



University of Florida
College of Public Health and Health Professions
Syllabus

HSA 3111: US Health Care System (3 Credit Hours)

Spring, 2025

Delivery Format: *Online Blended*

Course Site: UF eLearning in Canvas

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Teaching Team

INSTRUCTOR

Name: Molly Jacobs, MS, PhD

Room Number: HPNP 3118

Phone Number: 352-273-6313

Email Address: mollyjacobs@ufl.edu

Office Hours: Wednesday 8:00am-9:30am & by appointment

Preferred Communication: Direct email through Outlook

Communication Response Plan: Any questions, concerns, or other inquiries should be directed to Dr. Jacobs through Outlook email. Please do not send messages through Canvas. Emails received on weekdays (Monday-Thursday) can expect a response within 24 to 48 hours. Please send a follow-up email if you have not received a response within two days. Emails received during the weekend or after 5 PM on Friday will be answered by 2 PM on the following Monday.



Prerequisites

Program / Major: Health Science or Communication Sciences and Disorders or Public Health majors; or Health Science or Public Health minors

Previous Coursework: BSC 2007 or BSC 2005 or BSC 2010 and PSY 1212 and STA 2023

Course Overview, Objectives, and Relation to Program Outcomes

COURSE OVERVIEW

Overview of organization, delivery, and financing of health services in the US. Topics include health professionals, health care facilities, financing of health services, managed care, and current health policy issues.

COURSE OBJECTIVES AND / OR GOALS

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

1. Identify major historical events affecting the fundamental characteristics of health care in the United States and relate these factors to the current health care system.
2. Articulate health care access barriers unique to the US health care system and propose cost-effective solutions to improve access.
3. Delineate the difference between hospitals, outpatient facilities, long-term care facilities, ambulatory care providers, mental health providers, and the broader public health system regarding services, organizational structure, and financing mechanisms.
4. Describe health care providers' and professionals' roles and responsibilities, including the required education and credentials for each specialty.
5. Assess the impact of medical technology as a cost driver, barrier to access, and overall growth of health care expenditures in the United States.
6. Describe the health insurance mechanism, the roles of the insurance industry, and the local, state, and federal government's involvement in financing health care.
7. Explain the impact of the political process on health care reform, drawing from past and present legislation to illustrate the potential for success or failure of a proposal.
8. Develop a proposal for change that addresses critical issues discussed throughout the course based on your current understanding of the US health care system.
9. Apply systems thinking to public health issues to be aware of the complexity of stakeholders, risk factors and learn to be prepared for unintended consequences.

RELATION TO PROGRAM OUTCOMES

This course introduces essential topics surrounding the delivery of health care in the United States and internationally. The initial focus will be on the evolution of the US health care system and the system's historical foundations. From there, models and concepts about the determinants of health will be introduced. These tools will provide a framework to understand and critically assess the health care delivery system and the challenges faced by the present structure. Finally, the US Government's involvement (i.e., state, and federal) and the role of health care providers will be examined in relation to health care reform and the future of the US health care system.

Please see [Appendix E: Map of Course Objectives, CEPH Domains & Competencies and Program Student Learning Outcomes](#) for details on how the course fits into the curriculum.



Course Structure

DELIVERY FORMAT

ONLINE BLENDED

What is blended learning and why is it important?

A Blended Learning class uses a combination of technologies, media, and synchronous interaction with the teaching team to help you maximize your learning. In the context of this online course, this means that you will engage with multimedia, readings, and course technologies asynchronously and interact synchronously with the teaching team and your peers via Zoom at scheduled intervals throughout the course. The face-to-face sessions are 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?

You are expected to engage in the course throughout the semester actively. You must attend all virtual course meetings and complete all out-of-class assignments. You must come to the synchronous Zoom sessions prepared by completing all asynchronous assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning. If you are not prepared for the sessions, you may struggle to keep pace with the activities, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to participate during the synchronous sessions and discussions actively. Your participation fosters a rich course experience for you and your peers, facilitating mastery of the course objectives.

What can you expect from me?

Students can expect the instructor to create a welcoming and structured environment, ensuring students feel connected and supported despite the physical distance of the online format. The professor will clearly outline the course objectives, expectations, and resources in a detailed syllabus and establish guidelines for communication. Any questions, concerns, or other inquiries should be directed to Dr. Jacobs through Outlook email. Please do not advise sending messages through Canvas. Emails received on weekdays (Monday-Thursday) can expect a response within 24 to 48 hours. Please send a follow-up email if you have not received a response within two days. Emails received during the weekend or after 5 PM on Friday will be answered by 2 PM on the following Monday.

The instructor will provide all course materials and lectures. Various multimedia resources, including video lectures, interactive modules, readings, and Yellowdig prompts, will be used. Real-world examples and case studies will be integrated to contextualize content and highlight the relevance of concepts. The professor will provide feedback on assignments and assessments. Students can expect constructive, detailed, and timely feedback that helps them understand their progress and areas for improvement.

INSTRUCTIONAL METHODS

ONLINE LEARNING ENVIRONMENT

The course is housed in UF e-Learning in Canvas. All content is provided through readings, lectures, discussions, and assignments. To facilitate learning, all reading assignments, including supplemental readings, should be read before viewing class lectures and/or virtual class meetings.

Participation and engagement are critical to the learning process, and students are expected to participate in all course activities, complete all readings, and turn in all assignments.

The syllabus and course schedule are subject to revision. Confirm deadlines in Canvas.

VIRTUAL CLASS MEETINGS

Four virtual class meetings will be held throughout the semester on Zoom and last approximately one hour. These virtual meetings provide information that will facilitate completing the tests, projects, and papers and allow time



for presentations and class discussion. Sessions have been scheduled to accommodate student course schedules. Students are asked to attend all four meetings.

Students are expected to have their cameras engaged during class. Participation includes speaking, asking questions, participating via camera and microphone unless arrangements are made with the instructor in advance, and listening to the instructor or presenter(s). During virtual class meetings, conduct should be polite and professional.

Zoom class discussion sessions may be recorded. Consequently, please notify your instructor before Zoom sessions if you do not consent to recording or your internet bandwidth is < 1.5 Mbps. Students who participate with their camera engaged or utilize a profile image during these Zoom sessions agree to have their video or image recorded. If you are unwilling to consent to having your profile or video image recorded, notify your instructor in advance, keep your camera off, and do not use a profile image. Likewise, students who unmute during class and participate orally agree to have their voices recorded. Suppose you do not consent to have your voice recorded. In that case, you must inform your instructor, keep your mute button activated, and communicate exclusively using the "chat" feature. The chat will not be recorded or shared.

For further information, please see the Policies Related to Professionalism, Communication, and Attendance and Policies for Recording of Synchronous Sessions WITHIN THE COURSE.

COURSE MATERIALS AND TECHNOLOGY

REQUIRED TEXT

This course has no required textbook. All required and supplemental readings will be provided in Canvas.

REQUIRED READINGS

See the appendix for full citations for required readings: [Appendix B: Full Citations for All Readings](#)

REQUIRED TECHNOLOGY

- Honorlock
- Yellowdig

This course relies heavily on UF eLearning in Canvas for the organization and delivery of course materials, activities, and assignments.

For technical support related to UF eLearning in Canvas, please contact the UF Computing Help Desk:

- Email learning-support@ufl.edu,
- Call (352) 392-HELP [(352) 392-4357], or
- Visit [the UF Help Desk](#) webpage

Beyond UF eLearning in Canvas, we will also be using Yellowdig. Yellowdig is an online conversation platform. You receive points for participating in Yellowdig conversations, and the points you receive in Yellowdig factor into your final grade.

See the appendix for full information related to specific course technology, how you can access the technology, and where to get technical support: [Appendix B: Course Technologies: Access and Support](#)



Topical Outline / Schedule

Week	Date(s)	Module(s)	Topic(s)	Objective(s)	Reading(s)	Assessment(s)
1	1/13 to 1/17	Module 1	Health Promotion, Health Behavior, and Health Services Professionals	4. Describe health care providers' and professionals' roles and responsibilities, including the required education and credentials for each specialty.	Healthcare in the United States: Navigating the Basics of a Complex System Chapter 2 Pages 20-40 & Chapter 3 Pages 46-72	Yellowdig Interval 1
2	1/21 to 1/24	Module 1				Test 1
3	1/27 to 2/1	Module 2	Barriers to Access, Equity, and Serving Populations that Experience Health Disparities	2. Articulate health care access barriers unique to the US health care system and propose cost-effective solutions to improve access.	Health Disparities: Gaps in Access, Quality and Affordability of Medical Care	Yellowdig Interval 2
4	2/3 to 2/8	Module 2				Project: Design a Public Health Campaign Yellowdig Interval 3
5	2/10 to 2/15	Module 3	Outpatient, Inpatient, Primary, and Long-Term Care, Facilities, & Services	1. Identify major historical events affecting the fundamental characteristics of health care in the United States and relate these factors to the current health care system.	A (Brief) History of Health Policy in the United States HISTORY OF MEDICINE: The U.S. Health Care Non-System, 1908-2008	Yellowdig Interval 4
6	2/17 to 2/22	Module 3				Project: Significant Events Timeline



Week	Date(s)	Module(s)	Topic(s)	Objective(s)	Reading(s)	Assessment(s)
						Yellowdig Interval 5
7	2/24 to 3/1	Module 4	Outpatient, Inpatient, Primary, and Long-Term Care, Facilities, & Services	3. Delineate the difference between hospitals, outpatient facilities, long-term care facilities, ambulatory care providers, mental health providers, and the broader public health system regarding services, organizational structure, and financing mechanisms.	Exploring the US Healthcare System Pages 109-153	Yellowdig Interval 6
8	3/3 to 3/8	Module 4				Test 2 Yellowdig Interval 7
9	3/10 to 3/14	Module 5	Overview of Health Services Financing, Managed/Integrated Care	6. Describe the health insurance mechanism, the roles of the insurance industry, and the local, state, and federal government's involvement in financing health care.	A layman's guide to the U.S. health care system	Yellowdig Interval 8
	3/15 to 3/22		Spring Break		Enjoy the Break!	Paper: Comparative Analysis of Health Care Systems
10	3/24 to 3/29	Module 6	Governmental Role in Healthcare and Health Policy	8. Develop a proposal for change that addresses critical issues discussed	Institute of Medicine (US) Committee for the Study of the Future	Yellowdig Interval 9



Week	Date(s)	Module(s)	Topic(s)	Objective(s)	Reading(s)	Assessment(s)
				throughout the course based on your current understanding of the US health care system.	of Public Health. The Future of Public Health. Appendix A Summary of the Public Health System in the United States Pages 163-200 A Role for Government An Observation on Federal Healthcare Efforts in Prevention	
11	3/31 to 4/5	Module 6				Paper: Policy Proposal for Change in the US Health Care System Yellowdig Interval 10
12	4/7 to 4/12	Module 7	Public Health Data Use, Tools, and Collection to Assess Cost, Access, and Quality	9. Apply systems thinking to public health issues to be aware of the complexity of stakeholders, risk factors and learn to be prepared for unintended consequences.	Exploring the US Healthcare System Chapter 4 Pages 259-319	Project: Conducting a health simulation and compiling findings into a report Yellowdig Interval 11
13	4/14 to 4/19	Module 8	Medical Technology, Ethics, Values, and Cost	5. Assess the impact of medical technology as a cost driver, barrier to access, and overall growth of health care	<i>Medical technology as a key driver of rising health expenditure: disentangling the relationship</i>	Yellowdig Interval 12



Week	Date(s)	Module(s)	Topic(s)	Objective(s)	Reading(s)	Assessment(s)
				expenditures in the United States.		
14	4/21 to 4/23	Module 8				Paper: Case Study Analysis

Academic Requirements and Grading

ASSIGNMENTS AND ASSESSMENTS

TESTS

Purpose and Objectives Assessed:

The assessments will evaluate student competence for components LO3 and LO4 of the course learning objectives.

Task Description:

There will be two proctored tests this semester on Modules 1 and 4. Tests are approximately 30 questions with multiple choice and 1-3 short answer questions. The tested material includes lectures, discussions, and module content including videos, PowerPoints, and assignments. Tests are not cumulative and focus on the information presented in the indicated Module. However, concepts introduced early in the course will be further developed or applied in subsequent tests.

Submission Instructions:

Honorlock will be used to proctor the assessments in the UF eLearning in Canvas course site. The assessments are “closed book,” and no external resources or additional electronic devices are allowed during the assessments.

Grading Criteria:

Test	Module	Points	% of Final Grade
Health Promotion, Health Behavior, and Health Services Professionals	Module 1	100	10%
Outpatient, Inpatient, Primary, and Long-Term Care, Facilities, & Services	Module 4	100	10%
Totals		200	20.00%

PAPERS

Purpose and Objectives Assessed:

The papers simulate analysis and writing activities performed by professionals in public health and the health professions. They align with course learning objectives LO5, LO6, and LO8.

Task Description:

1. Comparative Analysis of Health Care Systems: Your task will be to write a paper comparing the health care system of the United States with that of another country of your choice. After you select a country for which there is sufficient data available to support your analysis, you should a) Provide a detailed description of the health care system in your chosen country, b) Compare and contrast the health care system of your chosen country with that of the US, c) Included quantitative data to support your analysis for five chosen comparison items, d) Discuss the benefits and challenges faced by your country and how these compare to the US, and e) Close with a conclusion advocating a specific set of recommendations. This assignment aims to develop your ability to critically analyze and compare different health care systems based on specific criteria.



2. **Policy Proposal for Change in the U.S. Health Care System:** You will develop a proposal for change that addresses critical issues discussed throughout the course based on your current understanding of the U.S. health care system. Your 2–3-page policy proposal should a) Define the Public Health Problem or Issue the Policy is Attempting to Address, b) Describe the Legislative Action/Policy, c) State How the Proposed Policy Would Address the Public Health Problem, d) Discuss One to Two Alternative Policies, and e) Provide a Clear Argument for or Against the Proposed Legislation. It should be structured as a memo to a legislator and include at least five references.
3. **Case Study Analysis:** Each student will be assigned a scenario that presents a unique public health or healthcare-related challenge. You will be required to investigate the scenario, identify key issues, and propose evidence-based solutions. This exercise will help you apply theoretical knowledge to real-world situations, enhance your critical thinking skills, and effectively communicate health-related concepts.

Submission Instructions:

Papers will be completed independently and submitted in Canvas in the designated format. Detailed assignment instructions and grading rubrics for each paper will be provided in Canvas. All papers should be double-spaced and written in 12-point font. Citations should follow the American Psychological Association (APA) 7th Edition style guidelines.

Grading Criteria:

Paper	Module	Points	% of Final Grade
Comparative analysis of health care systems	Module 5	30	10%
Policy proposal for change in the health care system	Module 6	30	10%
Case study analysis	Module 8	30	10%
Totals		90	30.00%

See the appendix for full rubrics for major assessments: [Appendix C: Detailed Grading Rubrics](#)

PROJECTS

Purpose and Objectives Assessed:

The projects simulate activities performed by professionals practicing in public health and the health professions. These projects align with [course learning objectives](#) LO1, LO2, and LO9.



Task Description:

1. **Design a Public Health Campaign to Encourage a Behavioral Change in a Target Population:** Your task is to design a public health campaign to promote a specific health behavior within a target population. This assignment consists of two parts: a written paper and a social media video. In the written paper, you will a) Introduce the health behavior and b) Describe the public health campaign. In the social media video, you will a) Identify the target audience, b) Identify the behavior, c) Explain the public health relevance, and d) Produce a quality and thoughtful presentation.
2. **Significant Events Timeline for a Special Population:** You will create a detailed and visually appealing timeline highlighting significant events, dates, and benchmarks for a special population. After you select your special population, your timeline should include at least 15 important events, dates, or benchmark occurrences. Each event should have a short description (2-3 sentences) highlighting its importance and/or relevance. You should include at least 10 pictures, graphics, or images corresponding to your timeline's events. This timeline will help you understand and communicate the historical context and important milestones related to your chosen population.
3. **Conduct a Simulation in PRISM and Compile Findings into a Report:** The Prevention Impacts Simulation Model (PRISM) is a dynamic tool developed by the CDC to simulate the potential health and economic impacts of various public health interventions over time. By integrating multiple data sources and considering a range of variables, PRISM allows users to explore the potential outcomes of different prevention strategies. You will a) Identify a public health issue, b) Use PRISM to simulate various intervention scenarios, c) Analyze the outcomes of these scenarios using systems thinking, and d) Report your findings and recommendations. This assignment aims to develop your ability to use systems thinking and the PRISM tool to assess the potential impacts of different public health interventions on a given health issue.

Submission Instructions:

Projects will be completed independently and submitted in Canvas in the designated format. Detailed assignment instructions, requirements, and grading rubrics for each project will be provided in Canvas.

Grading Criteria:

Project	Module	Points	% of Final Grade
Designing a public health campaign	Module 2	30	10%
Creating a timeline of significant events for a special population	Module 3	30	10%
Conducting a health simulation and compiling findings into a report	Module 7	30	10%
Totals		90	30.00%

See the appendix for full rubrics for major assessments: [Appendix C: Detailed Grading Rubrics](#)



YELLOWDIG

Purpose and Objectives Assessed:

Yellowdig is an online conversation platform. You receive points for participating in Yellowdig conversations, and the points you receive in Yellowdig factor into your final grade. Each week, you can earn up to 1000 points. Your participation in Yellowdig discussions allows you to assess your competence in multiple communication-related course learning objectives including LO2, LO3, LO4 LO6, and LO7, as well as others.

Task Description:

To get an "A" in Yellowdig, you must have at least 9,000 points by the end of the course. Since there are 12 intervals for Yellowdig, you need to earn 750 in each interval to get an "A" in Yellowdig. This allows you a “buffer” of 250 points in each interval. The grading period for Yellowdig will begin on January 22nd and end on April 23rd.

Submission Instructions:

Please review the Yellowdig Orientation Guide [FOR LEARNERS] and additional information found in the appendix of this syllabus: Yellowdig

Grading Criteria:

Points: 60

Percent of Final Grade: 20%

GRADING

GRADING SNAPSHOT

Requirement	Module	Due Date(s)	Points	Percent of Final Grade
Test 1	Module 1	1/24/2025	100	10%
Project: Design a Public Health Campaign	Module 2	2/7/2025	30	10%
Project: Significant Events Timeline	Module 3	2/21/2025 ⁶	30	10%
Test 2	Module 4	3/7/2025	100	10%
Paper: Comparative Analysis of Health Systems	Module 5	3/21/2025	30	10%
Paper: Policy Proposal	Module 6	4/4/2025	30	10%
Project: Simulation Exercise Report	Module 7	4/11/2025	30	10%
Paper: Case Study Analysis	Module 8	4/23/2025	30	10%
Yellowdig	Modules 1-8	4/23/2025	60	20%
Totals			440	100%

POINT SYSTEM USED: BACHELOR PROGRAM

Percentage Earned	Letter Grade
100 to 93	A
< 93 to 90	A-
<90 to 87	B+
<87 to 83	B
<83 to 80	B-
<80 to 77	C+
<77 to 70	C
<70 to 67	D+



Percentage Earned	Letter Grade
<67 to 63	D
<63 to 60	D-
Below 60	E

The Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

Policies Related to Grading and Academic Integrity

UF GRADING POLICY

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

More information on UF grading policies may be found at:

- Graduate: [Graduate Academic Regulations \(Grades\)](#)
- Undergraduate: [Grades and Grading Policies](#)

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 Handbook](#) for additional details.

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

EXAMS / QUIZZES AND PROCTORING

HONORLOCK ONLINE PROCTORING

To maintain academic integrity, our exams will be proctored using Honorlock. Honorlock is an online proctoring service that uses your computer's webcam and screen recording to monitor your exam session. Here are some key points to keep in mind:

- **Requirements:** You will need a working webcam, microphone, and a stable internet connection. Make sure to use Google Chrome and install the Honorlock Chrome extension.
- **Environment:** Choose a quiet, well-lit location for your exam. Ensure that your workspace is clear of unauthorized materials.
- **Verification:** You will be required to verify your identity by showing a photo ID and performing a room scan before starting the exam.
- **Privacy:** Honorlock is committed to protecting your privacy. Your exam session will be recorded and reviewed to ensure compliance with exam rules.
- **Support:** If you encounter any technical issues, Honorlock support is available 24/7 via live chat.

For more detailed information, please refer to the [Honorlock Student Exam Preparation Guide](#)

ASSIGNMENTS AND PLAGIARISM DETECTION

Turnitin will be utilized for all written assignments worth over 15% of the final grade. Turnitin scores below 20% are acceptable. Turnitin scores of 20% and above will be addressed on a case-by-case basis with potential consequences, including point deduction, a failing grade on the assignment, a requirement to resubmit the work with revisions, and/or a meeting with the professor to discuss academic integrity concerns.

USE OF AI FOR GRADED ASSIGNMENTS

All work submitted in this course must be your own. Properly cite any sources you reference or use in your assignments and projects. Students are strictly prohibited from using any generative AI tools (such as ChatGPT, DALL-E, or similar technologies) to complete or assist with their assignments. This includes, but is not limited to, generating content, drafting responses, or providing analysis that forms part of your work. All submissions must be entirely your own original work, produced without the aid of AI-driven tools. Any violation of this policy will be considered academic misconduct and subject to the relevant disciplinary procedures outlined in this course's academic integrity policy.

LATE OR MISSING ASSIGNMENTS AND MAKE-UP WORK

EXCUSED AND UNEXCUSED ABSENCES

Makeup tests, assignments, and other work will be provided in accordance with university policies. Specifically, make up materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Please refer to UF's absence policy: [Attendance Policies](#) and [Examination Policies and Reading Days](#)



TECHNICAL ISSUES

If you wish to request a make-up, you **must** e-mail me within 24 hours of any technical difficulty that prevents you from timely completing any exam, quiz, assignment, or other course activity. To be considered for make-up, the request **must** be accompanied by a ticket number from the UF Computing Help Desk documenting when the problem was reported to them, including the time and date of the problem.

Policies Related to Professionalism, Communication, and Attendance

PARTICIPATION

Please refer to the [Course Structure](#) section of the syllabus for a full explanation of what is expected regarding participation.

ETIQUETTE & CIVIL DISCOURSE WITHIN OUR LEARNING COMMUNITY

Our online learning community thrives on mutual respect, inclusivity, and open-mindedness. As members of this community, we each bring unique perspectives and experiences which enrich our collective learning. To maintain a productive and supportive environment:

1. **Respect Others:** Treat your peers, instructors, and guest speakers respectfully, regardless of differences in opinions, backgrounds, or experiences. Personal attacks, derogatory language, or dismissive behavior will not be tolerated.
2. **Engage Thoughtfully:** Contribute to discussions with an open mind and a willingness to learn. Critique ideas, not individuals, and back your arguments with evidence when possible.
3. **Be Clear and Concise:** Write posts and responses that are easy to understand and free of ambiguity. Proper grammar, spelling, and tone help maintain professionalism.
4. **Practice Active Listening:** Read others' contributions fully and thoughtfully before responding. Acknowledge their points and strive to build on ideas rather than detract.
5. **Value Diversity:** Embrace the diversity of thought, culture, and experiences that each community member brings. Assume positive intent and seek clarification when needed.

By adhering to these principles, we create a collaborative, respectful space where all members feel valued and are empowered to contribute to meaningful discussions.

NETIQUETTE & ELECTRONIC COMMUNICATION STREAMS (EMAIL, ONLINE COLLABORATION TOOLS, DISCUSSIONS)

Conduct should be polite and professional (see [Netiquette Guidelines](#)).

ATTENDANCE / ABSENCE / LATE ARRIVAL / EARLY DEPARTURE

You are expected to engage in the course throughout the semester actively. You must attend all virtual course meetings and complete all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning. If you are not prepared for the virtual sessions, you may struggle to keep pace with the activities occurring, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to participate in the discussions actively. Your participation fosters a rich course experience for you and your peers, facilitating mastery of the course objectives.

Virtual Class Meetings



Four virtual class meetings will be held throughout the semester on Zoom and last approximately one hour. These virtual meetings provide information that will facilitate the completion of the tests, projects, and papers and allow time for presentations and class discussion. Sessions have been scheduled to accommodate student course schedules. Students are asked to attend all four meetings. Participation and engagement are critical to the learning process, and students are expected to participate in all course activities, complete all readings, and turn in all assignments. 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](#).

Zoom class discussion sessions may be recorded. Students who participate with their camera engaged or utilize a profile image during these Zoom sessions agree to have their video or image recorded. If you are unwilling to consent to recording your profile or video image, keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate orally agree to have their voices recorded. If you do not consent to having your voice recorded, you must keep your mute button activated and communicate exclusively using the "chat" feature. The chat will not be recorded or shared. Please notify your instructor before Zoom sessions if you do not consent to record, or your internet bandwidth is < 1.5 Mbps. Students are expected to have their cameras engaged during class. Unauthorized recording and unauthorized sharing of recorded materials are prohibited.

Please note all faculty are bound by the UF policy for excused absences. More information on UF attendance policies may be found at:

- Graduate: [Graduate Academic Regulations](#) (Attendance Policies)
- Undergraduate: [Attendance Policies](#)

[Additional Course, College, and Institutional Policies](#)

RECORDING OF SYNCHRONOUS SESSIONS WITHIN THE COURSE

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or



third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

COURSE FEEDBACK, GATOREVALS, AND EVALUATION SUMMARIES

ONGOING FEEDBACK

The instructor will solicit feedback midway through the semester to actively gauge how the course is progressing, identify areas for improvement, and make necessary adjustments to the teaching approach while the semester is still ongoing.

SUMMATIVE FEEDBACK

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 on the [Students Providing Constructive Feedback](#) page. 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 this direct link to the GatorEvals platform](#).

EVALUATION SUMMARIES

Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

Support Services and Campus Resources for the Whole Gator

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. In addition, connect with the wide range of resources available on campus.

WHOLE GATOR AT ONE.UF

The Whole Gator at One.UF [provides contact information for a wide array of campus resources](#), up-to-date links to campus resources, [information and campus connections for a wide array of topics from Mental and Physical Health, to Academics, Finances, and Relationships and Violence Prevention](#).

If you or someone you know is in crisis, [Whole Gator also provides numbers for crisis response](#).

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](#) within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of the Students' Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive that accommodation. 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.



U MATTER, WE CARE

If you or someone you know is in distress, to refer or report a concern:

- Email umatter@ufl.edu
- Call 352-392-1575, or
- Visit the [U Matter, We Care](#) website

A team member will reach out to the student in distress.

COUNSELING AND WELLNESS CENTER

For information on crisis services as well as non-crisis services:

- Visit the [Counseling and Wellness Center](#) website or
- Call 352-392-1575.

STUDENT HEALTH CARE CENTER

For 24-hour / 7-day information to help you find the care you need:

- Call 352-392-1161, or
- Visit the [Student Health Care Center](#) website

UNIVERSITY POLICE DEPARTMENT

For police response:

- Visit [UF Police Department](#) website or
- Call 352-392-1111 (or 9-1-1 for emergencies)

UF HEALTH SHANDS EMERGENCY ROOM / TRAUMA CENTER

For immediate medical care:

- Call 352-733-0111 or
- Go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608
- Visit the [UF Health Emergency Room and Trauma Center](#) website

GATORWELL HEALTH PROMOTION SERVICES

For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success:

- Visit the GatorWell website or
- Call 352-2734450

ADDITIONAL ACADEMIC RESOURCES

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.



- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#)
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)

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."



Appendix A: Getting Started

To complete your course orientation, follow the steps below:

STEP 1: READ YOUR SYLLABUS.

The course syllabus will provide you with the course schedule, course objectives, explanations of assignments and assessments, grading policies, and instructor contact information. Please read it carefully. You should have a deep familiarity with the schedule and process of the course.

STEP 2: CHECK FOR ANNOUNCEMENTS.

Check for Announcements in the course site and your official @ufl.edu Email account.

STEP 3: PREPARE FOR CLASS

Arrange for the appropriate course materials, including any textbooks and/ or software mentioned in the syllabus.

Organize your schedule and mark your calendar for the synchronous sessions. For a description of what is expected for the synchronous¹ and asynchronous² components of the course, review the syllabus.

¹Asynchronous: "not existing or happening at the same time" or "not occurring in the same place or at the same time" or "not simultaneous or concurrent in time". Examples: pre-work readings or videos, Canvas Discussions, or group assignments completed outside of scheduled class time.

²Synchronous: "existing or occurring at the same time" or "live; occurring at the same time (even if not in the same place)" or "simultaneous or concurrent in time". Examples: class session in person or via Zoom meeting.

STEP 4: FAMILIARIZE YOURSELF WITH WHERE TO FIND HELP

Learning in online and blended environments can be technically challenging at times. We encourage you to be self-directed and use the resources found in this syllabus and your course site for independent problem-solving. Additional resources can be found in the Student Success Guides in your UF eLearning in Canvas course site.

Taking responsibility for your learning and being self-directed also means knowing when to reach out for assistance.

If you have tried to solve your technical issue on your own, but it has become frustrating, contact the UF Computing Help Desk, and let your instructor or another member of your Teaching Team know about your issue. Those contacts can be found within this syllabus and on the Help page on our course site.

At some time, we have all had unexpected health or family situations, work-life balance issues, and other obstacles set us on a course different than our plans. UF has many resources available to assist. The [Support Services and Campus Resources for the Whole Gator](#) in this syllabus, and the Campus Resources tool in the course site are a good place to start. If your situation will impact your coursework, you should also reach out to your instructor or another member of your Teaching Team.

STEP 5: REVISIT ACADEMIC INTEGRITY PRACTICES, COURSE POLICIES, AND EXPECTATIONS

This syllabus and our course site have explanations of what is expected related to academic honesty, course policies, and expectations. If you have any questions about policies and expectations, or what constitutes cheating, plagiarism, acceptable use of Artificial Intelligence tools, or any other academic honesty concepts, please reach out to your instructor.



Appendix B: Full Citations for All Readings

MODULE 1

Howe, D. L., Dozier, A. L., & Dickenson, S. O. (2022). Overview of Health. *Healthcare in the United States: Navigating the Basics of a Complex System*. (pp. 20-40) University of North Georgia Press.

Howe, D. L., Dozier, A. L., & Dickenson, S. O. (2022). Healthcare Workforce. *Healthcare in the United States: Navigating the Basics of a Complex System*. (pp. 46-72) University of North Georgia Press.

MODULE 2

Riley, W. J. (2012). Health disparities: Gaps in access, quality, and affordability of medical care. *Transactions of the American Clinical and Climatological Association*, 123, 167-172; discussion 172-174. PMID: 23303983; PMCID: PMC3540621.

MODULE 3

Moseley, G. B. (2008). The U.S. health care non-system, 1908-2008. *Virtual Mentor*, 10(5), 324-331. <https://doi.org/10.1001/virtualmentor.2008.10.5.mhst1-0805>. PMID: 23211988.

Smith, K. (2023). A (Brief) history of health policy in the United States. *Dela J Public Health*, 9(5), 6-10. <https://doi.org/10.32481/djph.2023.12.003>. PMID: 38283712; PMCID: PMC10810293.

MODULE 4

Valaitis, K. (2023). Delivery Systems. *Exploring the U.S. Healthcare System*. (pp. 109-153) University of West Florida Pressbooks.

MODULE 5

De Lew, N., Greenberg, G., & Kinchen, K. (1992). A layman's guide to the U.S. health care system. *Health Care Financing Review*, 14(1), 151-169. PMID: 10124436; PMCID: PMC4193322.

MODULE 6

Institute of Medicine (US) Committee for the Study of the Future of Public Health. (1988). A summary of the public health system. In *The Future of Public Health* (pp. 163-200). Washington, DC: National Academies Press (US). Available from <https://www.ncbi.nlm.nih.gov/books/NBK218218/> <https://doi.org/10.17226/1091>.

Straube, B. M. (2013). A role for government: An observation on federal healthcare efforts in prevention. *American Journal of Preventive Medicine*, 44(1 Suppl 1), S39-S42. <https://doi.org/10.1016/j.amepre.2012.09.009>. PMID: 23195165.

MODULE 7

Valaitis, K. (2023). Access, Quality & Cost. In *Exploring the U.S. Healthcare System* (pp. 259-319). University of West Florida Pressbooks.

MODULE 8

Sorenson, C., Drummond, M., & Bhuiyan Khan, B. (2013). Medical technology as a key driver of rising health expenditure: Disentangling the relationship. *ClinicoEconomics and Outcomes Research*, 5, 223-234. <https://doi.org/10.2147/CEOR.S39634>. PMID: 23807855; PMCID: PMC3686328.



Appendix C: Course Technologies: Access and Support

HONORLOCK

Honorlock is an online proctoring service that allows students to take exams on-demand 24/7. There are no scheduling requirements or fees. UF Online courses use proctoring for assessments worth 15% or more of the final course grade.

INSTRUCTIONS FOR OBTAINING AND ACCESSING THE TECHNOLOGY.

Honorlock requires that you use the [Google Chrome](#) browser; furthermore, the [Honorlock Extension](#) must be added to Chrome.

TECHNICAL SUPPORT

- [Honorlock: Get Support](#)
- [Honorlock FAQs for Test Takers](#)

ACCESSIBILITY AND PRIVACY

- [Honorlock: Accessibility Statement](#)
- [Honorlock: Student Privacy Statement](#)

ADDITIONAL INFORMATION AND TUTORIALS

Follow the [Honorlock Guidelines](#) to prepare your testing environment.

TURNITIN

Turnitin is an online anti-plagiarism service which compares student submissions to millions of websites and papers submitted for exact matches. Originality Check compares student submissions to billions of websites and other papers, highlighting exact matches. ([UF e-Learning, 2024](#))

INSTRUCTIONS FOR OBTAINING AND ACCESSING THE TECHNOLOGY.

Turnitin is integrated into assignments in UF eLearning in Canvas.

TECHNICAL SUPPORT

- [How to submit a Turnitin-enabled assignment](#)
- [Turnitin Student Hub](#)

ACCESSIBILITY AND PRIVACY

- [Turnitin: Accessibility for Everyone](#)
- [Turnitin: Turnitin Services Privacy Policy](#)

ADDITIONAL INFORMATION AND TUTORIALS

[Turnitin Academic Integrity Tools: Using and understanding the Similarity Report and other Turnitin integrity tools](#)

YELLOWDIG

“Yellowdig provides an easy means for learners and other users to communicate and collaborate about class content and share a broad array of timely and relevant learning resources from the wider world (e.g., videos, news articles, blogs, and more).” ([Yellowdig, 2023](#))

INSTRUCTIONS FOR OBTAINING AND ACCESSING THE TECHNOLOGY.

Yellowdig is integrated with UF eLearning in Canvas.

TECHNICAL SUPPORT

- [Yellowdig: Troubleshoot Access Issues to Yellowdig from a Course Page \(LMS\)](#)
- [Yellowdig: Knowledge Base website.](#)



- [Yellowdig: Contact support by submitting a ticket](#)

ACCESSIBILITY AND PRIVACY

- [Yellowdig: Our Commitment to Accessibility](#)
- [Yellowdig: Our Commitment to Data Privacy and Security](#)

ADDITIONAL INFORMATION AND TUTORIALS

[Yellowdig Orientation Guide \[FOR LEARNERS\]](#)

Appendix D: Detailed Grading Rubrics

Full rubrics with ratings are housed in the Canvas LMS. Here are abbreviated rubrics of the criteria and points.

PAPERS

COMPARATIVE ANALYSIS OF HEALTH CARE SYSTEMS

<i>Criteria</i>	Points
<i>Description of Chosen Country</i>	5
<i>Comparative Analysis</i>	5
<i>Use of Quantitative Data</i>	5
<i>Organization and Structure</i>	5
<i>Writing Quality</i>	5
<i>APA Formatting and Citations</i>	5

TOTAL 30

POLICY PROPOSAL FOR CHANGE IN THE U.S. HEALTH CARE SYSTEM

<i>Criteria</i>	Points
<i>Definition of Public Health Problem and Description of Legislative Action/Policy</i>	5
<i>Addressing the Public Health Problem and Alternative Policies and Trade-offs</i>	5
<i>Argument for/against Proposed Legislation and Explanation of Issue's Importance</i>	5
<i>Consideration of Challenges and Presentation of Options/Interventions</i>	5
<i>Recommendation for Action</i>	5
<i>Content Areas, References, and Citations</i>	5

Total 30

CASE STUDY ANALYSIS

<i>Criteria</i>	Points
<i>Clarity and Organization</i>	5
<i>Depth of Analysis</i>	5
<i>Quality of Research</i>	5
<i>Proposed Solutions & Conclusion</i>	5
<i>References and Citations</i>	5
<i>Formatting and Presentation</i>	5

Total 30

PROJECTS

DESIGN A PUBLIC HEALTH CAMPAIGN TO ENCOURAGE A BEHAVIORAL CHANGE IN A TARGET POPULATION

Part 1: Paper

<i>Criteria</i>	Points
<i>Introduction and Importance of Health Behavior</i>	3
<i>Public Health Relevance and Justification</i>	3
<i>Description of Public Health Campaign</i>	3
<i>Clarity, Organization, and Writing Quality</i>	3
<i>APA Formatting and Citation</i>	3

Total 15



Part2: Social Media Video

Criteria	Points
<i>Identification of Target Audience</i>	3
<i>Identification and Explanation of Behavior</i>	3
<i>Explanation of Public Health Relevance</i>	3
<i>Quality and Creativity of Presentation</i>	3
<i>Overall Engagement and Effectiveness</i>	3
Total	15

SIGNIFICANT EVENTS TIMELINE FOR A SPECIAL POPULATION

Criteria	Points
<i>Content</i>	10
<i>Visual Presentation</i>	10
<i>Adherence to Guidelines</i>	10
Total	30

APPLYING SYSTEMS THINKING WITH THE PREVENTION IMPACTS SIMULATION MODEL (PRISM)

Criteria	Points
<i>Introduction</i>	5
<i>Methods</i>	5
<i>Baseline Simulation</i>	5
<i>Results</i>	5
<i>Discussion</i>	5
<i>Conclusion & Recommendations</i>	5
Total	30



Appendix E: Map of Course Objectives, CEPH Domains & Competencies and Program Student Learning Outcomes

Module	Topic	Course Objective(s)	CEPH Domains I = Introduced C = Covered	CEPH Competencies	Program SLOs
1	Health Promotion, Health Behavior, and Health Services Professionals	4. Describe health care providers' and professionals' roles and responsibilities, including the required education and credentials for each specialty.	<ul style="list-style-type: none"> ●Human Health (I) ●Determinants of Health (I) 		1, 2
2	Barriers to Access, Equity, and Serving Populations that Experience Health Disparities	2. Articulate health care access barriers unique to the US health care system and propose cost-effective solutions to improve access.	<ul style="list-style-type: none"> ●Identifying and Addressing Population Health Challenges (I) ●Health Communication (I,C) 	Competency 1: The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences. (C1)	2, 3
3	Historical Overview of Healthcare	1. Identify major historical events affecting the fundamental characteristics of health care in the United States and relate these factors to the current health care system.	<ul style="list-style-type: none"> ●Overview of Public Health (I) 	Competency 2: The ability to locate, use, evaluate and synthesize public health information. (C2)	2, 4
4	Outpatient, Inpatient, Primary, and Long-Term Care, Facilities, & Services	3. Delineate the difference between hospitals, outpatient facilities, long-term care facilities, ambulatory care providers, mental health	<ul style="list-style-type: none"> ●Overview of the Health System (I,C) 		1, 3



Module	Topic	Course Objective(s)	CEPH Domains I = Introduced C = Covered	CEPH Competencies	Program SLOs
		providers, and the broader public health system regarding services, organizational structure, and financing mechanisms.			
5	Overview of Health Services Financing, Managed/Integrated Care	6. Describe the health insurance mechanism, the roles of the insurance industry, and the local, state, and federal government's involvement in financing health care.	●Health Policy, Law, Ethics, and Economics (I,C)	C2	1, 4
6	Governmental Role in Healthcare and Health Policy	8. Develop a proposal for change that addresses critical issues discussed throughout the course based on your current understanding of the US health care system.	●Identifying and Addressing Population Health Challenges (I) ●Project Implementation (I) ●Health Communication (I,C)	C1	1,2,3,4
7	Public Health Data Use, Tools, and Collection to Assess Cost, Access, and Quality	9. Apply systems thinking to public health issues to be aware of the complexity of stakeholders, risk factors and learn to be prepared for unintended consequences.	●Role and Importance of Data in Public Health (I)	C2	3,4



Module	Topic	Course Objective(s)	CEPH Domains I = Introduced C = Covered	CEPH Competencies	Program SLOs
8	Medical Technology, Ethics, Values, and Cost	5. Assess the impact of medical technology as a cost driver, barrier to access, and overall growth of health care expenditures in the United States.	●Health Policy, Law, Ethics, and Economics (I,C)	C1	2,3,4