

University of Florida
 College of Public Health and Health Professions
 Syllabus
HAS 4430: Health Economics (3 Credit Hours)
 Spring, 2025
 Delivery Format: Online
 Course Site: [UF eLearning in Canvas](#)

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Teaching Team

INSTRUCTOR

Name: Yenan Zhu, PhD MS
 Room Number: HPNP 3105
 Phone Number: (352)273-5679
 Email Address: yanan.zhu@ufl.edu

Office Hours: Monday & Thursday at 12-1 pm or by appointment *[All office hours are provided through Zoom.]*

Preferred Communication: Email

Communication Response Plan: You can reach me at direct UFL email. Emails received on weekdays can expect a response within 24 to 48 hours. Your message is important to me. If you have not received a response within two days, please reach out to me again.

Prerequisites

Program / Major: Health Science

Previous Coursework: HAS 3111 and STA 2023 or equivalent.

Course Overview, Objectives, and Relation to Program Outcomes

COURSE OVERVIEW

This course explores the economic forces that shape our health to reveal the unexpected consequences of everyday choices. Topics include healthcare demand and supply, health insurance, information economics, innovation, policy analysis, and behavioral economics. Through practical applications, you will conduct vital economic analyses that can inform healthcare decision-making, assess policies, and address inequities.

COURSE OBJECTIVES AND / OR GOALS

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

- 1.0 **Health Economics Fundamentals:** *Simplify complex health situation using fundamental health economics theories to identify the causes of health phenomena and predict outcomes.*
- 2.0 **Health Markets:** *Critically assess the economic principles that underpin the supply and demand for healthcare services and comprehend implications, enabling informed decision-making.*
- 3.0 **Healthcare Policy Proposals:** *Engage in the critical evaluation of healthcare policy proposals and reforms employing an economic lens to predict their potential ramifications.*
- 4.0 **Healthcare Policy Impact:** *Analyze the role of health insurance and related policies in various healthcare systems to discern how they shape accessibility and the quality of care.*
- 5.0 **Healthcare Regulations:** *Assess the influence of governmental regulations on healthcare, considering both their advantageous and detrimental consequences.*
- 6.0 **Health Inequities:** *Analyze the economic dimensions of the ethical and social aspects of healthcare, with a particular emphasis on inequities in access, quality, and outcomes among marginalized populations.*
- 7.0 **Analytic Proficiency:** *Conduct rigorous economic analyses, including cost-effectiveness assessments and benefit-cost analyses, to prioritize healthcare decision-making.*

RELATION TO PROGRAM OUTCOMES

1. **Provide a foundation of health economics that gives students the tools to evaluate and predict the ramifications of both public and individual health behaviors.** This course evaluates the consequences arising from individual and public choices, exploring how economic principles challenge common assumptions about the true costs and benefits of obtaining health as well as their implications for equity. Through engaging real-world applications, our exploration will blend lectures, interactive discussions, and hands-on projects, this course fosters a dynamic learning environment to engage deeply with health economics, developing skills essential for understanding, evaluating, and shaping the future of healthcare systems. Active participation, critical thinking, and collaboration are encouraged.
2. **Assess multiple dimensions of financial performance to measure and improve the financial viability of healthcare organizations.** This course equips students with an understanding of economic principles specific to healthcare organizations and the broader healthcare sphere. Students learn how economic factors influence financial healthcare organizations by exploring topics such as supply and demand through real-world applications and case studies. The course delves into the economic forces shaping healthcare, to equip students with the ability to identify financial challenges, propose solutions, and enhance the overall financial viability of healthcare organizations.
3. **Apply health economics concepts to pricing, service demand, and risk analyses.** This course provides students with a foundation in health economics concepts. Students learn to apply economic theories to practical scenarios by exploring topics such as the supply and demand for health and healthcare, cost-benefit analysis, insurance, and governmental interventions. Students will gain the ability to understand and predict

the price and quantity implications of supply and demand fluctuations based on policy changes or government interventions, thereby contributing to informed decision-making within healthcare organizations.

Course Structure

DELIVERY FORMAT

ONLINE FULLY ASYNCHRONOUS

What is online learning and why is it important?

An online class uses a combination of technologies, media, and asynchronous 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 asynchronously with the teaching team and your peers via the eLearning in Canvas course site. Engaging and collaborating in online environments builds competencies critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course weekly throughout the semester. You must prepare for asynchronous interactions and peer collaborations by completing all reading and thoroughly reviewing all multimedia. This preparation gives you the knowledge or practice needed to engage in higher levels of learning through the asynchronous interactions and activities. If you are not consistently making time to engage with the course materials and complete the course assignments, you may struggle to keep pace, and it is unlikely that you will reach the higher learning goals of the course. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

What can you expect from me?

An announcement will be posted on Canvas every Monday, highlighting key topics for the week, providing reminders about upcoming deadlines, and sharing any relevant updates or changes to the course schedule. Office hours will be held twice a week via Zoom, where the students can drop in to discuss course materials, ask questions, or seek guidance on assignments. If the regular office hours do not fit your schedule, a one-on-one meeting is available by appointment.

INSTRUCTIONAL METHODS

This course is an asynchronous online course taught through Canvas with different weekly modules split up by content and due dates.

1. Lectures will expand upon the week's content (posted in Canvas).
2. Online learning resources such as videos and supplementary materials will be posted on the course Canvas page.
3. Textbook and supplemental readings will be assigned on Canvas.
4. A variety of assessments will be used to facilitate student learning, including real-world application projects, quizzes, and assignments.

COURSE MATERIALS AND TECHNOLOGY

REQUIRED TEXT

Bhattacharya J, Hyde T, Tu P. Health economics. Bloomsbury Publishing; 2014.

OTHER READINGS

Additional readings may be assigned throughout the semester. Please be sure to refer to the Canvas website for assigned readings. The readings will be discussed in class as time allows.

REQUIRED TECHNOLOGY

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 Khan Academy videos in a blended learning structure to ensure all students have a base of foundational microeconomics concepts (see Canvas assignments). Note: All Khan Academy content is available for free at [khanacademy.org](https://www.khanacademy.org).

Topical Outline / Schedule

<i>Week</i>	<i>Date(s)</i>	<i>Topic(s)</i>	<i>Reading(s) / Material(s)</i>	<i>Assignment(s)</i>
1	1/13 – 1/17	INTRO - Introductions - Review syllabus - General discussion of economics and how it applies to healthcare	Bhattacharya et al. Ch.1	Syllabus Quiz Week #1 Quiz: in-class activity
2	1/21 – 1/24	DEMAND FOR HEALTH I: HEALTHCARE	Bhattacharya et al. Ch.2	Week #2 Quiz: in-class activity Homework #1 Real-World Application Project #1
3	1/27 – 1/31	DEMAND FOR HEALTH II: THE GROSSMAN MODEL	Bhattacharya et al. Ch.3	Week #3 Quiz: in-class activity Homework #2
4	2/3 – 2/7	SOCIOECONOMIC DISPARITIES IN HEALTH	Bhattacharya et al. Ch.4	Week #4 Quiz: in-class activity Homework #3 Real-World Applications Project #2
5	2/10 – 2/14	DEMAND FOR INSURANCE	Bhattacharya et al. Ch.7	Week #5 Quiz: in-class activity Homework #4
6	2/17 – 2/21	SUPPLY OF HEALTH I: PHYSICIANS	Bhattacharya et al. Ch.5	Week #6 Quiz: in-class activity Homework #5
7	2/24 – 2/28	SUPPLY OF HEALTH II: HOSPITALS	Bhattacharya et al. Ch.6	Week #7 Quiz: in-class activity Homework #6 Real-World Applications Project #3
8	3/3 – 3/7	ADVERSE SELECTION	Bhattacharya et al. Ch.10	Week #8 Quiz: in-class activity

Week	Date(s)	Topic(s)	Reading(s) / Material(s)	Assignment(s)
9	3/10 – 3/14	MORAL HAZARD	Bhattacharya et al. Ch.11	Homework #7 Week #9 Quiz: in-class activity Homework #8 Real-World Applications Project #4
10	3/17 – 3/21	SPRING BREAK		
11	3/24 – 3/28	HEALTH INNOVATION	Bhattacharya et al. Ch.12 Bhattacharya et al. Ch.13	Week #11 Quiz: in-class activity Homework #9
12	3/31 – 4/4	HEALTH EXTERNALITIES	Bhattacharya et al. Ch.20	Real-World Applications Project #5
13	4/7 – 4/11	HEALTH ECONOMICS EVALUATION	Bhattacharya et al. Ch.14	Week #13 Quiz: in-class activity Homework #10
14	4/14 – 4/18	COMPARING HEALTHCARE SYSTEMS	Bhattacharya et al. Ch.16 Bhattacharya et al. Ch.17	Week #14 Quiz: in-class activity Homework #11
15	4/21 – 4/23	BEHAVIORAL ECONOMICS	Bhattacharya et al. Ch.18 Bhattacharya et al. Ch.23	Week #15 Quiz: in-class activity Homework #12 Real-World Applications Project #6
16	4/26 – 5/2			Online Engagement and Participation Final Grade

Academic Requirements and Grading

ASSIGNMENTS AND ASSESSMENTS

SYLLABUS QUIZ

Purpose and Objectives Assessed:

This quiz assesses student's understanding of the course structure, expectations, and academic integrity principles as fundamental groundwork for engaging with more complex health economics concepts throughout the course.

Task Description:

Review the course syllabus, course overview, and academic integrity materials thoroughly and complete the syllabus quiz to ensure a comprehensive understanding of the course requirements.

Submission Instructions:

Complete the quiz on Canvas.

Grading Criteria:

Points: 0

Percent of Final Grade: 0%

The quiz is required but ungraded, you must achieve a score of 100% to proceed to the course materials.

WEEKLY QUIZZES

Purpose and Objectives Assessed:

These quizzes primarily assess your grasp of the weekly course materials, focusing on the economic principles underpinning healthcare supply and demand.

Task Description:

Complete 13 quizzes on Canvas, which include a mix of multiple choice, short answer, and problem-solving questions based on weekly readings and materials.

Submission Instructions:

Quizzes are to be completed on Canvas before the designated due time each week.

Grading Criteria:

Points: 59

Percent of Final Grade: 25%

Each quiz offers multiple attempts, with only the highest score recorded. To accommodate unforeseen circumstances and ensure a fair assessment, the 3 lowest scores will be dropped. The final course grade will be determined based on the scores from the remaining 10 quizzes, offering flexibility and recognizing your commitment to continuous learning.

HOMEWORK ASSIGNMENTS

Purpose and Objectives Assessed:

These assignments are designed to enable students to apply health economics theories to practical and theoretical problems.

Task Description:

Complete a series of 12 homework assignments that involve calculations, analyses, and problem-solving related to key topics in health economics.

Submission Instructions:

Submit homework through Canvas as either a scanned image of handwritten work or a digital document before the specific deadline for each assignment.

Grading Criteria:

Points: 34

Percent of Final Grade: 25%

The best 10 out of 12 assignments will be counted (three lowest scores dropped). Assignments will be graded on accuracy, completeness, and clarity.

REAL-WORLD APPLICATION PROJECTS

Purpose and Objectives Assessed:

These projects assess the application of economic principles to real-world healthcare scenarios, focusing on policy impacts and regulatory influences.

Task Description:

Conduct in-depth economic analyses on specified healthcare scenarios through 6 projects, each requiring the creation of 1-3 PowerPoint slides or standalone infographics that demonstrate application of economic concepts to healthcare issues.

- **Project #1** Create Your Own Demand Curve
- **Project #2** Analyze SES Disparities

- **Project #3** Create Your Own Supply Curve
- **Project #4** Equilibrium with Supply and Demand Shifts
- **Project #5** Role of Externalities on Supply and Demand
- **Project #6** Economic Analysis of Healthcare

Submission Instructions:

Projects are to be submitted via Canvas. Each project should be presented in PowerPoint format, with clear, concise textual explanations on each slide.

Grading Criteria:

Points: 48

Percent of Final Grade: 40%

Each project is evaluated based on depth of analysis, creativity, and practical applicability, with detailed rubrics provided on Canvas for each assignment.

ONLINE ENGAGEMENT AND PARTICIPATION

Purpose and Objectives Assessed:

This assignment promotes a collaborative learning environment where students critically engage with economic topics and their peers' projects.

Task Description:

Participate actively in scheduled discussion forums and engage with your peers' real-world application projects. You are expected to contribute to discussions on key economic topics and provide constructive feedback on classmates' projects, which will enhance collective understanding and application of health economics principles.

Submission Instructions:

Engage in each scheduled discussion and peer review session as outlined on Canvas. Specific expectations for each discussion and peer feedback session will be detailed in the respective Canvas assignment postings.

Grading Criteria:

Percent of Final Grade: 10%

GRADING

GRADING SNAPSHOT

Requirement	Due Date(s)	Points	Percent of Final Grade
Syllabus Quiz	1/17 (Fri) at 5 pm	0	0%
Weekly Quizzes	Ongoing, Due Weekly	59	25%
Homework Assignments	Ongoing, Due Weekly	34	25%
Real-World Application Projects #1	1/27 (Mon) at 5 pm	8	6%
Real-World Application Projects #2	2/10 (Mon) at 5 pm	9	7%
Real-World Application Projects #3	3/3 (Mon) at 5 pm	9	6%
Real-World Application Projects #4	3/14 (Fri) at 5 pm	5	6%
Real-World Application Projects #5	4/7 (Mon) at 5 pm	7	7%
Real-World Application Projects #6	4/28 (Mon) at 5 pm	10	8%
Online Engagement and Participation	Ongoing		10%
		141	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+
<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

All quizzes in this course are administered online through Canvas and proctored electronically to maintain academic integrity.

ASSIGNMENTS AND PLAGIARISM DETECTION

For all written assignments constituting more than 15% of the final grade, a TurnItIn report is required to ensure originality. Assignments should have a similarity index of less than 20%. Scores between 20% and 40% will require a revision to reduce similarity, while scores over 40% may be subject to academic penalties unless justified by proper citations.

USE OF AI FOR GRADED ASSIGNMENTS

AI tools can be used for study aids, draft preparation, or understanding concepts, as long as all submissions are fundamentally and substantially your own work and properly cited. Submitting work that is not your own, including but not limited to directly copying AI-generated content, using AI to complete assignments, quizzes, or exams, and not disclosing the use of AI where required, constitutes academic dishonesty. Examples of academic dishonesty:

- Submitting an AI-generated essay without substantial personal contribution and modification.
- Using AI to complete or assist with exams without explicit permission.

LATE OR MISSING ASSIGNMENTS AND MAKE-UP WORK

EXCUSED ABSENCES

If you cannot meet a deadline for an excused absence as per university policies and have notified the instructor in advance, you will be given adequate time to make up the missed coursework.

UNEXCUSED ABSENCES

Missed work due to unexcused absences will not be eligible for make-up and may receive a grade of zero.

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

Active participation is essential for maximizing the learning experience in this course. Students are expected to engage thoughtfully with course materials, including lectures, readings, and interactive activities. Participation fosters a collaborative learning environment. Each student's contribution helps to enrich the dialogue and deepen the collective understanding of health economics concepts.

ETIQUETTE & CIVIL DISCOURSE WITHIN OUR LEARNING COMMUNITY

Students are expected to engage in discussions that are constructive and based on mutual respect. Language and behavior in all course interactions should be professional and supportive of a diverse group of peers. Inappropriate behavior includes but is not limited to disrespectful comments, ad hominem attacks, and dismissive feedback that can hinder the learning environment. Such actions not only disrupt the educational process but also erode the trust and respect necessary for a productive learning community. It is important that all communication, disagreements, and debates occur in a manner that supports learning and personal growth.

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

All email messages, threaded discussions, chats, and online collaborations should be conducted with professionalism and academic courtesy. Emails should include clear subject lines and be concise but informative. When participating in discussions, students should stay on topic and contribute constructively to the conversation. Inappropriate communications include off-topic posts, use of slang or informal language that may not be understood by all peers, and any form of harassment or discrimination. This behavior can lead to misunderstandings and conflict within the learning community, detracting from the educational goals of the course. The netiquette guide for online courses can be found [here](#).

ATTENDANCE / ABSENCE / LATE ARRIVAL / EARLY DEPARTURE

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

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 ONEUF

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 Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive those accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in

the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

COUNSELING AND STUDENT HEALTH

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

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 the 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 or another member of the Teaching Team.

