University of Florida
College of Public Health & Health Professions Syllabus

PHC 6000: Epidemiology Methods I (3 credit hours)

Semester: Spring 2025
Delivery Format: Online & On-campus
Wednesdays, 4:05 – 7:05PM, HPNP G-103
Course Website or E-Learning: *if applicable*

Instructor Name:	Drew A. Westmoreland, MSPH, PhD, Assistant Professor
Room Number:	CTRB #4234
Phone Number:	(352) 273-5468
Email Address:	westmorelanddrew@ufl.edu
Office Hours:	Zoom office hours, Thursdays 3:00 – 4:00PM; In-person, by appointment
Teaching Assistants:	*TBD*
Preferred Course Communications:	Email is the preferred mode of communication. Please use the email function in the e-learning website and adding "PHC 6000" in the subject line.

Prerequisites
PHC 6001 and PHC 6052, or permission from the instructor.

PURPOSE AND OUTCOME

Course Overview
This course extends concepts in the basic principles of epidemiology, conducting an in-depth examination of the theory of epidemiology and its application to epidemiologic research from problem conceptualization, study design, research conduct, to interpretation of findings.

Relation to Program Outcomes
This course meets the following professional competencies:

1. Evaluate scientific literature and synthesize the outcomes across studies, balancing limitations, and contributions of each study to identify the current status of evidence and meaningful gaps research.
2. Select an appropriate study design (basic to advanced) for a specific problem, as well as to articulate scientific and practical strengths and limitations of different designs.
3. Design a study by applying sound research methodology, including strategies aimed at minimizing measurement and selection/sampling bias and confounding effects.
4. Articulate research questions that advance scientific knowledge.
5. Interpret measures (e.g., frequency, disease burden, association, public health impact) and results from epidemiologic studies and draw appropriate inferences.

Course Objectives and/or Goals
Upon successful completion of this course, students should be able to:

1. Critically appraise published research studies,
2. Calculate and interpret basic epidemiologic measures,
3. Select and apply appropriate study designs to answer specific scientific questions,
4. Design research studies integrating principles of causal inference,

5. Explain the role of random error and bias in study internal and external validity,
6. Integrate and interpret epidemiologic evidence from multiple studies, and
7. Communicate epidemiologic methods in writing and verbally.

Instructional Methods

These instructional methods will be used throughout the course:

1. **Online Lectures:** Lectures will be posted to the e-learning website related to each course topic.
2. **Readings and Resources:** Readings and resources will be posted to the e-learning website in designated weekly modules. Readings will primarily focus on the two textbooks assigned for the course. Supplemental resources will be posted on an as-needed basis.
3. **Group Engagement:** Opportunities for peer-to-peer learning will be offered during the in-person class sections and guided by the instructor.
4. **Assessments:** Students will be graded on in-class worksheets, exercises, exams, and a research proposal.

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and in-person 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 in-person teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

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

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

All materials will be posted on the course e-learning website at least 1 week prior to class discussion to allow time to review the lectures and complete the readings prior to class.

Week/Date	Topic	Online Lectures	Readings/Resources	In-Class Activities	Assessments
1. 01/15/2025	Course Introduction	*Module 1 Lectures:* 1.1 Syllabus Review 1.2 Responsible Conduct of Research		Introductions Syllabus and RCR Q&A session	
2. 01/22/2025	Causal Inference	*Module 2 Lectures:* 1.1 Causal Models 1.2 Process of Scientific Inference	*Required Readings:* Epidemiology, Chapter 3, pgs. 30-44 Modern Epidemiology, Chapter 3, pgs. 33-37 *Recommended Readings:* Modern Epidemiology, Chapters 2 & 3, pgs. 17-48	Causal Inference Q&A Session In-Class Worksheet #1	1. Baseline Assessment, due 01/24/2025 by 11:59PM 2. In-Class Worksheet #1, due 01/24/2025 by 11:59PM
3. 01/29/2025	Measures of Disease Frequency and Association	*Module 3 Lectures:* 1.1 Mathematical Review 1.2 Prevalence and Incidence 1.3 Measures of effect/association	*Required Readings:* Epidemiology, Chapter 4, pgs. 45-74 *Recommended Reading:* Modern Epidemiology, Chapter 4, pgs. 54-57 “Types of Populations”; Chapter 4, pgs. 71-74 “Limitations and Generalizations of Basic Occurrence Measures”	Measures Q&A Session In-Class Worksheet #2	1. In-Class Worksheet #2, due 01/31/2025 by 11:59PM
4. 02/05/2025	Introduction to Study Designs and Experimental Studies	*Module 4 Lectures:* 1.1 Study Design Overview and Research Questions 1.2 Experimental Studies	*Required Reading:* Epidemiology, Chapter 12, pgs. 238-244 Modern Epidemiology, Chapter 6, pgs. 106-113	Causal Inference Q&A Session In-Class Worksheet #3	1. In-Class Worksheet #3, due 02/07/2025 by 11:59PM 2. Exercise #1, due 02/07/2025 by 11:59PM

Week/Date	Topic	Online Lectures	Readings/Resources	In-Class Activities	Assessments
5. 02/12/2025	Cohort Studies	*Module 5 Lecture:* 1.1 Cohort Studies	*Required Readings:* Epidemiology, Chapter 5, pgs. 75-94	Cohort Studies Q&A In-Class Worksheet #4	1. In-Class Worksheet #4, due 02/14/2025 by 11:59PM
6. 02/19/2025	Case-control Studies	*Module 6 Lecture:* 1.1 Case-control Studies	*Required Readings:* Epidemiology, Chapter 5, pgs. 94-108, 112-113 Modern Epidemiology, Chapter 8, pgs. 167-168 "Can a Person Be Selected Both as a Case and as a Control?"; pgs. 173-181	Case-control Studies Q&A In-Class Worksheet #5 Midterm Review	1. In-Class Worksheet #5, due 02/21/2025 by 11:59PM 2. Background and Research Question, due 02/14/2025 by 11:59PM
7. 02/26/2025	**MIDTERM EXAM** **HPNP G-103 4:05 – 7:05PM**				
8. 03/05/2025	Cross-sectional and Ecological Studies	*Module 8 Lectures:* 1.1 Cross-sectional studies 1.2 Ecological studies	*Required Readings:* Epidemiology, Chapter 5, pgs. 109-110 Modern Epidemiology, Chapter 6, pgs. 117-121	Cross-sectional Studies Q&A In-Class Worksheet #6	1. In-Class Worksheet #6, due 03/07/2025 by 11:59PM
9. 03/12/2025	Selection and Information Bias	*Module 9 Lectures:* 1.1 Selection bias 1.2 Information bias	*Required Readings:* Epidemiology, Chapter 6, pgs. 116-124 Modern Epidemiology, Chapter 13, pgs. 287-299; Chapter 14, pgs. 315-321, 327-330 *Recommended Readings:* Modern Epidemiology, Chapter 14, pgs. 321-327	Bias Q&A In-Class Worksheet #7	1. In-Class Worksheet #7, due 03/14/2025 by 11:59PM 2. Exercise #2, due 03/14/2025 by 11:59PM
SPRING BREAK 03/15/2025 – 03/22/2025					

Week/Date	Topic	Online Lectures	Readings/Resources	In-Class Activities	Assessments
10. 03/26/2025	Confounding	*Module 10 Lecture:* 1.1 Confounding	*Required Readings:* Epidemiology, Chapter 6, pgs. 124-140 *Recommended Readings:* Modern Epidemiology, Chapter 12, pgs. 276-281 "Simple Bias Analysis for Unmeasured Confounding"	Confounding Q&A In-Class Worksheet #8	1. In-Class Worksheet #8, due 03/28/2025 by 11:59PM
11. 04/02/2025	Data Analysis	*Module 11 Lecture:* 1.1 Point estimates and confidence intervals	*Required Readings:* Epidemiology, Chapters 7 & 8, pgs. 141-170	Analysis Q&A In-Class Worksheet #9	1. In-Class Worksheet #9, due 04/04/2025 by 11:59PM
12. 04/09/2025	Standardization and Effect Measure Modification	*Module 12 Lectures:* 1.1 Standardization	*Required Readings:* Epidemiology, Chapter 9, pgs. 171-192; Chapter 11, pgs. 217-228 Modern Epidemiology, Chapter 18, pg. 416 "Heterogeneity Versus Confounding"	Standardization and EMM Q&A In-Class Worksheet #10	1. In-Class Worksheet #10, due 04/11/2025 by 11:59PM
13. 04/16/2025	DAGS	*Module 13 Lecture:* 1.1 DAGs	*Required Readings:* Modern Epidemiology, Chapter 3, pgs. 38-42; Chapter 12, pgs. 264-268	DAGS Q&A In-Class Worksheet #11	1. In-Class Worksheet #11, due 04/18/2025 by 11:59PM 2. Exercise #3, due 04/18/2025 by 11:59PM 3. Research Proposal (full), due 04/18/2025 by 11:59PM
14. 04/23/2025	Material Review	*Module 14 Lecture:* 1.1 Exam Review		Exam Review	
04/30/2025	**FINAL EXAM** **5:30 – 7:30 PM Location To Be Confirmed**				

Course Materials and Technology

Course materials—other than the textbook—will be provided through the course website.

The required textbooks for the course are:

1. Rothman, K. J., Huybrechts, K. F., & Murray, E. J. (2024). Epidemiology: An Introduction, Third Edition. Oxford University Press. ISBN: 9780197751541.
    a. This book is available for purchase only.
2. Lash, T.L., VanderWeele, T.J., Haneuse, S., & Rothman, K.J. (2020). Modern Epidemiology, Fourth Edition. Lippincott Williams & Wilkins. ISBN: 978-1-45-119328-2.
    a. This book is available online through UF Libraries.

Technology needed for the course include:

- Laptop/computer access with internet access to connect to e-learning website.
- Non-programmable calculator (e.g., Texas Instruments TI-30X IIS) – can be purchased at a local retailor for approximately $15

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

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- https://helpdesk.ufl.edu/

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.

ACADEMIC REQUIREMENTS AND GRADING

Assessments

Baseline Assessment:
The baseline assessment is an individual assignment that students will complete on their own during the first week of class. The purpose of the baseline assessment is to identify knowledge and skill areas that may need to be strengthened in order to do well in the class. This assessment will be completed on the e-learning course website. Students will receive feedback on the baseline assessment to let them know which questions they answered correctly or incorrectly; however, this assessment will be graded based on completion only. To receive all 10 points, students must successfully submit the online baseline assessment by the due date listed in the course schedule.

In-Class Worksheets:
In-class worksheets will be individual or group-based worksheets designed to provide practice working with the material covered that week. In-class exercises will give students the opportunity to work through different problem sets with the instructor and teaching assistants available for assistance. To get credit for completing the worksheets, students will submit their final answers on the e-learning website in the appropriate assignment by the due dates listed in the course schedule. In-class worksheets will be graded for correct answers. There will be a total of 11 in-class worksheets worth 4 points each. Only the top 10 grades for the in-class worksheets will count toward the 40-point total (i.e., the lowest and/or missing in-class worksheet will be dropped). Answer keys for the in-class worksheets will be provided.

Exercises:
Exercises are individual work assignments that students will complete on their own outside of class. All exercises should be students' original work. Exercises are designed to assess students' understanding of topics covered in weeks prior and provide opportunities for feedback prior to examinations. To get credit for each exercise, students will submit their final answers on the e-learning website in the appropriate assignment by the due dates listed in the course schedule. Exercises will be graded for correct answers. Answer keys for the exercises will be provided.

Exams:
There will be two, in-class exams for the course to assess depth of understanding of the material. The exams will be closed-book except for a 1-page (8 ½" X 11" Standard Letter Paper) formula/note sheet that students may create and use. Exams will also be closed-technology (i.e., no cell phone, no laptops, etc.) with the exception of a non-programmable calculator (e.g., Texas Instruments TI-30X IIS). Scratch paper will be provided. The exam questions will consist of questions in different formats—e.g., multiple choice, short answer, calculations. The midterm examination will cover only material presented to that point in the class. The final will be cumulative, and students will be responsible for all material covered in the course.

Research Proposal:
Over the course of the class, students will complete a 2,500-word research proposal in a two-part submission.

The first assignment submission will be the "**Background and Research Question**." This will be a 750-word (maximum) document that will introduce the topic of the research proposal, provide background information, and identify the knowledge gap that the research proposal will fill. Students will also clearly articulate the research question that will be addressed in their proposal. A grading rubric for this assignment will be provided to students via the e-learning website.

The second assignment submission will be the **"full" research proposal**. This submission will include a resubmission of the "Background and Research Question" that incorporates the feedback provided by the instructor and TA(s). Students will also write an additional 1,750-words detailing the proposed study design, measures, data collection plan, and analysis plan that will be used to answer their proposed research question. A grading rubric for this assignment will be provided to students via the e-learning website.

Formatting for all components of the proposal will be:

- Normal, 1.0" margins
- Arial or Times New Roman font, 11-12pt
- Double-spaced

Documents will be submitted as .doc or .docx files **only** on the e-learning website in the appropriate assignment.

Grading

Requirement	Due date	Total Points (% of final grade)
Baseline Assessment	*See course schedule and assessment descriptions*	10 points (5%)
In-Class Exercises		40 points (20%)
Exercises		30 points (15%)
Examinations		100 points (50 %)
Research Proposal		20 points (10%)
Total		**200 points (100%)**

Point system used:

Percentage Earned	Letter Grade	Grade Points
93-100	A	4.0
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.0
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.0
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.0
60-62	D-	0.67
Below 60	E	0.0
--	WF	0.0
--	I	0.0
--	NG	0.0
--	S-U	0.0

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

More information on UF grading policy may be found at: https://gradcatalog.ufl.edu/graduate/regulations/#Grades

Exam Policy

Two, in-class examinations will be administered during the course: a mid-term examination (see course schedule) and a final examination, to be administered during the University designated time for this course. The exams will be closed-book except for a 1-page (8 ½" X 11" Standard Letter Paper) formula/note sheet that students may create and use. Exams will also be closed-technology (i.e., no cell phone, no laptops, etc.) except for a non-programmable calculator (e.g., Texas Instruments TI-30X IIS). Scratch paper will be provided. Pencil is recommended for exams.

Policy Related to Make Up Exams or Other Work

The instructor must be informed via email through the e-learning website of any requests for assessment extensions or make-up assignment requests due to illness, serious family emergency, military duty, life-threatening weather

conditions, religious holidays, special curricular requirements, professional development activities (e.g., scientific conference), or participation in official UF activities as early as possible prior to the assessment due date or no later than 24 hours after the due date. Please note, any requests for make-ups due to technical issues must be accompanied by the ticket number from PHHP IT when the problem occurred. The ticket number will document the time and date of the problem. The ticket and emailed make-up request must be submitted to the instructor within 24 hours of the technical difficulty if you wish to request an extension or make-up. All requests not meeting these requirements will be denied. Late submission of assignments without prior permission or for reasons not approved will result in a deduction of 10% from the grade for each day late. Approved assignment extensions or make-up assignments should be submitted to the instructor via the e-learning website by the new due date provided by the instructor.

If you have a scheduling conflict with the date of any of the course examinations, please discuss it with the instructor as soon as you are aware of the conflict. For rare and acceptable situations, arrangements may be made for an alternative time at which to take the examination. These arrangements need to be made ***as soon as possible in the semester but no later than two weeks prior to the scheduled examination date***. Late examinations will only be permitted at the discretion of the instructor (advanced notice in writing required and per applicable University of Florida policies). For unforeseen and exceedingly-rare circumstances, taking a make-up examination after the scheduled examination may be permitted.

Policy Related to Required Class Attendance

Students are expected to attend and participate in all classes. Attending and participating in all classes is the best way to ensure successful completion of the course. However, attendance will not be monitored. As a professional courtesy, please inform the instructor in advance if you are unable to attend a class. In-person attendance is required for examinations unless given prior approval and arrangements have been made (see Policy Related to Make Up Exams or Other Work).

Excused absences must be consistent with university policies in the Graduate Catalog (https://gradcatalog.ufl.edu/graduate/regulations/#Attendance%20Policies).

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

The classroom role of both instructors and students involves demonstrating attitudes, values, and behaviors consistent with public health professional standards. In the classroom, an environment conducive to learning is fostered through mutual respect among students and the instructional team. Behavior that jeopardizes that environment is inconsistent with professionalism and will not be tolerated. To ensure a focused learning environment, students are asked to limit excessive use of cellular/mobile phones during class. Students are also asked to refrain from using laptops, tablets, etc. to surf the web and/or any other activities not related to course during class time.

Communications Guidelines

Email is the preferred mode of communication for the course. Please use the email function within the e-learning website selecting the desired recipient(s)—instructor and/or TAs. Emails sent prior to 5:00PM on business days (Monday through Friday) will receive a response within 2-3 business days of receipt. If you do not receive a response within this timeframe, this was an oversight, and we ask that you resend your message to the intended recipient(s). In all correspondence related to this course, type “PHC 6000” in the subject line of your message followed by your more specific message in the body of the email. This will assist with identifying messages related to the course and facilitate timely feedback.

Other communication methods provided by the e-learning website can be used to facilitate collaborations and communication between students (e.g., threaded discussions, chats) though these communication methods will not be

regularly monitored by the instructor or TAs. Students are expected to use respectful and appropriate language in all posts or other communications using the e-learning website sent to or shared with other students and instructors.

Inquiries related to individual grades or grading—including individual assessment grades—should be discussed on a one-to-one basis during scheduled office hours or by making an appointment with the instructor.

Respectful and professional communication is essential for fostering a positive and productive learning environment. This applies to all interactions within the course, whether they occur in person, via email, or through Canvas.

Expectations for respectful communication and interaction include:

- Address the instructors and other students as they prefer to be addressed.
- Actively listen: When others are talking, be present and attentive.
- Follow the WAIT (Why Am I Talking?) concept: To ensure that everyone has a chance to contribute or ask questions in class, make sure that your comments and questions are on topic and that you do not interrupt other speakers. Try to avoid monopolizing discussions or answering all posed questions. Questions or comments that are very specific can be reserved for individual appointments or office hours.
- Keep an open mind: Acknowledge and inquire about the perspectives of others. Share your perspectives and listen to the perspectives of others. Respond thoughtfully when engaging with others.
- Be mindful of your verbal and nonverbal cues: Consider how your tone and volume might be interpreted by others. Also consider what message nonverbal cues (eye contact, posture, gestures, facial expressions, eye rolls) send.
- Keep your comments kind.

Disrespectful language (e.g., name-calling, insults, or offensive remarks)and behavior (e.g., shouting, hostile gestures, or other aggressive/confrontational behavior) will not be tolerated. Any instances of this will result in removal from class without warning.

Additional information about professional etiquette guidelines can be found here:
https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx

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:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
https://graduateschool.ufl.edu/work/handbook/

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

Use of AI Within the Course

The permission to use AI-based tools in this course will vary based on assessment (see below).

Baseline assessment, in-class worksheets, exercises, and exams:
All work submitted for these assessments must be the students' own work. Any use of generative AI tools, such as ChatGPT or Microsoft Copilot, on these assessments is prohibited. Assessments in this class have been designed to challenge students to develop critical-thinking, problem-solving, and epidemiologic skills. Using AI technology will limit students' capacity to develop these skills and to meet the learning objectives of this course.

Research proposal:
Students are permitted to use AI-based tools, such as ChatGPT or Microsoft Copilot, to assist them with their research proposals. The use of these tools is limited to,

1) Creating initial summaries of research topics to aid in proposal topic generation;
2) Editing (including grammar, spelling, and style checks);
3) Creating and managing citation lists; or
4) Developing figures and images.

Students may not use AI-based tools to write, in part or whole, their research proposals. This must still be the student's original work. All sources, including AI tools, must be properly cited. If you choose to use AI-based tools, you must include an acknowledgement statement detailing how these tools were used in the proposal preparation. The acknowledgement statement must include the following information: AI-based tool, software, or program name; version number; publisher; year; access date; URL; and the prompt text. Please note that AI results can be dated, biased, and inaccurate. It is up to the student to ensure that the information they are using from AI is up-to-date, accurate, and attributed to the proper sources. Students are also responsible for ensuring that AI-based tools do not violate any copyright or intellectual property laws. Students may also want to give consideration to the privacy of the information you are sharing with AI; Many AI tools will use and share the information that you give to them.

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 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: https://phhp.ufl.edu/policy-classroom-guests-of-students/

Online Faculty Course Evaluation Process

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 at https://gatorevals.aa.ufl.edu/students/ . 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 https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

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

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- *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.

- *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.

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

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act."