identify, describe, and examine an issue in the U.S. healthcare system that affects healthcare professionals

### Instructional Methods

The course is housed in UF e-Learning in Canvas. This course is delivered hybrid, using a combination of live and video-recorded lectures including seminars with guest lecturers, reading and some online “Blended Learning” assignments. Regular class attendance, presence, and engagement are critical to be successful in HSC 2000 and it is also what makes this class useful for you. While course readings and class presentations are posted on Canvas, understanding the material requires active participation in class and group discussions and detailed note-taking.

### Blended, Online 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 professionals.

What is expected of you?

This class meets in-person 2 days a week. You are expected to attend and actively engage in the course throughout the term. You must come to class prepared by completing all out-of-class assignments, including watching all guest lecture recordings. 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 this live, in-person class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objective.

## DESCRIPTION OF COURSE CONTENT

### Course Schedule

This is a hybrid learning course with both self-directed/asynchronous elements and in-person live elements. This means that the live, in-person time will be focused on team activities and discussions. You will be responsible for watching all pre-recorded videos and preparing for engaging with our guest panelists. Furthermore, all reading assignments including supplemental readings should be read prior to class to facilitate your learning and class discussions. If you miss class, it is your responsibility to obtain notes, handouts, and a summary of the lesson/class activities from the missed class. The syllabus and course schedule are subject to revision. Confirm deadlines in class and always check Canvas for updates.

### Course Materials and Technology

Self-Directed Search (\$8) - <http://www.self-directed-search.com/What-is-it>

The goal of this report is to help you learn about yourself, discover your occupational and educational options, and inform your decision-making process. You may have already made up your mind about a career, and therefore it may support your idea or suggest other possibilities. On the other hand, you may be uncertain about what occupation to pursue or question your current career or educational path. This report can provide insight and information that may help you in your career development. It includes information and activities to prepare you to make career decisions. Make sure to take your time as you read through it and complete the activities.

### *Textbooks*

Stanfield's Introduction to Health Professions, by L Nanna Cross and Dana McWay, 8<sup>th</sup> edition. Jones and Bartlett Publishing. ISBN-13: 9781284098808

### *Other readings*

Additional readings will be assigned throughout the semester. Please refer to the syllabus and Canvas website for assigned readings.

### *Technology*

Required Equipment: Computer with high-speed Internet access and use of a supported browser. To access this course, you will use your Gatorlink ID and password to log in to the course (via Canvas).

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

[Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)

(352) 392-HELP

select option 2

<https://lss.at.ufl.edu/help.shtml>

### ACADEMIC REQUIREMENTS AND GRADING

#### *Attendance (10% of final grade)*

I will take roll at the beginning of each class.

#### *Assignments*

*Individual Reflection Assignments (15%).* Discussion boards will have topics relevant to that week's readings, lectures, or additional resources. Your post should reference concepts brought up in recordings, readings, visual materials, and other required course content when relevant. Assignment dates are in the above course schedule. Students will submit answers to discussion board questions via Canvas.

*Get it right quizzes (20%).* Each day, you will have a quiz that is based on the readings for that day. The quizzes will be made available at the same time a module content is released. Note: you can retry these until you get 100%.

*Health Care Response Team - Case Work Group Assignments (25% total – 15% group time + 10% share).*

*Group time.* Each week, students will work with their groups to respond to a case that I will distribute ahead of time. Students will identify at least 5 issues from the case and provide a recommendation for a health care response team that would be best equipped to respond to the case. Students will be expected to refer to, but not be limited to, the textbook assigned in class.

*Group share.* Each week, students will present their recommendations to the rest of the class. These presentations will be short (5 minutes) and should walk through the team's decision-making process for why they picked the team that they picked.

*Final "My Plan" Paper (30%).* This paper will consist of a career plan informed by what you discover in the course. Please see Canvas for a detailed description for what is expected in this paper.

Course Agenda/Schedule*	
*due dates subject to revision. Check Canvas for latest updates.	
Week/Date	Topics and Materials
Week 1	7/2 and 7/4 – NOTE Tuesday (7/4) there is NO CLASS.
<p>On your own (Asynchronous Time)</p> <ol style="list-style-type: none"> <li>1. Introduction to the Course</li> <li>2. Categories of Health Services</li> <li>3. Paying for Health Care</li> </ol>	<p><b>Self-directed Assessment</b> Introduction to the course, Canvas, syllabus Casework – Meet with your group; get to know each other, and determine how you are going to work together! Share your scheduled time with me!</p> <p><b>Materials and Readings:</b></p> <ol style="list-style-type: none"> <li>1. Chapter 1 of Textbook – U.S. Health Care</li> <li>2. Chapter 2 of Textbook – Categories of Health Services</li> <li>3. Chapter 3 of Textbook – Paying for Health Services</li> <li>4. Chapter 7 of Textbook – Health Career Planning</li> <li>5. Chapter 8 of Textbook – Career Development</li> <li>6. Pollitz, K. (2006). Private health insurance 101. Retrieved from: <a href="http://kff.org/archived-kaiseredu-orgtutorials/">http://kff.org/archived-kaiseredu-orgtutorials/</a></li> <li>7. This American Life. (October 16, 2009). Someone else’s money. Retrieved from: <a href="http://www.thisamericanlife.org/radioarchives/episode/392/SomeoneElsesMone">http://www.thisamericanlife.org/radioarchives/episode/392/SomeoneElsesMone</a></li> <li>8. CDC. (2018). National Health Report Highlights. (Pages 1, 8 and 9 only). Retrieved from <a href="https://www.cdc.gov/healthreport/publications/compendium.pdf">https://www.cdc.gov/healthreport/publications/compendium.pdf</a></li> </ol> <p><i>Due prior to class on Thursday:</i></p> <ol style="list-style-type: none"> <li>1. Self-directed assessment</li> </ol> <p><i>Due Friday at 5pm</i></p> <ol style="list-style-type: none"> <li>2. Week 1 Reflection</li> <li>3. Syllabus Quiz</li> <li>4. Get it right quiz 1 (Chapters 1, 2, 3, 7, &amp; 8)</li> </ol>
Tuesday (7/2)  Career Development	<p><b>Lab Time:</b> Q&amp;A w/ Mike Moorhouse, BHS Director Takeaways from your Self-Directed Assessments – what did you learn?</p>
Week 2:	7/9 and 7/11 Week 1 Reflection due 7/7 @ 11:59pm
<p>On your own (Asynchronous Time)</p> <p>Health Care Reform Aging and Long Term Care</p>	<p><b>Materials and Readings:</b></p> <ol style="list-style-type: none"> <li>1) Chapter 4 of Textbook –Aging, Health, and Long-Term Care</li> <li>2) Chapter 5 of Textbook – Health Care Reform</li> <li>3) Required: Please watch Rebecca Brown’s TedTalk, “Don’t Dwell on Dying.”</li> <li>4) Chapter 10 of Textbook- Physician Assistant</li> <li>5) Watch “Career as a PA” with Shalon Buchs</li> </ol> <p><i>Nursing</i></p> <ol style="list-style-type: none"> <li>6) Chapter 11 of Textbook - Nursing</li> <li>7) Watch “Career in Nursing” with Chris Schreier</li> </ol>

Medicine Physician Assistant Nursing Medicine	<p><i>Medicine</i></p> <p>8) Watch</p> <p><i>Physicians</i></p> <p>9) Chapter 9 of Textbook – Physicians, Surgeons, and Podiatrists</p> <p>10) Watch “A Career in Surgery” with Charles Hobson</p> <p><b><i>Assignments Due Friday at 5pm</i></b></p> <p>11) Week 2 quiz (chapters 4, 5, 9, 10, 11) – 2023</p> <p>12) Week 2 reflection</p>
Tue (7/9)	<p><b>Lab Time: Issues Discussion – Part 1: Health Care Reform; Part 2: Aging</b></p> <p><b>Discussion:</b> What are some incentives and disincentives around health care costs? Explore some of the reasons healthcare costs are not coming down in the US context. Start in your groups and explore The Health Insurance Hustle – The Confounding Way We Pay for Care. <a href="https://www.propublica.org/series/the-health-insurance-hustle">https://www.propublica.org/series/the-health-insurance-hustle</a></p>
Thu (7/11)	<p><b>Lab Time:</b></p> <p>Case Presentations</p>

Week 3:	7/16 and 7/18 Week 2 Reflection Due 7/14, 11:59pm
On your own (Asynchronous Time) Surgery Medical and Health Information Technology Health Services Administration Emergency Medical Technicians Pharmacy	<p><b>Case Work – work time</b></p> <p><b>Materials and Readings:</b> <i>Health Information, Services, and Management</i></p> <ol style="list-style-type: none"> <li>Chapter 6 of Textbook – Medical and Health Information Technology</li> <li>Chapter 25 of Textbook – Health Services Administration</li> <li>Watch “Health Care Management” with Keith Benson</li> </ol> <p><i>Pharmacy</i></p> <ol style="list-style-type: none"> <li>Chapter 14 of Textbook: Pharmacy</li> <li>Watch Michelle Farland’s “Pharmacy” presentation</li> </ol> <p><i>EMT and Anesthesiology</i></p> <ol style="list-style-type: none"> <li>Chapter 26 of Textbook – Emergency Medical Technicians</li> <li>Watch “Career in Anesthesiology” with Dustin Hegland</li> </ol> <p><b>Assignments Due Friday at 5pm</b></p> <ol style="list-style-type: none"> <li>Group Case Presentation</li> <li>Week 3 Reflection</li> <li>Get it right quiz chapters 6, 14, 25, 26</li> </ol>
Tue (7/16)	<b>Lab Time:</b> Topic Discussion: Disinformation, Misinformation, and Malinformation - <i>When the use of medical information goes bad.</i>
Thu (7/18)	<b>Lab Time:</b> Case Presentations
Week 4:	7/25 and 7/27: Week 3 Reflection Due 7/23, 11:59pm
On your own (Asynchronous Time) Physical Therapy Occupational Therapy Dentistry	<p><b>Materials and Readings:</b></p> <ol style="list-style-type: none"> <li>Chapter 17 of Textbook – Physical Therapy, Orthotists, Prosthetists</li> <li>Watch “Career in PT” with Joel Bialosky</li> <li>Chapter 18 of Textbook – Occupational Therapy</li> <li>Watch “Career in OT” with Christine Myers</li> <li>Watch OT Student video</li> <li>Chapter 12 of Textbook – Dentistry</li> <li>Watch “Career in Dentistry” with Pam Sandow and students</li> </ol> <p><b>Due Friday at 5pm</b></p> <ol style="list-style-type: none"> <li>Week 4 Get it right quiz (chapters 12, 17, 18)</li> <li>Week 4 reflection</li> </ol>
Tue (7/23)	<b>Lab Time: Topic Discussion</b> Q&A with Rebecca Piazza
Thu (7/25)	<b>Lab Time:</b> Case Presentations

Week 5:	8/1 and 8/3 Week 4 Reflection Due 7/28, 11:59pm
On your own (Asynchronous Time)  Speech and Language Public Health and Epidemiology Health Promotion	<p><b>Lab Time:</b></p> <p><b>Case Work – group time</b></p> <p>1) Presentation slides due by 11:59pm</p> <p><b>Materials and Readings:</b></p> <p>1) Watch “Speech and Language Q&amp;A” with Justine Allen</p> <p>1) Chapter 16 of Textbook – Communication Impairment Professionals</p> <p>2) Watch “Introduction to Epidemiology” <a href="https://www.youtube.com/watch?v=9iMK1431dJU">https://www.youtube.com/watch?v=9iMK1431dJU</a></p> <p>3) Read “What is Epidemiology” <a href="https://www.bmj.com/about-bmj/resources-readers/publications/epidemiologyuninitiated/1-what-epidemiology">https://www.bmj.com/about-bmj/resources-readers/publications/epidemiologyuninitiated/1-what-epidemiology</a></p> <p>1) Watch Q&amp;A with Jerne Shapiro</p> <p>2) Required: CDC. (2018). National Health Report Highlights. (Pages 1, 8 and 9 only). Retrieved from <a href="https://www.cdc.gov/healthreport/publications/compendium.pdf">https://www.cdc.gov/healthreport/publications/compendium.pdf</a></p> <p>4) Required: Browse “NCHPAD” and be prepared to articulate what they do. <a href="https://www.nchpad.org/">https://www.nchpad.org/</a></p> <p><b>Due Friday at 5pm</b></p> <p>a) Get it right quiz chapter 16</p> <p>b) Week 5 reflection</p>
Tue (7/30)	<b>Lab Time: Topic Discussion:</b> Part 1: Tensions in Deaf/HH cultures and technology; Part 2: Misinformation’s destructive impact on public health
Thu (8/1)	<b>Lab Time:</b> <b>Case Work – presentations</b>
Week 6:	8/6 and 8/8 Week 5 Reflection Due 8/4 @ 11:59pm
On your own (Asynchronous Time)  Psychology and Social Work Veterinary Medicine Health Communication and Health Education	<p>1. Chapter 21: Mental Health Professionals</p> <p>2. Chapter 22: Social Workers</p> <p>3. Chapter 35: Veterinary Medicine</p> <p>4. Watch “A Career in Veterinary Medicine” with Amanda House.</p> <p>5. Chapter 15: Optometry</p> <p>6. Chapter 24: Health Education</p> <p><b>Due Friday at 5pm</b></p> <p>a) Get it right chapter quiz (21, 22, 15, 35, 24)</p> <p>b) Week 6 reflection</p>
Tue (8/6)	<b>NO IN-PERSON CLASS TODAY – Work on presentations, Final Synthesis Paper</b>
Thu (8/8)	<b>Lab Time: Case Presentations and Wrap up</b>
	<b>Final synthesis paper due 8/10 @ 11:59pm</b>

## Grading

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

Requirement	Due date	% of final grade
Attendance	Daily	10
Reflections	See course agenda/schedule Due at the end of each week, before the upcoming week Grading: Complete or Incomplete, must meet minimum standard (see rubric)	15
Get it right quizzes	See course agenda/schedule Grading: Must hit 85% or more to get a pass; can take unlimited times	20
Case Assignments written	See course agenda/schedule	15
Case Assignments share	See course agenda/schedule	10
Final Paper	Due 8/10 @11:59pm See Canvas Course for description (forthcoming) Grading: Scored out of 100 points. Rubric will be available on Canvas.	30

Example:

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0. in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher. In addition, the Bachelor of Health Science Program does not use C- grades.

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



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

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.

### Policy Related to Required Class Attendance

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar's website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### 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>

### Late Assignments:

Graders will not contact you about missing or incomplete assignments. It is your responsibility to check that the correct assignment has been submitted to Canvas on time. In rare cases, the instructor may accept a late assignment (e.g., bereavement, illness). If one team member is out, please ensure another team member is able to submit the assignment on time.

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

It is important to attend all classes, take detailed notes, and actively participate in class and group discussions in order to succeed in the course. It is also critical for students to work together effectively in a team. The course will go over common behaviors that make individuals good team members. Finally, students are expected to be engaged and respectful of the instructor and guest speakers. During guest lectures, students will be asked to close laptops and put away their phones and come up with thoughtful questions to ask guest lecturers.

### Communication Guidelines

For questions regarding course logistics, assignments, or issues with Canvas or Zoom, please first contact your team members to see if your team can help resolve the issue. If your team cannot resolve the issue, please try to reach the instructor during office hours or during class. If that is not possible or the concern is urgent, please email the instructor with your concern and allow for a two business day response. If the instructor has not responded, please email the teaching assistant.

If your question is personal (e.g., academic advice, accommodations, career planning), please feel free to email or call the instructor's office line to make an appointment.

### 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 feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

### SUPPORT SERVICES

#### Accommodations for Students with Disabilities

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

should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

### Counseling and Student Health

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

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- 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 the 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 Nondiscrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to nondiscrimination 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 an inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)