

University of Florida
College of Public Health & Health Professions Syllabus
Healthcare Operations Management, Strategy, and Quality (HSA4364)
3 credit hours
Spring 2025

Delivery Format: In-Person (Lecture and Class Discussion)
 Asynchronous Online Learning Activities delivered via Canvas E-Learning Platform

Prerequisites: HSA 3111 US Healthcare; STA 2023 Introduction to Statistics I (or equivalent)

Instructor Name: Brian Tisher, MBA/MHS, btisher@ufl.edu
Office Number: HPNP 3113

Classroom Location: HPNP G312
Class Times: Tuesday, Periods 8-9 (3:00pm to 4:55pm)

Preferred Course Communications: E-mail

PURPOSE AND OUTCOME

Course Overview

This course is designed to provide students with a working knowledge of healthcare operations management, and with an understanding of the importance of effective and efficient delivery of healthcare services within the healthcare industry, and to society overall. Students will learn to develop, evaluate, and apply management systems, project management tools, supply chain management, operations performance metrics, and quality improvement strategies using both quantitative and qualitative skills.

Course Objectives and/or Goals

1. Appraise the importance of healthcare operations management in delivering high-quality services in a consistent, efficient manner and how a strong operations focus can improve clinical outcomes, increase safety, reduce costs, and allow an organization to compete in an aggressive marketplace.

- 1.1. Predict how effective healthcare operations management will improve organizational performance and positively affect health outcomes.
- 1.2. Illustrate the importance of using a systems approach to seek opportunities for improvement in healthcare operations management.
- 1.3. Describe the components of effective performance improvement initiatives.
- 1.4. Recognize the importance of the use of technology and leveraging data and analytics to target operational improvement activities in healthcare organizations.
- 1.5. Define supply chain management as an integral component of effective operations management in healthcare organizations.
- 1.6. Describe the relevance of evidence-based practice to value purchasing initiatives in healthcare organizations.
- 1.7. Assess the relative importance of effective operations management in healthcare to maximize value and minimize costs.

2. Assess the relevance of effective strategic management processes to sustain operational improvements and to leverage operational performance to improve organizational competitiveness.

- 2.1. Describe the relevance of developing a Balanced Scorecard approach as a strategic performance management tool to measure a healthcare organization's effectiveness in health services delivery.
- 2.2. Define the elements of a Balanced Scorecard system aimed at effectively tracking healthcare operations performance.

- 2.3. Explain how the Balanced Scorecard approach is a vital component of a healthcare organization's strategic management system.
- 2.4. Describe the various elements of effective project management in healthcare organizations.
- 2.5. Apply the principles of effective project management for project selection and chartering of a project team.
- 2.6. Utilize project management tools to improve healthcare operations processes.
- 2.7. Apply effective collaboration techniques for healthcare project teams to foster interdisciplinary cooperation.

3. Analyze the use of quality management processes in healthcare operations management and assess performance improvement techniques to identify opportunities to improve the delivery of healthcare services and to positively impact patient outcomes.

- 3.1. Apply performance improvement tools and techniques to enhance problem solving and operational decision making.
- 3.2. Describe the relevance of data mining, data analytics, and data visualization for improving healthcare services delivery.
- 3.3. Define quality in healthcare.
- 3.4. Describe the relationship between Six Sigma quality program and Lean operations management.
- 3.5. Apply supply chain management strategies to promote efficiency in procurement processes and to ensure resource availability.
- 3.6. Define the relationship between effective healthcare operations management to improving the overall financial performance of healthcare organizations.

Program Outcomes

Upon completion of this course, students will be able to:

1. Define the relevant components of effective operations management in healthcare organizations and describe their combined influence on improving overall organizational performance.
2. Effectively measure performance of healthcare organizations to identify opportunities for improvement by comparing performance levels across key operational metrics.
3. Assess the importance of effective project management in healthcare organizations by applying key principles to project selection and establishing an effective project team.
4. Appraise the importance of quality in healthcare services delivery and identify opportunities for quality improvement in healthcare organizations by applying data analytic tools and techniques.
5. Analyze the relationship between effective operations management and improved financial performance of healthcare organizations.

Instructional Methods

HSA4364 is a blended learning class combining a weekly in-person Lecture component, and a weekly in-person Class Discussion component requiring students to actively participate in class discussions and various activities designed to advance key concepts assigned through an asynchronous online component. Lectures and Class Discussions will be held in person. Students are expected to complete assigned readings and asynchronous, online content prior to lecture each week.

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 (via zoom) 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 live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

DESCRIPTION OF COURSE CONTENT

Course Schedule HSA4364

Week/ Class Date	Topics		Assignments
W1 1/14	Lecture	Course Introduction/Overview Healthcare Operations, Strategy, and Quality	<p>Before class: Complete Online assignments.</p> <p>Complete syllabus quiz in Canvas Quizzes.</p> <p>Complete Kognito Training (see end of syllabus). **</p>
	Online	<p><i>Watch:</i> The Future of Healthcare</p> <p><i>Read:</i> When the Walls Come Crumbling Down: The Hospital of the Future</p>	
	Course Objectives	1, 1.1, 1.4	
W2 1/21	Lecture	Chapter 1: The Challenge and the Opportunity	<p>Before class: Read Chapter 1- <i>Healthcare Operations Management</i>, McLaughlin/Olson and submit 2 Discussion Questions by Sunday 1/19 at 11:59p to Canvas Assignments.</p> <p>Complete Online assignments to prepare for Class Discussion.</p>
	Online	<p><i>Read:</i> 3 Biggest Challenges in Healthcare Transformation According to Industry Leaders</p>	
	Course Objectives	1, 1.1, 1.2, 1.6	
W3 1/28	Lecture	Chapter 2: History of Performance Improvement	<p>Before class: Read Chapter 2- <i>Healthcare Operations Management</i>, McLaughlin/Olson and submit 2 Discussion Questions by Sunday 1/26 at 11:59p to Canvas Assignments.</p> <p>Complete Online assignments to prepare for Class Discussion.</p>
	Online	<p><i>Read:</i> Six Steps Towards Meaningful, Ongoing Healthcare Performance Improvement (.pdf)</p>	
	Course Objectives	1.3, 3.1, 3.4	
W4 2/4	Lecture	Chapter 3: Evidence-Based Medicine and Value Purchasing	<p>Before class: Read Chapter 3- <i>Healthcare Operations Management</i>, McLaughlin/Olson and submit 2 Discussion Questions by Sunday 2/2 at 11:59p to</p>
	Online	<p><i>Watch:</i> Why Curiosity is the Key to Science and Medicine Kevin B. Jones TED Talk</p>	

			<p>Canvas Assignments.</p> <p>Complete Online assignments to prepare for Class Discussion.</p> <p>Complete Chapter 3 Discussion Question #3 from textbook and upload via Canvas Assignments.</p>
	Course Objectives	1, 1.6, 3.2	
W5 2/11	Lecture	Chapter 4: Use of Technology in Healthcare Delivery	<p>Before class:</p> <p>Read Chapter 4- <i>Healthcare Operations Management</i>, McLaughlin/Olson and submit 2 Discussion Questions by Sunday 2/9 at 11:59p to Canvas Assignments.</p> <p>Complete Online assignments to prepare for Class Discussion.</p> <p>After class: One-page reaction paper on technology's impact on health services delivery to be uploaded to Canvas Assignments.</p>
	Online	<p>Watch: The Future of Exponential Technology in Healthcare – Dr. Jack Kreindler</p> <p>Read: 6 Technologies That Will Transform Healthcare</p> <p><i>Preventing Hospitalizations Through A Remote Patient Monitoring Program-Mackenzie Health (.pdf)</i></p>	
	Course Objectives	1, 1.4, 2.4, 2.6, 3.2	
W6 2/18	Lecture	Chapter 5: Strategy and the Balanced Scorecard Chapter 6: Project Management	<p>Before class:</p> <p>Read Chapter 5 & 6 - <i>Healthcare Operations Management</i>, McLaughlin/Olson and submit 2 Discussion Questions by Sunday 2/16 at 11:59p to Canvas Assignments.</p> <p>Complete Online assignments to prepare for Class Discussion.</p> <p>After class: Develop your own Balanced Scorecard and then describe the importance of each selected metric. Upload your proposed Balanced Scorecard to Canvas Assignments.</p> <p>Prepare for Exam 1 (Chapters 1, 2, 3, 4, 5)</p>
	Online	<p>Read: The Balanced Scorecard – Measures That Drive Performance</p> <p>NOTE: Team Case Presentation Teams posted in Canvas this week</p>	
	Course Objectives	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2	
W7 2/25	Lecture	Chapter 7: Tools for Problem-Solving and Decision Making	<p>Before class:</p> <p>Read Chapter 7- <i>Healthcare Operations Management</i>, McLaughlin/Olson and submit 2 Discussion Questions by Sunday 2/23 at 11:59p to Canvas Assignments.</p>
	Online	<p>Canvas: EXAM 1 (Chapters 1, 2, 3, 4, 5)</p>	

			Complete Online assignments to prepare for Class Discussion.
	Course Objectives	1.3, 2.4, 3, 3.1	*** Team Presentation-Cases are provided to Case Teams This week.
W8 3/4	Lecture	Chapter 8: Healthcare Analytics	<p>Before class: Read Chapter 8- <i>Healthcare Operations Management</i>, McLaughlin/Olson and submit 2 Discussion Questions by Sunday 3/2 at 11:59p to Canvas Assignments.</p> <p>Complete Online assignments to prepare for Class Discussion.</p> <p>After class: Provide a One-Page Reaction Paper describing the impact of the Era of “Big Data” on healthcare operations management and submit via Canvas Assignments.</p>
	Online	Watch: Health Analytics – Overview of Healthcare Data Analytics Using Big Data to Improve Healthcare Services Data Driven Healthcare: It's Personal What Happens When We Mix Real Doctors, Dig Data, and A.I.	
	Course Objectives	1, 1.4, 3.2	
W9 3/11	Lecture	Chapter 9. Quality Improvement in Healthcare Chapter 10: Lean Healthcare	<p>Before class: Read Chapters 9 and 10 - <i>Healthcare Operations Management</i>, McLaughlin/Olson and submit 2 Discussion Questions by Sunday 3/9 at 11:59p to Canvas Assignments.</p> <p>Complete Online assignments to prepare for Class Discussion.</p> <p>Complete Chapter 9 Discussion Question #4 and upload your answer via Canvas Assignments.</p>
	Online	Read: What Is Lean Healthcare? Watch: Steve Jobs Talks About Lean Six Sigma Core Principles	
	Course Objectives Covered	1, 1.2, 1.3, 3.3, 3.4	
W10 3/18	Lecture	SPRING BREAK	<p>Before class:</p> <p>After class: Prepare for Exam 2 (Chapters 6, 7, 8, 9, 10)</p>
	Online	BE SAFE, HAVE FUN!!!	
	Course Objectives	1, 3, 3.4, 3.6	
W11 3/25	Lecture	Chapter 11: Process Improvement and Patient Flow Chapter 12: Scheduling and Capacity Management	<p>Before class: Read Chapter 11 & 12 - <i>Healthcare Operations Management</i>, McLaughlin/Olson</p> <p>Complete Online assignments to prepare for Class Discussion.</p> <p>Team Case Presentation</p>
	Online	Canvas: EXAM 2 (Chapters 6, 7, 8, 9, 10)	

			Due 4/10
	Course Objectives Covered	3, 3.1, 3.2, 3.6	
W12 4/1	Lecture	Chapter 13: Supply Chain Management	Before class: Read Chapter 13- <i>Healthcare Operations Management</i> , McLaughlin/Olson and submit 2 Discussion Questions by Sunday 3/30 at 11:59p to Canvas Assignments. Complete Online assignments to prepare for Class Discussion.
	Online	Watch: Beyond the Pandemic: Mitigating Supply Chain Risk and Disruption Read: The Most Popular Supply Chain Trends for the Next 5 Years Managing Healthcare Supply Chains with Technology	
	Course Objectives	1, 1.1, 1.5, 1.6, 1.7, 3.5	
W13 4/8	Lecture	Chapter 14: Improving Financial Performance with Operations Management	Before class: Read Chapter 14 - <i>Healthcare Operations Management</i> , McLaughlin/Olson and submit 2 Discussion Questions by Sunday 4/6 at 11:59p to Canvas Assignments. Complete Online assignments to prepare for Class Discussion. TEAM CASE PRESENTATIONS DUE 4/13 BY 11:59P
	Online	Read: TBD Case study	
	Course Objectives	1, 1.1, 3, 3.1, 3.5, 3.6	
W14 4/15	Lecture	Chapter 15: Emerging Trends in Healthcare Operations Management	Before class: Read Chapter 15 - <i>Healthcare Operations Management</i> , McLaughlin/Olson and submit 2 Discussion Questions by Sunday 4/13 at 11:59p to Canvas Assignments. Complete Online assignments to prepare for Class Discussion. After class: Prepare for Exam 3 (Chapters 11, 12, 13, 14, 15)
	Online	Read: Case study to be assigned based on emerging trends	
	Course Objectives	1, 1.2, 2, 2.3, 2.5,	
W16 4/22	Lecture	None	Before class: NONE
	Online	Canvas: EXAM 3 (Chapters 11, 12, 13, 14, 15)	
	Course Objectives		

* Schedule is subject to change. Students will be notified via email of any changes to the syllabus schedule.

Course Materials and Technology

Required Text Book (ebook acceptable)

Healthcare Operations Management, Fourth Addition. AUPHA/HAP Book. By McLaughlin, D.B., Olson J.R., Sharma L. (2022). ISBN: 978-1-64055-307-1

Canvas via UF e-learning

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

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

ACADEMIC REQUIREMENTS AND GRADING

Weekly Homework Assignments. Homework Assignments are designed to support course objectives identified for the week in which they are assigned. There will be 10 Homework Assignments afforded to students during the semester that include: one-page reaction papers on selected course content, selected chapter-assigned Discussion Questions, and weekly submission of student-created Discussion Questions derived from textbook chapters and online content. Completed assignments will be uploaded to Canvas by the due date. A grading rubric will be provided for all Homework Assignments. Unless otherwise noted, weekly Homework Assignments are due by 11:59 p.m. on Sundays.

Team Case Report/Presentation. This project is designed to allow students to develop effective communication skills, critical thinking and problem-solving skills, and to apply team collaboration/project management skills by examining a healthcare operations management case. Teams of 3-4 students will be randomly created (within each section) at the end of the first week (after add/drop) to work on a team case. The case topics will be introduced and discussed during Week 6, and student teams will have five weeks to analyze relevant case information to identify key organizational challenges and to propose the team's solutions to the case. The team's task is to make a 10-minute video presentation providing their analysis of the case and their recommended solutions presented in a PowerPoint format, and including an accompanying 1,000-word written team report. More information about the required content and grading criteria will be provided at a later time. The presentation and report must be uploaded to Canvas by 11:59 am (noon) on Sunday 4/13.

Team Peer Evaluation. At the end of the semester, students will be asked to evaluate each of their team members, using the Canvas Team Assessment tool, on their level of participation, level of contribution to the team assignments, as well as level of cooperation with fellow team members. Individual evaluation scores will be kept confidential and will be viewed only by your instructor and your TA. STUDENTS WHO DO NOT SUBMIT A PEER EVALUATION WILL RECEIVE 0 POINTS, EVEN IF THEIR TEAMMATES EVALUATE THEM.

Discussion Questions and Participation. Asking questions is a key leadership skill for healthcare professionals. Each student will need to review assigned textbook chapters prior to Lecture as well as supplemental online content, and then post 2 discussion questions. A selection of questions will be integrated into lectures. **Questions must be submitted via Canvas by 11:59 am (noon) on Sunday ahead of the lecture class.** In addition to submitting questions online, students are expected to activity and respectfully participate in class discussions/activities/presentations. Students may be randomly called to participate in discussions. Unexcused absences will count toward participation grade reduction.

Exams. Three unit Exams will be administered for this course. Exam content will be derived from lectures, videos, and readings. Exams will be closed-book and will be administered online via Canvas. Students will complete the Exams in the classroom within Canvas utilizing Lockdown Browser. Exams will be comprised of a mixture of multiple choice, true/false, and fill-in-the-blank formatted questions designed to assess the students command of the material covered within each module. Further guidelines about the exams will be provided at a later date.

- **EXAM 1 – Module 1: Appraising the Importance of Healthcare Operations Management** (Chapters 1, 2, 3, 4, 5)

- **EXAM 2 – Module 2: Strategic Management of Healthcare Organizations** (Chapters 6, 7, 8, 9, 10)
- **EXAM 3 – Module 3: Performance Improvement and Quality Management in Healthcare Organizations** (Chapters 11, 12, 13, 14, 15)

Grading

Requirement	Per cent of final grade
Exam 1 Module 1	15%
Exam 2 Module 2	15%
Exam 3 Module 3	15%
Team Case Presentation/Report	25%
Team Peer Evaluation	5%
Weekly Homework Assignments	25%

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

Example:

Per cent earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	73-76.99	70-72.99	67-69.99	63-66.99	60-62.99	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

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

More information on UF grading policy may be found at:

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

Laptops/Tablets/Cell phones: Students may be asked to bring a laptop, tablet or cell phone capable of accessing Canvas to lab. Students are expected to conduct themselves maturely and professionally and NOT use their devices for reasons unrelated to the course. Students violating this policy may be asked to leave the lecture/lab and will not receive credit for the day. Cell phones MUST be silenced during lectures and labs.

Quiz/Exam Policy

There are three unit exams. All three Exams will be administered online in Canvas.

Policy Related to Make up Quiz/Exams or Other Work

Opportunities to complete Make up quiz/exams or Other Work will be granted by the professor in accordance with university policy and documentation may be required.

Policy Related to Late Assignments and Work

Unless there is prior written approval by the professor, or an excused absence as per university policy, a late assignment will be reduced by **5 percent per day** to be assessed after the assignment has been graded.

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 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>

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.

Communication Guidelines

The preferred methods of communication for the course are messages in Canvas (see Course Materials above) or e-mail.

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/>.

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

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 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

Kognito

Kognito is a free online training simulation course that teaches effective techniques to help and refer friends, classmates, and peers around you who might be showing signs and symptoms of emotional distress. Kognito has three unique training modules, one for friends and family of students, one for faculty members, one for helping student veterans, and one for helping LGBTQ+ students. You are only expected to complete the At-risk for Students module though we encourage you to explore the other modules as well.

As a friend, family member or UF peer, you may be the first one to notice signs of distress of someone around you. At UF, it is our shared responsibility to look out for one another and we are here to help you support distressed students. The UF Counseling and Wellness Center offers a free online resource, Kognito, to help you practice having difficult conversations and learn tools for when students show signs of stress. With Kognito, you can learn how to talk about these signs, practice sharing your concerns, and learn how to motivate the person in distress to seek help.

To take this course, follow these instructions:

- Go to kognitocampus.com or <https://counseling.ufl.edu/resources/kognito/>
- Click on "Create a New Account"
- ***DO NOT USE THE SAME PASSWORD AS YOUR GATORLINK ACCOUNT***
- Fill out form using enrollment key: ufl2323
- Follow the on-screen instructions

Upload your certificate in the assignment folder in Canvas

Recording Class Lectures

"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."