

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**HSA4191 Health Informatics & Emerging Healthcare Technologies**

Spring 2025: Sections 12095, 19960, 3 Credit Hours, Delivery Format: Blended, E-Learning in Canvas

---

**Instructor Name:** Frederick R. Kates, Ph.D., MBA

**Room Number:** 3115

**Phone Number:** 352-273-6060

**Email Address:** [kates.rick@php.ufl.edu](mailto:kates.rick@php.ufl.edu)

**Office Hours:** Email to meet before class on Thursdays 9:30-10:30 AM or directly after class unless I have Faculty Senate (January 23, February 20, March 13, April 17, May 1). Also, Zoom meetings are available by appointment on Tuesdays from 9:00 -11:00 AM; to schedule an appointment, send a Canvas mail—tell me the purpose of the meeting and suggest specific days and times you can meet.

**Teaching Assistant:** Pooja Sharma Ph.D(c)

**Room Number:** Send a Canvas email about the location.

**Email Address:** [sharma.pooja@php.ufl.edu](mailto:sharma.pooja@php.ufl.edu)

**Office Hours:** In-person or Zoom, email about the day and time.

**Course meeting times and location:** Section 12095 Thursday Periods 4 - 5 (10:40 AM - 12:25 PM) HPNP G307 and Section 19960 Thursday Periods 6 - 7 (1:00 PM - 2:45 PM) HPNP G307

**Course & Assignment Questions:**

Before sending an email, please follow these steps.

1. **First**, check the syllabus.
2. **Second**, check the Canvas module page and the Canvas assignment.
3. **Third**, check with your In-class Team.

After checking the three steps above and your question is unanswered, please send a Canvas email to your designated TA for your section. Please do not email the other TA and the professor separately. Also, refrain from copying everyone and having more than one person respond to your question. However, if your section's TA does not respond within 24 to 48 hours, you can forward the first email to the professor. Canvas usually captures your section, but if you use Outlook, please use the following naming convention: **Thur.1** for Section 12095 and **Thur. 2** for Section 19960.

**Preferred Course Communications:**

- Canvas email to your TA—direct email Dr. Kates through Outlook to your professor.
- Emails received on weekdays (Monday-Thursday) can expect a response within 24 to 48 hours. If we have not responded within two days, please get in touch with us again. Your message is important to the TAs and me but may have been overlooked. Emails received during the weekend or after 5 PM on Friday will be answered by 2 PM on the following Monday.
- Also, on Thursday, an announcement will go out with the questions and updates from the week.

**Prerequisites:**

Upper-division standing or instructor approval

---

**PURPOSE AND OUTCOME**

**Course Overview:**

This course provides a fundamental understanding of health informatics, healthcare information systems, and emerging healthcare technologies, starting with the core informatics competencies and the foundation of knowledge model. Key topics will include cognitive science, legal and ethical aspects, HIPAA privacy and security regulations, systems development life cycle, electronic security, electronic health records, patient engagement, community health, telehealth, data mining, IT certifications, evidence-based practice, and translational research. The course will also provide an in-depth look at current technologies, particularly artificial intelligence (AI) and machine learning, driven by increased data access, computational power from

graphic processing units (GPUs), sensors, and algorithms. Other emerging technologies include wearable sensor-based systems for health monitoring and prognosis and mobile health (mHealth) applications in the medical and healthcare sectors to understand their emerging role in health informatics.

**Relation to Program Outcomes:**

The course objectives, assignments, and activities are designed to contribute towards mastery of critical competencies in the Health Sciences and Public Health bachelor degree curriculums.

**Course Objectives:**

- Apply core health informatics principles to examine emerging health care technologies and their role in the acquisition, transmission, processing, storage, and retrieval of medical and healthcare sector information.
- Apply the systems development life cycle (SDLC) process to a case scenario to fit with the strategic alignment of an organization.
- Identify and discuss the key elements of the HIPAA Security Rule in relation to current HIPAA violations.
- Identify legal, ethical, and regulatory barriers associated with technology-based connection and engagement strategies.
- Define the roles of federal, state, and local public health agencies in developing public health informatics.
- Evaluate evidence-based practice and translational research on health Informatics and emerging healthcare technologies.
- Discuss the basic concepts, tools, and techniques of artificial intelligence and machine learning.
- Understand AI Fundamentals in Health Technology: Gain a comprehensive understanding of core AI principles, concepts, and techniques related to health technology.
- Explore AI Applications in Healthcare: Study real-world applications of AI in medical imaging analysis, disease diagnosis, drug discovery, personalized medicine, electronic health records, and patient monitoring.
- Learn Machine Learning for Health Technology: Acquire knowledge of essential machine learning algorithms and techniques used in health technology, including supervised learning, unsupervised learning, and reinforcement learning.
- Explore Emerging Trends in AI Healthcare: Investigate the latest advancements and trends in AI for health technology, such as genomics, telemedicine, wearable devices, and AI-powered healthcare systems. Assess the potential impact on healthcare delivery and patient outcomes.
- Apply Generative AI in Health Technology: Understand the concepts and techniques of generative AI and its applications in health technology. Explore the generation of synthetic medical data, image synthesis, text generation for medical reports, and other generative AI applications in healthcare.

**Course Objectives/Competencies Matrix:**

Course Objectives	Health Sciences Learning Outcomes and Public Health Bachelor Degree Domains	Assessment
Apply core health informatics principles to examine emerging healthcare technologies and their role in the acquisition, transmission, processing, storage, and retrieval of medical and healthcare sector information.	The fundamental concepts and features of project implementation, including planning, assessment, and evaluation (D10.5)	Presentation
Apply the systems development life cycle (SDLC) process to a case scenario to fit with the strategic alignment of an organization.	The fundamental concepts and features of project implementation, including planning, assessment, and evaluation (D10.5)	Presentation
Identify and discuss the key elements of the HIPAA Security Rule	Apply knowledge and application of core bioethical principles to contemporary health issues (SLO 4)	Project

Course Objectives	Health Sciences Learning Outcomes and Public Health Bachelor Degree Domains	Assessment
in relation to current HIPAA violations.	Basic concepts of legal, ethical, economic, and regulatory dimensions of healthcare and public health policy and the roles, influences, and responsibilities of the different agencies and branches of government (D10.7)	
Identify barriers and legal, ethical, and regulatory issues associated with technology-based connection and engagement strategies.	Apply knowledge and application of core bioethical principles to contemporary health issues (SLO 4)  Basic concepts of legal, ethical, economic, and regulatory dimensions of healthcare and public health policy and the roles, influences, and responsibilities of the different agencies and branches of government (D10.7)	Test
Define the roles of federal, state, and local public health agencies in developing public health informatics.	Describe the key elements of the US healthcare system. (SLO 1)  The fundamental characteristics and organizational structures of the US health system, as well as the differences between systems in other countries (D10.6)	Test
Evaluate evidence-based practice and translational research on health Informatics and emerging healthcare technologies.	Develop and apply critical analysis skills to contemporary health issues (SLO 6)  The basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice (D10.2)  Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology (D10.8)	Test

#### Instructional Methods:

The course is housed in UF e-Learning in Canvas. This course is blended and taught through a discussion and lecture format with online "Blended Learning" assignments. Your participation in the class is vital to its success. We will work together to foster an overall sense of belonging, encourage diversity of views and perspectives, and leverage each person's uniqueness to the class. Be prepared and ready to participate in each class and know beforehand that you may be called on randomly. This can help promote equity in the classroom because students who normally dominate the discussion will step back, allowing other students to demonstrate their knowledge and expertise. Randomly calling on a student can help students who avoid talking in class gain the ability to speak with confidence. The goal is to have a safe learning environment and know it is "ok" to be wrong or pass on questions. A small percentage of students might have heightened anxiety from being called on in class and can email the instructor. Finally, consider that the initial discomfort is often balanced by the benefits of participating in the discussion.

**Blended Learning:**

Throughout the semester several Blended Learning assignments will be uploaded in Canvas.

*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?*

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, facilitating mastery of the course objectives.

**Recording 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 the 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.

**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.phphp.ufl.edu/services/resourceguide/getstarted.htm>

### Online Synchronous Sessions:

Please review these modifications in the course transitions from in-person to Zoom. Some examples might be a surge of the new delta variant, a hurricane, or other unexpected events. In addition, our Zoom class sessions may be audio-visually recorded for students in the class to refer to and for enrolled students who cannot attend live. 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, 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 are not willing to consent to have your voice recorded during the course. In that case, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. Please get in touch with your instructor immediately before any Zoom session if you do not consent to be recorded or if your internet bandwidth is < 1.5 Mbps because the expectation is that students have their cameras on during class. As in all courses, unauthorized recording and unauthorized sharing of recorded materials are prohibited.

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule:

All reading assignments, including supplemental readings, should be read before 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.**

Module	Date	Topics & Assignments	Readings
1	January 16	Course Introduction & Syllabus Review *Informatics, Disciplinary Science, and the Foundation of Knowledge.  See Canvas for assignment details and completion dates.	*Chapter 1- Mastrian & McGonigle  Data, Information, Knowledge, Wisdom (DIKW): A Semiotic Theoretical and Empirical Exploration of the Hierarchy and its Quality Dimension by Baskarada & Koronios
2	January 23	*Introduction to Information, Information Science, and Information Systems  See Canvas for assignment details and completion dates	*Chapter 2- Mastrian & McGonigle  Supplemental (A) New 2023-2024 AI Content
3	January 30	*Computer Science and the Foundation of Knowledge Model  *Introduction to Cognitive Science, Informatics, and Artificial Intelligence  Potential Guest Lecturer – CP.  See Canvas for assignment details and completion dates.	*Chapter 3- Mastrian & McGonigle Hardware Day  *Chapter 4- Mastrian & McGonigle  Supplemental Jha, S., & Topol, E. J. (2016). Adapting to Artificial Intelligence: Radiologists and Pathologists as Information Specialists. JAMA, 316(22), 2353–2354. <a href="https://doi.org/10.1001/jama.2016.17438">https://doi.org/10.1001/jama.2016.17438</a>

			Zang, Y., Zhang, F., Di, C., & Zhu, D. (2015). Advances of flexible pressure sensors toward artificial intelligence and health care applications. <i>Materials Horizons</i> , 2(2), 140–156.
4	February 6	<p>*Ethical and Legal Aspects of Health Informatics</p> <p>*Systems Development Life Cycle Informatics and Organizational</p> <p>See Canvas for assignment details and completion dates.</p>	<p>*Chapters 5- Mastrian &amp; McGonigle</p> <p>*Chapter 6- Mastrian &amp; McGonigle</p> <p>Supplemental (M) Grajalas, F. J. G., Sheps, S., Ho, K., Novak-Lauscher, H., &amp; Eysenbach, G. (2014). Social Media: A Review and Tutorial of Applications in Medicine and Health Care. <i>Journal of Medical Internet Research</i>, 16(2), e13. <a href="https://doi.org/10.2196/jmir.2912">https://doi.org/10.2196/jmir.2912</a></p> <p>(M) McKee, R. (2013). Ethical issues in using social media for health and health care research. <i>Health Policy</i>, 110(2–3), 298–301. <a href="https://doi.org/10.1016/j.healthpol.2013.02.006">https://doi.org/10.1016/j.healthpol.2013.02.006</a></p>
5	February 13	<p>*Systems Development Life Cycle Informatics and Organizational</p> <p>*Administrative Information Systems</p> <p><b>Test 1 (Modules 1-5)</b> Please check Canvas before the test for procedures and reviews. For example, focus on content from chapters 1-5.</p> <p>See Canvas for assignment details and completion dates.</p>	<p>*Chapter 6- Mastrian &amp; McGonigle Part 2</p> <p>*Chapters 7- Mastrian &amp; McGonigle</p> <p>Supplemental (A) New 2023-2024 AI Content</p>
6	Feb 20	<p>*The Human–Technology Interface</p> <p>*Electronic Security</p> <p>Potential Guest Lecturer – GG.</p> <p>See Canvas for assignment details and completion dates.</p>	<p>*Chapter 8- Mastrian &amp; McGonigle</p> <p>*Chapter 9- Mastrian &amp; McGonigle</p> <p>Supplemental LaVenture, M., Brand, B., Ross, D. A., &amp; Baker, E. L. (2014). Building an informatics-savvy health department: part I, vision and core strategies. <i>Journal of Public Health Management and Practice</i>, 20(6), 667–669.</p> <p>(W) Madden, S. (2013, June 15). With wearable tech like Google Glass, human behavior is now a design problem. <a href="https://gigaom.com/2013/06/15/with-wearable-tech-like-google-glass-human-behavior-is-now-a-design-problem/">https://gigaom.com/2013/06/15/with-wearable-tech-like-google-glass-human-behavior-is-now-a-design-problem/</a></p>
7	February 27	<p>*Workflow &amp; Meaningful Use</p> <p>*The Electronic Health Record</p>	<p>*Chapter 10- Mastrian &amp; McGonigle</p> <p>*Chapter 11- Mastrian &amp; McGonigle</p> <p>Supplemental</p>

		See Canvas for assignment details and completion dates.	(A) New 2023- 2024 AI Content
8	March 6	*Informatics Tools to Promote Patient Safety, Quality Outcomes, and Interdisciplinary Collaboration  *Patient Engagement and Connected Health  See Canvas for assignment details and completion dates.	*Chapter 12- Mastrian & McGonigle  *Chapter 13- Mastrian & McGonigle  Supplemental Jensen, P. B., Jensen, L. J., & Brunak, S. (2012). Mining electronic health records: towards better research applications and clinical care. <i>Nature Reviews Genetics</i> , 13(6), 395–405. <a href="https://doi.org/10.1038/nrg3208">https://doi.org/10.1038/nrg3208</a>
9	March 13	*Using Informatics to Promote Community/Population Health  <b>Test 2 (Modules 6-9)</b> Please check Canvas before the test for procedures and reviews.  See Canvas for assignment details and completion dates.	*Chapter 14- Mastrian & McGonigle Part 1  Supplemental (A) New 2023-2024 AI Content
	March 20	<b>Break</b>	
10	March 27	*Using Informatics to Promote Community/Population Health  <i>Presentations</i>  * Informatics Tools to Support Healthcare Professionals Education and Continuing Education (If time permits)  See Canvas for assignment details and completion dates.	*Chapter 14- Mastrian & McGonigle Part 2  *Chapter 15- Mastrian & McGonigle  Supplemental Eyler, A. A. (2011). Consumer health informatics: improving patient engagement. <i>Translational Behavioral Medicine</i> , 1(1), 10–10. <a href="https://doi.org/10.1007/s13142-010-0003-1">https://doi.org/10.1007/s13142-010-0003-1</a>
11	April 3	* Data Mining as a Research Tool  <i>Presentations</i>  *The Art of Caring in Technology-Laden Environments  See Canvas for assignment details and completion dates.	*Chapter 16- Mastrian & McGonigle  *Chapter 19- Mastrian & McGonigle  Supplemental Dowding, D., Arcia, A., Bjarnadottir, R. I., Iribarren, S., & Yoon, S. (2016). Integrating a Proposed Population Health Model with Nursing Informatics Research. <i>Studies in Health Technology and Informatics</i> , 225, 732–734.  Aziz, H. A. (2017). A review of the role of public health informatics in healthcare. <i>Journal of Taibah University Medical Sciences</i> , 12(1),

			78–81. <a href="https://doi.org/10.1016/j.jtumed.2016.08.011">https://doi.org/10.1016/j.jtumed.2016.08.011</a>
12	April 10	In-class assignment <i>Presentations</i>  See Canvas for assignment details and completion dates.	Supplemental Holzinger, A., & Jurisica, I. (2014). Knowledge Discovery and Data Mining in Biomedical Informatics: The Future Is in Integrative, Interactive Machine Learning Solutions. In <i>Interactive Knowledge Discovery and Data Mining in Biomedical Informatics</i> (pp. 1–18). Springer, Berlin, Heidelberg. Retrieved from <a href="http://link.springer.com/chapter/10.1007/978-3-662-43968-5_1">http://link.springer.com/chapter/10.1007/978-3-662-43968-5_1</a>  Murdoch, T. B., & Detsky, A. S. (2013). The Inevitable Application of Big Data to Health Care. <i>JAMA</i> , 309(13), 1351–1352. <a href="https://doi.org/10.1001/jama.2013.393">https://doi.org/10.1001/jama.2013.393</a>
13	April 17	In-class assignment <i>Presentations</i>  Finish presentations & closing assignments  <b>Test 3 (Modules 10-13)</b> Please check Canvas before the test for procedures and reviews.  See Canvas for assignment details and completion dates.	Supplemental (W) Pantelopoulos, A., & Bourbakis, N. G. (2010). A survey on wearable sensor-based systems for health monitoring and prognosis. <i>IEEE Transactions on Systems, Man, and Cybernetics, Part C (Applications and Reviews)</i> , 40(1), 1–12.  (W) Ossig, C., Antonini, A., Buhmann, C., Classen, J., Csoti, I., Falkenburger, B., ... Storch, A. (2016). Wearable sensor-based objective assessment of motor symptoms in Parkinson's disease. <i>Journal of Neural Transmission</i> , 123(1), 57–64. <a href="https://doi.org/10.1007/s00702-015-1439-8">https://doi.org/10.1007/s00702-015-1439-8</a>
14	April 24	April 24 Reading Day (No class)  See Canvas for assignment details and completion dates.	Reading Day (No class)  Supplemental (M) Moorhead, S. A., Hazlett, D. E., Harrison, L., Carroll, J. K., Irwin, A., & Hoving, C. (2013). A New Dimension of Health Care: Systematic Review of the Uses, Benefits, and Limitations of Social Media for Health Communication. <i>Journal of Medical Internet Research</i> , 15(4), e85. <a href="https://doi.org/10.2196/jmir.1933">https://doi.org/10.2196/jmir.1933</a>
15	April 28	Test 3 (Modules 10-14)  Should finish by April 17; if not, we will use the ONE.UF dates for your section for Test 3.	Section 12095 Exam Date: 4/28/2025 @ 10:00 AM-12:00 PM Section 19960 Exam Date: 4/28/2025 @ 3:00 PM - 5:00 PM

A- Example of AI used in the medical and healthcare settings.

W- Example of wearable sensor-based systems for health monitoring and prognosis

M- Example of (mHealth) applications used in the medical and healthcare sectors

**Caveat:** The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. Any changes will be announced in class, and the student is personally responsible for obtaining updated information regarding those changes.

### Course Materials and Technology:

HSA4191\_v1\_2025



Required Textbook: Mastrian & McGonigle, *Informatics for Health Professionals*. Second Edition Jones & Bartlett Learning. ISBN-13: 978-1-284-18209-5

Supplemental: Wager, Lee, Glaser. *Health Care Information Systems*. 3rd edition. (2013) Wiley and Sons. ISBN: 9781118173534, Available as a free e-book from UF Library (you must be logged on to UF VPN if off campus) <http://www.books24x7.com/marc.asp?bookid=58155>

Online Resources: Carnegie Mellon University Open Learning Initiative <https://oli.cmu.edu/>

<https://practicumai.org/>

#### Additional Materials:

Selected supplemental websites and articles will be posted on Canvas. Supplemental material will be discussed in class and included in tests. However, PowerPoint presentations will be posted on the course website and will not always be available before class. The material provided in the PowerPoint presentation is intended to supplement the course material and information discussed in class.

For technical support for this class, please get in touch with 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:

### Tests:

Tests are primarily multiple choice and 1-3 short answer questions. The tested module materials include PowerPoints, lectures, class discussions, team presentations, assigned readings in the textbook, and supplemental readings. The tests are not cumulative and focus on the information presented since the previous test. However, many concepts learned at the beginning of class are built upon and repeated or applied in subsequent tests. The lockdown browser, Respondus, will be used for the tests, and questions are shown one question at a time.

### Presentations Guidelines:

Create and give a presentation (PowerPoint, Prezi, Canva, iMovie, Vimeo, Adobe) that addresses your assigned topics. Reference the material from the course and current supporting articles. Areas to consider:

- Current I.T. issues that healthcare leaders need to know.
- Best practices that other organizations can emulate.
- Relevant laws and regulations to consider.
- Challenges and complexities of informatics issues.

#### The presentation should be formatted as follows:

- Title slide (names, date, and topics)
- Learning objectives
- Presentation outline
- Presentation slides/images with APA in-text citations
- Current events, peer-reviewed articles, relevant healthcare studies
- Conclusion
- Two discussion questions
- APA Reference Slide(s)

The presentations should add depth to the course with pertinent information on future developments that will benefit your classmates. The current articles you choose should provide your audience with new knowledge about the potential populations that different organizations may serve in the rapidly evolving healthcare landscape. External links for specific information (e.g., APA instructions, video tutorials) and rubrics will be loaded on Canvas.

**Written Assignments:**

The written assignments are based on materials in the modules of the course. An outline of what is required in the papers is listed below. Standard Formatting & Submission:

- 12 pt. Font (Arial or Times New Roman)
- Double Spaced
- APA 7<sup>th</sup> Edition formatting to include proper in-text citations and an indented reference page.
- This includes proper paraphrasing or restating someone else's ideas or information in your own words while maintaining the original meaning. Be cautious not to simply replace a few words with synonyms but restructure the sentence and present the information from your perspective to avoid plagiarism and demonstrate academic integrity.
- A rubric will be provided on Canvas.
- Submission will be in Canvas and often checked with Turnitin.

**Discussion Boards:**

Discussion boards will have topics relevant to that module's readings, lectures, or additional resources. Each topic will be one continuous thread. Students will need to provide a substantive response to the questions posed. Your post should reference concepts from lectures, readings, visual materials, and other required course content. For each assignment, external links for specific information (e.g., substantive responses, academic tone) and rubrics will be loaded on Canvas.

**Infographics:**

Infographic assignments start with identifying an article(s) in PubMed or another healthcare-related database that covers the assigned topic. Next, read and review the *Infographic Seminar Handout*, paying particular attention to Infographic Design: Nine Strategies, which you can apply to your infographic. Then, use an infographic software program (e.g., PiktoChart, Vizualize.me, Venngage) to visually represent the information and data you find on your topic. For each assignment, external links for specific information (e.g., handouts, software links) and rubrics will be loaded in Canvas.

**Quizzes:**

The in-class quizzes demonstrate that you completed all the *Student To-Do List* items for each Blended Learning Module and are ready to participate in the live class discussions and in-class activities. Under the *Activities* section of the module, pages are suggested areas to study for the quiz. The questions will be straightforward if you complete the readings and watch the videos throughout the semester. Therefore, some of the questions might not be content-driven but might be a question to assess if watched the video. This course has an extremely generous dropped quiz policy. The lowest four quizzes are dropped. This helps alleviate the stress of doing poorly on a quiz because anyone can have a bad day. The policy also takes into account that students might have to miss a class (e.g., [absences](#)) for a variety of reasons. **The dropped quiz policy is not intended as a way for students to improve their overall grades or miss class.** Participating in class is an expectation; if you missed more than four more classes in the semester, that is ~ 25%, and you need to contact Dr. Kates if you get into this type of situation. The drop policy is simple: if you are absent during an in-class quiz, the grade is recorded as zero and counts as one of your four dropped quiz grades. We only ask that you document the absences in the documentation repository (x-file) on April 18, 2024, in Canvas. The document could be a doctor's note, a school official's note, or the print screen of the email you sent to the TA/GA or professor. UF has a myriad of cultures and faiths, and no second-party certification is needed for religious observance; just an email to let us know the date(s), or the email could be that you are not feeling well. We ask that you put a copy in the x-file to document the absence. Again, the drop policy is not to be used to improve grades or miss classes; it is intended to alleviate the stress of doing poorly on a few quizzes and to address life issues such as personal responsibilities, family responsibilities, or emergencies. Disallowed aids during a summative assessment include but are not limited to class notes, books, online resources, phones, or other people. Students may not discuss any aspect of a quiz with classmates or others until the due date/time has passed. Potential schedule conflicts preventing a student from completing a quiz by the due date should be reported to the TA as soon as possible before the quiz becomes available on the course website. Any technical issues should be initially reported to the TA via email prior to the quiz end date/time. Makeup quizzes due to technical difficulties will not be considered otherwise.

**Attendance:**

The instructor will give eight random in-class "attendance check" assignments in Canvas throughout the semester. This will usually be done at the beginning of the class period. Each short attendance check assignment is worth 1 point, and students need only to be present for five checks to receive full credit (100%). If a student is present for fewer than five attendance checks without an excused absence, their attendance is graded proportionally (e.g.,  $4 \times .20 = 80\%$ ), and for excused absences, the student will have an opportunity to make up the attendance checks. Also, no extra credit will be given for additional attendance checks.

Requirements for class attendance in this course are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. It is the student's responsibility to load attendance documentation in the x-file before emailing the instructor and TAs, and the email should reference that you upload the attendance document. Uploading your attendance documentation in the assignment repository is extremely important if you cannot meet the class attendance policy.

### Abbreviations for Assignments:

Abbreviations after the Module #	Description
Qic	Quiz in-class
Qoc	Quiz outside of class
BL	Blended Learning
DB	Discussion Board
INFO	Infographic
RAQ	Random Attendance Quiz

For example- M3: Qic is a module 3 in-class quiz

### Grading:

Requirement	Due	%	Competencies
Tests 1-3	Times and dates posted in Canvas	30	SLO 1, SLO 4, SLO 6 D10.2, D10.6, D10.7, D10.8
Presentations: Videos, Papers	Times and dates posted in Canvas	30	SLO 4 D10.5, D10.7
Projects: In-class, Short Papers, Infographics, Discussion Boards	Times and dates posted in Canvas	20	SLO 6, SLO7 D10.3, D10.8
Quizzes	Random in-class and dates posted in Canvas	15	SLO 1, SLO 4, SLO 6, SLO 7 D10.2, D10.6, D10.7, D10.8
Attendance	Random class dates	5	

### Grade Calculation

This course uses the percent/weighted grading function in Canvas. The assignment groups are entered in the assignments page and add up to 100%. To avoid confusion, the grades summary is not shown until week nine, after most of the dropped quiz grades are recorded. The assignment group percentages mirror the weighting in the table above. Within each assignment group, a percentage is calculated by dividing the total points you earned by the total points possible for all assignments in that group. Examples are provided below-

If the assignment group "Projects" includes four assignments (e.g., in-class, short paper, infographics, discussion board) totaling 80 points, and you earn 72 points, you would earn 90% for the assignment group ( $72/80$ ). This percentage is then multiplied by the selected group weight. Each assignment group calculation is added together to create the final grade.

Five assignment groups (tests, presentations, projects, quizzes, attendance) are weighted at 30%, 30%, 20%, 15%, and 5%, respectively. The total score equation for a course with five assignment groups would be

(percentage tests x weight tests) + (percentage presentations x weight presentations) + (percentage projects x weight projects) + (percentage quizzes x weight quizzes) + (percentage attendance x weight attendance) = final course percentage. If you scored 92% on tests, 88% presentations, 90% projects, 98% quizzes, 100% attendance, the final score would be calculated as  $(.30 \times .92) + (.30 \times .88) + (.20 \times .90) + (.15 \times .98) + (.05 \times 1.00) = .917$ , or 91.7%.

The point system used (i.e., how do course points translate into letter grades). The cutoff point for an A is 93.00, not 95.00. Since 7 points is a generous spread for an A, there will be no rounding up for other grade increments, for example, a 92.99 is an A-.

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

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

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

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

#### Makeup Exams and Assignments:

Makeup exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Students will be permitted a reasonable amount of time for excused absences to make up the material or activities covered in their absence. If you miss a test and a makeup test is approved, the test will be made up before but no later than the next designated testing date.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

#### Technical Issues:

Any requests for makeups due to technical issues MUST include a UF Help Desk ticket number. You are required to contact the UF Helpdesk and obtain a "problem ticket number" to document your good faith further attempts to resolve the technical problem. In addition, you MUST email me within 24 hours of the technical difficulty—recommendations to avoid and document technical issues.

- Do not wait until the last minute. Know when the [assignment] is due and leave yourself plenty of time.
- [Finish your assignment] during Help Desk hours (<http://helpdesk.ufl.edu>) so that if you encounter problems, someone will be available to help you.
- Make sure you have a dependable internet connection.
- Use a current, updated browser and operating system.
- Make sure you read your instructions carefully before beginning the assignment.
- If you encounter any unexpected behavior (error messages, inability to log in, etc.), take a screenshot of the problem (Print Scrn) and paste (CTRL+V) into a program like Word or Paint. Save this file. This is important so that your instructor knows your problem is legitimate and to assist the UF Computing Help Desk in helping you fix the problem.
- If you encounter problems that prevent you from [completing the assignment], immediately call the UF Computing Help Desk at 352-392-4357. Keep the ticket number for future reference.

**Late Submissions:**

Late submissions are not encouraged but will be accepted for up to 7 days but with the following policies and penalty schedule:

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.

It may be possible to avoid a late penalty if you contact the instructor at least 24 hours in advance. You should email both the instructor and your teaching assistant and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments.

If your assignment is late, you will lose 10% each day. Thus, if an assignment is worth 30 points, you will lose 3 points for each late day. "Late" begins one minute after the due time (e.g., an assignment due at 8:34 AM is considered late at 8:35 AM). Penalties are as follows:

1 minute to 24 hours late	10% of maximum deducted from achieved grade
1 day + 1 minute late to 48 hours late	20% of maximum deducted from achieved grade
2 days + 1 minute late to 72 hours late	30% of maximum deducted from achieved grade
3 days + 1 minute late to 96 hours late	40% of maximum deducted from achieved grade
4 days + 1 minute late to 120 hours late	50% of maximum deducted from achieved grade
5 days + 1 minute late to 144 hours late	60% of maximum deducted from achieved grade
6 days + 1 minute late to 168 hours late	70% of maximum deducted from achieved grade
7 days + 1 minute late or longer	100% of maximum deducted from achieved grade

**NOTE: UPLOADING THE WRONG DOCUMENT IS THE SAME AS LATE**, even if you have documentation that you completed the document on time. **It is your responsibility to verify that you have uploaded the correct document.** (You should open or download your uploaded homework and double-or triple-check that you have uploaded the right one).

- There will be **no** exceptions to this policy.
- If you have uploaded the wrong document, and Canvas does not allow you to correct this, you should IMMEDIATELY send the correct document to Dr. Kates via email.
- 

Any requests for waiving late penalties 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 email your instructor within 24 hours of the technical difficulty if you wish to request a makeup.

**Policy Related to Required Class Attendance:**

Class attendance is a critical component of the learning process. Students are expected to be present for all classes since much of the material will be covered only once in class. Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy, see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Policy on Collaboration:**

Unless otherwise stated explicitly by written instructions, all coursework should be prepared individually. If you are unsure about what level of collaboration is appropriate, ask the instructor before beginning any graded assignment.

**Policy on Recording and Copyrights:**

"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."

---

## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior:**

#### **Electronic Device Policy: (if in-class)**

Use of electronic devices (laptops, tablets, and cell phones) is not permitted during guest lectures and student presentations. The necessity of classroom interaction in this course negates the usefulness of electronic devices as a note-taking device. The use of your electronic device during class can also prove distracting to your classmates, so please refrain from using your electronic device during class.

When use of electronic devices is permitted, please adhere to the following-

- Charge your device fully before coming to class.
- Set your laptop volume control to mute or off before coming to class.
- Do not engage in unauthorized communication or entertainment (web surfing, shopping, emailing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) during class unless it is part of the lesson.

#### **Online Etiquette:**

For further clarification about appropriate email, threads, chats, online collaborations, and cameras, please visit *Netiquette Guidelines*: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

#### **Guest Lecturers:**

If we have a guest lecturer this semester, please be respectful and participant, make sure to arrive on time, and refrain from staring at your phone and have your laptop closed.

#### **Attendance:**

Students are expected to arrive for class on time, be prepared and ready to participate in class discussions.

#### **Extra Credit:**

Rarely is extra credit offered, unless there is a situation where a student adds significant value to the class or an activity/event would add value to the students' educational experience.

#### **Makeup Work:**

Students are responsible for obtaining notes, handouts, and summary of the lesson/class activities from their team members if a class is missed. The syllabus and course schedule is subject to revision so remember to always check Canvas for updates if you missed class.



## Student Policy on Generative AI Assistance

Students may use AI technologies to complete coursework if they cite all such uses by naming the technology and how it was employed. Students assume full responsibility for all content, including errors and omissions. Assistive technology authorized as part of an accommodation for a disability is always permitted.

There are **limitations** to using AI assistance for various assignments and assessments in the course. Students will know before the due date of any limitations on using AI assistive technology. The following guide will be used and posted on the upper left side of the assignments.

### Green: Encouraged Use

- Students are actively encouraged to use AI tools.
- This could apply to assignments focusing on learning how to use AI effectively or where AI enhances the learning experience.

### Yellow: Conditional Use

- Students can use AI tools but with restrictions.
- For example, you might be allowed to use AI for data preprocessing or exploratory analysis but not for the assignment's core analysis or decision-making part.

### Red: Prohibited Use

- Students are explicitly forbidden from using AI tools for these assignments.
- This might apply to assessments where the primary goal is to assess individual understanding or skills without external assistance.

Students who fail to cite the use of AI assistive technology or use the technology disregarding specific course limitations are considered to be engaging in academic misconduct. This includes using AI on assignments, essays/reflection papers, exams, and quizzes when prohibited by course or college instructions. Such actions are considered cheating, and students are violating the UF Regulations 4.040 Student Honor Code and Student Conduct Code.

It is important to note that many generative AI models (e.g. ChatGPT, CoPilot, Google Bard etc) place any information that they are provided with into the public domain. When using such tools, you must therefore ensure that they are never provided with confidential information. UF AI systems (e.g., Co-Pilot, NaviGator) should never be provided with confidential information. To avoid doubt, using such tools is prohibited for generating any confidential communications, including, but not limited to, communications relating to patient records, clients, students, and intellectual property. You are also reminded to always review the terms and conditions of any third-party software you use (e.g., proofreading tools) to ensure that any data they are provided with is appropriately protected. Always verify information and sources generated by AI tools. AI has been known to generate false information and to cite non-existent sources. Also, because AI-generated text mines people's intellectual property without appropriate credit, this raises ethical concerns.

### How do I cite the use of generative AI assistance?

**At the bottom of your assignment, provide a detailed appendix.**

**Detailed Appendix:** Include an appendix with detailed information about your AI usage; this promotes accountability and allows instructors to understand how students leverage these tools.

- **A description of the AI tools used**, specifying the exact version (e.g., ChatGPT private subscription version, DALL-E free version, CoPilot).

- **An explanation of how the AI tools were used** and detail the specific applications (e.g., to generate ideas, to produce detailed explanations, to illustrations of key concepts, etc.).
- **An account of why the AI tools were used** and explain the reasons behind the use (e.g., to save time, to assist in brainstorming research topics, to create visual maps, outline key concepts and relationships, etc.).

### **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, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.



### **U Matter, We Care**

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress,



please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

### **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 website for more information: <http://www.counseling.ufl.edu>. Online and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter, We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center: (352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF. Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### **College of Public Health and Health Professions 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 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](http://www.multicultural.ufl.edu)