

University of Florida
College of Public Health & Health Professions Syllabus

PSY 4930: Special Topics in Psychology
Resilience in Children with Chronic Health Conditions (Honors)

3 Credit Hours
Semester: Spring 2025, Mondays 3:00pm-6:00pm
Delivery Format: In-Person
Location: HPNP G-1102
Course Website: <https://eLearning.ufl.edu/> (Canvas)

Instructor Information

Instructor Name: Sarah Westen, Ph.D.
Room (Office) Number: HPNP 3177
Phone Number: 352-273-6029
Email Address: westens@phttp.ufl.edu
Office Hours: By appointment
Preferred Course Communications: eLearning (Canvas)

Prerequisites

PSY 2012 General Psychology

Purpose and Outcome

Purpose:

Resilience in Children with Chronic Health Conditions is designed to provide students with (1) an overview of common pediatric chronic illnesses; (2) an overview of resilience and how resilience-building approaches are applied to the psychological treatment of pediatric chronic illnesses; and (3) an examination of resilience theory, assessment, and promotion efforts through a review of psychological literature. A special focus will be on the interactive nature of resilience and health outcomes, with discussion on how this interactive relationship is compounded by factors such as socioeconomic status, race/ethnicity, access to care, and engagement in illness management.

Relation to program outcomes:

This course serves as a 3-credit upper-level honors elective course within clinical and health psychology at the University of Florida. The early-stage developmental focus will support learning objectives that are applicable to a range of clinical and health profession degrees including public health, psychology, pre-medicine, health sciences, and early development undergraduate training programs.

Specific Objectives

After successfully completing PSY4930, the student will have:

- Gained a broad understanding of the concept of resilience as it relates to living with a pediatric chronic illness, on the individual, family, and society levels.
 - Acquired understanding of how resilience impacts disease outcomes in common pediatric chronic illnesses.
 - Learned the role of pediatric psychologists in the clinical intervention of building resilience, with an emphasis on disease-specific evidence-based concepts.
 - Learned the role of pediatric psychologists in building resilience theory, assessment approaches based on resilience models, and resilience promotion efforts.
 - Gained a broad understanding of barriers that impact resilience in pediatric chronic illness populations, such as difficulties with access to care.
 - Acquired practice reading and critiquing scientific literature related to resilience in common pediatric chronic illnesses.
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Instructional Methods

This course will be conducted in-person. All course content will be provided through live lectures; recorded lectures; assigned readings; and other posted assignments, materials, or discussions. To ensure student understanding and attention to material, students will participate in lecture quizzes for several modules, two exams, and extend learning beyond course content through assignments.

This is a highly structured and content-paced course, meaning that you cannot progress to the next module until you have completed the prior one. Quizzes, assignments, and exams are locked by date, so it is *critically* important that you stay up to date and complete your modules each week. It is expected that students will complete all quizzes, exams, and assignments on their own – with no outside help from others unless noted (i.e., group assignments) or specifically discussed with the course instructor. All quizzes, exams, and assignments will be completed and submitted online via Canvas.

The format of this course will be primarily lectures, given by the course instructor. Students are strongly encouraged to ask questions, comment on, and discuss the material presented. Effort will be given to provide engaging and participatory lectures.

Description of Course Content

Please refer to the eLearning (Canvas) course website which breaks down each week with a review of readings, quizzes, exams, and/or assignments due. **The course will be published in Canvas by 1/13/25 at 3:00pm ET.** Links to any recorded lectures and other resources will be provided under the appropriate week's module. Readings, with the exception of the textbook, will be accessible via eLearning and are cited below. Additional readings beyond those listed may be uploaded based on class interest, guest lecturers, or updates in research. It is required that readings are completed prior to attending class and/or viewing lectures. Lectures will serve as a summary and application of readings. This schedule and dates where attendance is graded are subject to change due to instructor planning; please plan on attending every class. Check eLearning at least weekly for updates, announcements, and inbox messages.

<u>Week</u>	<u>Class Date</u>	<u>Topic</u>	<u>Textbook Chapter Readings</u> (to be completed before class)	<u>Additional Readings**</u> (to be completed before class) <i>Additional readings may be uploaded to eLearning based on interest or research updates. Please check eLearning.</i>	<u>Quizzes/Exams</u> <i>Quizzes and exams will be administered in eLearning using Lockdown Browser during class. You must be present to receive credit.</i>	<u>Assignments</u> <i>See eLearning for any additional lectures, readings, or assignments updated throughout the semester.</i>
1*	1/13/25	Course Overview Introduction to Pediatric Psychology and Resilience	Preface, 1	Masten & Barnes (2018)		
2	1/20/25	Holiday – No Class				
3*	1/27/25	Health Promotion in Children & the Biopsychosocial Model Epilepsy	40, 25	Modi et al. (2012) Hilliard et al. (2015)	Quiz 1 covering content from Weeks 1 and 3	

4	2/3/25 PRE-RECORDED ONLINE CLASS	Families and Other Systems Asthma	43, 18	Kionis- Mitchell et al. (2015)	Quiz 2 open 2/3/25 at 3:00pm; closes 2/3/25 at 6:00pm		
5*	2/10/25	Adherence to Treatment Regimens Type 1 Diabetes	10, 20	Rohan et al. (2015) Lord et al. (2015)	Quiz 3	Assignment 1 Due 2/17/25 at 3:00pm	
6*	2/17/25	Research Design Pain	4, 11	Cousins et al. (2015)	Quiz 4	DUE: Assignment 1 Due 2/17/25 at 3:00pm	
7*	2/24/25	Ethical and Legal Issues Pediatric Cancer Exam 1 Review	2, 22	Van Schoors et al. (2015)	Quiz 5	Assignment 2 Due 3/3/25 at 3:00pm	
8	3/3/25	Exam 1			Exam 1	DUE: Assignment 2 Due 3/3/25 at 3:00pm	
9*	3/10/25	Culture and Diversity Issues Racial and Ethnic Health Disparities Sickle Cell Disease	7, 38, 21	Schnierle et al. (2019)	Quiz 6		
10	3/17/25	Spring Break – No Class					
11*	3/24/25	Rural Health Obesity Prevention	45, 32	Schnierle et al. (2019)	Quiz 7	Assignment 3 Due 3/31/25 at 3:00pm	
12*	3/31/25	Organ Transplantation	41, 28	Plevinsky et al. (2020)	Quiz 8	DUE: Assignment 3 Due 3/31/25 at 3:00pm	
13*	4/7/25	Schools and Re- Integration into Schools Sleep	44, 35	Kemper et al. (2015)	Quiz 9	Assignment 4 Due 4/14/25 at 6:00pm	
14	4/14/25 No In-Person Class	No In-Person Class Work on: Assignment 4, Exam 2 Preparation					DUE: Assignment 4 Due 4/14/25 at 6:00pm
15*	4/21/25	IBD Transition Exam 2 Review	29, 47	Carlsen et al. (2017)	Quiz 10		
Final Exam	4/30/25	Exam 2 3:00-5:00pm			Exam 2		

***An Asterix (*) next to the week number indicates that an attendance grade will be determined based on your presence and participation in the lecture and class discussion for the designated class period.**

****Complete List of Additional Course Readings:**

1. Carlsen, K., Haddad, N., Gordon, J., Phan, B. L., Pittman, N., Benkov, K., Dubinsky, M. C., & Keefer, L. (2017). Self-Efficacy and Resilience are Useful Predictors of Transition Readiness Scores in Adolescents with Inflammatory Bowel Diseases. *Inflammatory Bowel Diseases*, 23(3): 341-346. <http://doi.org/10.1097/MIB.0000000000001038>.
2. Cousins, L. A., Klapurakkel, S., Cohen, L. L., Simons, L. E. (2015). Topical Review: Resilience Resources and Mechanisms in Pediatric Chronic Pain. *Journal of Pediatric Psychology*, 40(9), 840-845. <http://doi.org/10.1093/jpepsy/jsv037>.
3. Hilliard, M. E., McQuaid, E. L., Nabors, L., & Hood, K. K. (2015). Resilience in Youth and Families Living with Pediatric Health and Developmental Conditions: Introduction to the Special Issue on Resilience. *Journal of Pediatric Psychology*, 40(9), 835-839. <http://doi.org/10.1093/jpepsy/jsv072>
4. Kemper, K. J., Mo, X., & Khayat, R. (2015). Are Mindfulness and Self-Compassion Associated with Sleep and Resilience in Health Professionals? *The Journal of Alternative and Complementary Medicine*, 21(8), 496-503. <http://doi.org/10.1089/acm.2014.0281>.
5. Kionis-Mitchell, D., Kopel, S. J., Boergers, J., McQuaid, E. L., Esteban, C. A., Seifer, R., Fritz, G. K., Beltran, A. J., Klein, R. B., & LeBourgeois, M. (2015). Good Sleep Health in Urban Children with Asthma: A Risk and Resilience Approach. *Journal of Pediatric Psychology*, 40(9), 888-903. <http://doi.org/10.1093/jpepsy/jsv046>.
6. Lord, J. H., Rumburg, T. M., & Jaser, S. S. (2015). Staying Positive: Positive Affect as a Predictor of Resilience in Adolescents with Type 1 Diabetes. *Journal of Pediatric Psychology*, 40(9), 968-977. <http://doi.org/10.1093/jpepsy/jsv042>.
7. Masten, A. S., & Barnes, A. J. (2018). Resilience in Children: Developmental Perspectives. *Children*, 5(7), 98, 1-16. <https://doi.org/10.3390/children5070098>
8. Modi, A. C., Pai, A. L. Hommel, K. A., Hood, K. K., Cortina, S., Hilliard, M. E., Guilfoyle, S. M., Gray, W. N., & Drotar, D. (2012). *Pediatrics*, 129(2), e473-e485. <https://doi.org/10.1542/peds.2011-1635>
9. Plevinsky, J. M., Carmody, J. K., Gamwell, K. L., & Ghosh, S. (2020). The Impact of COVID-19 on Pediatric Adherence and Self-Management. *Journal of Pediatric Psychology*, 45(9): 977-982. <http://doi.org/10.1093/jpepsy/jsaa079>.
10. Rohan, J. M., Huang, B., Shroff Pendley, J., Delamater, A., Dolan, L., Reeves, G., & Drotar, D. (2015). Predicting Health Resilience in Pediatric Type 1 Diabetes: A Test of the Resilience Model Framework. *Journal of Pediatric Psychology*, 40(9), 956-967. <http://doi.org/10.1093/jpepsy/jsv061>.
11. Schnierle, J., Christian-Braithwaite, N., & Louisias, M. (2019). Implicit Bias: What Every Pediatrician Should Know About the Effects of Bias on Health and Future Directions. *Current Problems in Pediatric Adolescent Health Care*, 49: 34-44. <http://doi.org/10.1016/j.cppeds.2019.01.003>.
12. Van Schoors, M. V., Caes, L., Verhofstadt, L. L., Goubert, L., & Alderfer, M. A. (2015). Systematic Review: Family Resilience After Pediatric Cancer Diagnosis. *Journal of Pediatric Psychology*, 40(9), 856-868. <http://doi.org/10.1093/jpepsy/jsv055>.

Course Materials and Technology

- **Required Textbook:** Roberts, M. C. & Steele, R. G. (2017). *Handbook of Pediatric Psychology*. (5th Edition). New York: The Guilford Press. ISBN # 9781462529780
 - **Additional readings:** as indicated will be made available via eLearning.
 - **Electronic Device:** Although this is an in-person course, there will also be online or scheduled assignments, quizzes or exams administered via eLearning (as described within this syllabus). An electronic device with
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internet, Zoom, and eLearning capabilities is required (e.g., laptop, tablet). Please contact the UF Computer Help Desk (contact information below) if you have questions or concerns regarding your device's capabilities.

- **ELearning:** eLearning is the course management system that you will use for this course. eLearning is accessed by using your Gatorlink account name and password at eLearning.ufl.edu. There are several tutorials and student help links on the ELearning login site. Quizzes and exams will require use of eLearning's lock-down browser feature.
- If you have technical questions with your electronic device or the eLearning website, call the UF Computer Help Desk at 352-392-HELP or send email to helpdesk@ufl.edu. You are responsible for checking your account prior to each class to determine how you should prepare for the upcoming class.

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

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

The Respondus LockDown Browser

Use of The Respondus LockDown Browser will be required for quizzes and exams in this course. Please see details below for requirements to use these services. It is important that you plan ahead to ensure you have met all system and technology requirements to successfully use these services prior to quiz and exam deadlines.

The Respondus LockDown Browser:

For graded quizzes and exams, this course will use The Respondus LockDown Browser. If your quiz or exam requires the use of this browser, it will say "requires use of the LockDown browser" in the title and you will not be able to begin in a traditional browser. If you have not already installed the browser, you will be given a link to download the browser, or you may install the browser at any time from the following link:

<http://www.respondus.com/lockdown/information.pl?ID=364713981>

(All UF Computer Labs have LockDown browser installed.) Once you have installed the browser, you may use it for all future quizzes requiring the use of the LockDown browser. Once you have installed the browser on your computer, open the LockDown browser. It will open directly to the eLearning log-in page. Click login in the upper right corner and login using your Gatorlink username and password. You will then be in eLearning. Go to the course where the test is being given and begin the quiz. You want to make sure you have a strong, reliable internet connection when using LockDown browser. It is not recommended to take the quiz from a cafe or other open wireless connection. When taking a quiz or exam in the LockDown browser, your computer will be disabled for all purposes except for taking the quiz or exam. You cannot visit another website, open another application, copy/print any screen. The only way to get out of the LockDown browser is to submit your quiz or exam.

Quiz and Exam Rules:

- Quizzes and exams will be administered as described in the course schedule.
- Quizzes and exams are closed book, closed notes.
- Quizzes and exams are to be completed independently.
- No extra materials are allowed unless provided by the instructor.
- All quizzes and exams must be completed in-person during class, unless prior arrangements are made by or with the instructor.

Support:

- Respondus LockDown Browser: If you encounter technical difficulties while taking a test using the LockDown browser, call the Help Desk (352) 392-4357 immediately. For more information, visit https://lss.at.ufl.edu/help/Student_Help.

Academic Requirements and Grading

Quizzes:

There will be ten quizzes in this course, each will be worth 2% of your grade. Quizzes therefore count for a total of 20% of the final grade. The format of quizzes will be multiple choice, true/false, and/or free response. Students are allowed one make-up quiz per semester due to an unexcused absence; make-up quiz procedures and deadlines will be coordinated by the instructor; quiz make-ups must be completed within one week of the original deadline. Otherwise, there will be no make-up quizzes, except in the event of approved excused absences (i.e., illness with physician note); other documented absences may or may not be approved pending decision by the instructor. Quizzes will not be

cumulative and will cover material from readings, lectures, assignments, and discussions during the week they are assigned or as specified. Quizzes are closed book, to be completed independently, and no notes are allowed. Use of Respondus Lockdown Browser is required for all graded quizzes. Quizzes are to be completed in the classroom and monitored by the instructor (unless otherwise specified); do not leave the room until your quiz is successfully submitted or your grade may be converted to a zero. Quizzes not completed during the open period or quizzes (beyond one as described above) missed due to unexcused absences will be given a zero.

Quizzes will be completed at the end of each class period. Students with approved accommodations which apply to testing (e.g., extra time) may opt to take quizzes in class (with extended time provided, if applicable) if other approved accommodations can be reasonably met in the classroom; otherwise, these students must coordinate quiz scheduling at the Disability Resource Center with the instructor as early on in the semester as possible.

Exams:

There are two exams in this course, each is worth 25% of your final course grade. Exams therefore count for a total of 50% of the final grade. Exams will be administered in-person during class using Lockdown Browser on Canvas. Exams must be submitted prior to the end of the open period. The format of exams will be multiple choice, true/false, free response, and/or short answer essay. There will be no make-up exams, except for documented medical reasons (i.e., physician note) or other documented excused absences; other documented emergencies may or may not be approved pending decision by the instructor and contingent upon UF guidelines. If you miss an exam, you will receive a score of zero on that exam. Students who are unable to complete either exam on the date/time specified may request arrangements to take the exam early, pending approval by the instructor. Such requests should be submitted in writing to the instructor as early as possible in the semester; these arrangements must be made early in the semester or they will not be considered. Exams will cover material from readings, lectures, assignments, quizzes, and discussions. Exam 1 will primarily cover information from the first half of the course and Exam 2 will primarily cover information from the second half of the course, though overarching themes may be included on either exam that discuss content throughout the semester. Exams are closed book, to be completed independently, and no notes are allowed. Exams require the use of Respondus Lockdown Browser.

Students with approved accommodations which apply to testing (e.g., extra time) must coordinate exam scheduling at the Disability Resource Center with the instructor as early on in the semester as possible.

Assignments Submitted to eLearning:

There will be four assignments in this course. Assignments will vary in nature; for example, they may include online discussion board posts or follow-up work such as short essays that reflect application of readings and course lectures. Detailed instructions for each assignment will be provided in eLearning. These assignments will each be worth 5% of your grade, for a total of 20% of the final grade. Late assignments will not be accepted, except in the case of documented medical reasons (i.e., physician note); other documented emergencies may or may not be approved pending decision by the instructor.

Assignment 1

Assignment 1 is due 2/17/25 at 3:00pm. It must be submitted in the Assignments tab of eLearning (Canvas) to be considered complete. No late assignments will be accepted. For this assignment, please discuss/answer the points under "Your Task" below. You may either answer directly into eLearning under Assignment 1, or attach to the Assignment as a Word document. Your entire response (all 4 sections) should be around 1-1.5 pages, 12-point font, single spaced. (Points will not be deducted for going under or over as long as you answer the question thoroughly). MLA format with in-text citations and a Bibliography are appropriate. The assignment is graded out of 100 points.

So far in Resilience in Children with Chronic Health Conditions, we have covered the following topics:

1. Introduction to the Field of Pediatric Psychology
 2. Historical Developments and Trends in Pediatric Psychology
 3. Health Promotion in Children
 4. Biopsychosocial Model
 5. Families and Other Systems
 6. Developmental Perspectives of Resilience in Children (Masten & Barnes, 2018)
 7. Pediatric Self-Management Model (Modi et al., 2012)
 8. Resilience in Chronic Illnesses – Intro to Special Issue (Hilliard et al., 2015)
 9. Sleep & Resilience in Asthma (Koinis-Mitchell et al., 2015)
 10. Epilepsy
 11. Asthma
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Your Task:

1. Define resilience as presented in Masten & Barnes (2018) and Hilliard et al. (2015). Discuss why a single unifying definition of resilience is complicated in nature.
2. Choose either pediatric epilepsy or pediatric asthma. Then:
 1. [25 points] Describe the disease using a definition or criteria for diagnosis, prevalence rates, symptoms, and treatment.
 2. [25 points] Describe the biopsychosocial model and discuss how it may apply to resilience promotion within this disease.
 3. [25 points] Discuss the role of the family microsystem in disease management and resilience. For this, consider the Modi et al. (2012) Pediatric Self-Management Model and the family microsystem section in Chapter 43.
 4. [25 points] Describe the potential roles of a pediatric psychologist in illness management and resilience promotion.

Assignment 2

Assignment 2 is due 3/3/25 at 3:00pm. It must be submitted in the Assignments tab of eLearning (Canvas) to be considered complete. You may either answer directly into Canvas under Assignment 2, or attach to the Assignment as a Word document. No late assignments will be accepted.

Your entire response should be around 400-500 words (500 words is about 1 page, 12-point font, single-spaced). Points will not be deducted for going under or over this word count, but please note that you should succinctly answer. MLA format with in-text citations and a Bibliography are appropriate. The assignment is graded out of 100 points.

Your Task:

In Week 5, we discussed adherence/self-management and resilience. I presented a supplemental lecture on the type 1 diabetes treatment regimen. You may have noticed that the daily management required to maintain health outcomes in type 1 diabetes is rigorous and demanding. Other diseases we have covered in class may also involve consistent and rigorous treatment planning and delivery, which often involves family members' assistance. In Week 7, we discussed ethical and legal issues related to pediatric chronic illnesses. You learned about issues such as informed consent, confidentiality, and medical decision making; and, you learned about the added complexity surrounding these issues when working with children.

Given this, please answer the following questions.

1. (30 points) How do you think the demanding nature of a disease regimen may impact a child/family's adherence and resilience promotion?
2. (30 points) Discuss how ethical and legal issues (e.g., informed consent, confidentiality, medical decision making, and/or thinking about issues of bioethics in children/adolescents) may impact a child's adherence and resilience promotion.
3. (40 points) Tell me briefly about your future career goals. How might learning about disease regimens and resilience promotion be helpful in your future career? If you do not plan to go into medicine/psychology – that's ok! Might there still be human behavior or health promotion knowledge gained in this class that could generalize to your career path?

Assignment 3

Assignment 3, Part I is due at the end of class on 3/24/25. Assignment 3, Part II is due 3/31/25 at 3:00pm. It must be submitted in the Assignments tab of eLearning (Canvas) to be considered complete. You may either answer directly into Canvas under Assignment 1, or attach to the Assignment as a Word document. No late assignments will be accepted.

In Week 9 and Week 11, you read the paper "Implicit Bias: What Every Pediatrician Should Know about the Effect of Bias on Health and Future Directions" by Schnierle, Cristian-Brathwaite, & Louisias (2019). The purpose of this assignment is to help you critically think about the topics raised in this paper and how they may impact pediatric psychology and resilience promotion.

Your Task:

- 1) During class on 3/24/25, we will break out into small groups to discuss the reading. You will assign a group leader to post a discussion summary on behalf of your group to a discussion board thread here on Canvas. You may discuss
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implicit biases and how they may impact pediatric psychology and resilience. You may wish to share hypothetical examples. Or, you may just wish to share your reflections of the article. Only one post is needed per group. Your post can be short - 3 or 4 sentences is fine. This is just meant to engage you as a class. Please post by the end of our class period on 3/24/25. (10 points)

2) In an individual written assignment, due on eLearning on 3/31/25 at 3:00pm, please submit answers to the following questions. Aim for 1-2 pages, 12-point font, single spaced. MLA format with in-text citations and a Bibliography are appropriate. More is not always better - keep answers succinct but make sure you answer the question. (90 points)

1. Define implicit bias. (5 points)
2. Why should we care about implicit bias in pediatric psychology? (The article spoke about medicine, but translate themes and critically think how this applies to pediatric psychology). (20 points)
3. Discuss whether implicit bias is associated with worse health outcomes, based on the paper. (10 points)
4. Discuss how you think implicit bias may affect resilience promotion in pediatric psychology. (25 points)
5. Discuss how culture/diversity issues and racial/ethnic health disparities could intersect with implicit bias. (30 points)

The Discussion board post will be graded for completion and will be worth 10% of your assignment grade. The other 90% of your points will come from your individual submission within Assignment 3.

Assignment 4

Assignment 4 is due 4/14/25 at 6:00pm. It must be submitted in the Assignments tab of eLearning (Canvas) to be considered complete. You may either answer directly into Canvas under Assignment 1, or attach to the Assignment as a Word document. No late assignments will be accepted.

Throughout this course, we have discussed factors which impact resilience in various pediatric chronic illness populations. Now, I'd like to switch focus to resilience in health professionals! Many of you are planning careers in a health profession. Your resilience is important, too. As we learned in Week 14, sleep is an important factor in building resilience. Also in Week 13, you read the article "Are Mindfulness and Self-Compassion Associated with Sleep and Resilience in Health Professionals?" by Kemper, Mo, & Khayat. For this assignment, I'd like you to reflect on sleep and self-compassion and describe how you think a healthcare provider's own resilience may impact the care of the patients they treat.

To do this, answer the following questions. These are largely opinion-based questions, but please do refer to the lecture/book or Kemper paper to cite facts about sleep and resilience as appropriate. Aim for 1 page, 12-point font, single spaced. MLA format with in-text citations and a Bibliography are appropriate.

1. How do you think a healthcare provider's sleep health may impact their own resilience? (30 points)
2. How do you think a healthcare provider's self-compassion may impact their own resilience? (30 points)
3. How do you think a healthcare provider's own resilience impacts that of their patients? (40 points)

Attendance:

An Asterix next to the week number on the course calendar signifies that attendance will be taken in class and count towards your course grade, as described below. Each class period's attendance is worth 1% of your final course grade; as such, attendance counts for a total of 10% of your final course grade. Given that this is an upper-level elective course, class attendance is expected, not optional. If you do miss a class, it will be your responsibility to makeup missed work and to schedule office hours as needed to discuss content from that class. You are expected to arrive to class on time, participate, and stay until dismissed in order to earn your attendance credit. Attendance credit will automatically be given for excused absence(s); documentation of the excused absence reason may be required. If you know you must miss class for an unexcused reason, please notify the instructor as early as possible. Attendance credit may be made up for one unexcused absence per semester at the discretion of the instructor and will require make-up completion of in-class activities (e.g., watching the recorded lecture, completion of discussion board assignments). Attendance credit may be made up for additional unexcused absences at the discretion of the instructor and may require make-up completion of in-class activities (e.g., watching the recorded lecture, completion of discussion board assignments).

Grading

Snapshot View:

<u>Requirement</u>	<u>Number Throughout Semester</u>	<u>Total % of Final Grade</u>
Exams	2	50%
Quizzes	10	20%
Assignments	4	20%
Attendance	10	10%
Total Points		100%

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

Example:

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for the Bachelor of Health Science Program. A minimum grade of C is required for general education course credit.

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

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Policies

Quiz and Exam Policy:

All quizzes and exams will be completed in-person during the scheduled time online in eLearning using Respondus Lockdown Browser, unless instructed otherwise by the course instructor. Paper quizzes or exams may be requested to the instructor by the student. Quizzes and exams will be set-up such that you cannot access other browsers or windows on your device while the quiz or exam is in session. Quizzes and exams are closed-book, to be completed independently, and no notes will be allowed. Quizzes and exams will consist of multiple choice, true/false, and/or short answer essay questions. They are not cumulative; though, broad-based concepts that extend over multiple weeks of the course may be included.

Policy Related to Make up Quizzes, Exams, or Other Work:

I expect you to attend and to be prepared to participate in all class sessions. Personal issues with respect to fulfillment of course requirements will be handled on an individual basis. If you must miss a quiz or exam because of a foreseeable conflict (i.e., professional conference, athletic competition, religious observance, etc.) you are expected to notify me immediately to set-up alternative arrangements *prior (whenever possible)* to the quiz or exam date. If a student is not in class for a quiz or exam due to an illness or medical emergency, they will be required to provide a statement from their healthcare provider documenting the illness or medical emergency. A make-up quiz or exam will be provided the first day the student returns to their normal class schedule or at the earliest convenience of the instructor. Please see the Academic Requirements and Grading – Quizzes and Exams section above for more details. Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

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

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here:

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

Reporting illnesses and family emergencies:

In the event you experience an unexpected illness, family, or otherwise personal emergency please notify me immediately to set-up alternative arrangements.

The UF Religious Holidays Policy is available at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#religious>

For University of Florida Students, the following guidelines apply:

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

Any requests for make-ups 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 e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Incomplete Grades:

An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has 1) completed a major portion of the course with a passing grade, 2) been unable to complete course requirements prior to the end of the term because of extenuating circumstances, and 3) obtained agreement from the instructor and arranged for resolution (contract) of the incomplete grade. Instructors assign incomplete grades following consultation with Department Chairs.

Policy Related to Recording of Lectures:

Our class sessions may be audio and visually recorded for enrolled students who are unable to attend live to view, or for enrolled students to review as part of exam preparation. Students who attend class agree to have their video or audio (voice) recorded. If you are unwilling to consent to have your video or audio (voice) recorded, please notify the instructor before class begins. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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.

Remote and Online Synchronous Sessions (if applicable): Class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, 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. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Policy Related to Required Class Attendance:

Attendance is considered an integral part of the learning experience as class discussions and lectures will include valuable material covered in the examinations that is not otherwise covered in the textbook. Thus, class attendance will be taken, and students are expected to attend all classes and participate in class discussions to have exposure to this information. Class attendance will be calculated into your final grade in the course through attendance taken during class. **NOTE THAT STUDENTS WHO ARE NOT PRESENT IN CLASS DUE TO AN UNEXCUSED ABSENCE MAY NOT RECEIVE CREDIT FOR TURNING IN AN ASSIGNMENT BASED ON AN IN-CLASS ACTIVITY OR AN IN-CLASS QUIZ OR EXAM ADMINISTERED ON E-LEARNING;** availability of make-up assignments will be determined by the instructor on a case-by-case basis. Please see the Academic Requirements and Grading – Quizzes and Exams section above for more details. Students are responsible for obtaining any missed material (e.g., acquisition of class notes from a classmate, meeting with the instructor during office hours). You can expect that class slides will, in most cases, be posted on Learning; however, not every lecture has slides that will accompany it and not all information will be on slides. Some material presented in lectures, during in-class discussions, or as provided in supplemental readings will not be in the texts and will be included on examinations. Thus, reduced attendance can be expected to result in a lower course grade.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

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

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>

On Campus Face-to-Face:

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

If specified by the university, you may be required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.

If specified by the university, each course may be assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.

If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.

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/>).

Response / Feedback Policy:

Students may communicate with the instructor via eLearning, e-mail, or in-person or on Zoom during office hours (by appointment). Contact information is provided at the top of this syllabus. **Messages sent via eLearning are preferred; however, if a matter is urgent, please also email the instructor at westens@p.php.ufl.edu.** The instructor will reply within 48 business hours. Communication will be made with students if the instructor needs to be absent or on leave, resulting in any changes to this policy. Feedback time on quizzes, exams, and assignments will vary based on the length of assignments and amount of feedback provided; though, expected timeline for grading and feedback will be provided within each graded assignment and will typically not exceed one week. Scores on multiple choice quiz and exam questions taken electronically will be available immediately for multiple choice items, with subsequent instructor review to verify accuracy and validity.

Student Expectations, Roles, and Opportunities for Input

Inclusive Learning Environment:

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: <https://lss.at.ufl.edu/help.shtml>.

Instructor Inclusive Learning Environment Statement:

My goal as an instructor is to create a safe learning environment that fosters open and honest dialogue. As your instructor, I will contribute to creating a respectful, welcoming, and inclusive environment for all students. In return, I ask that you please contribute to this mission by engaging in class discussions that demonstrate honor, respect, and dignity to all members of the class. To allow intellectual engagement, disagreements should be handled respectfully and with care rather than with harmful comments or aggressions. Please note that some individuals in this course may live with a chronic health or mental health condition themselves and/or know someone living with health/mental health conditions. Please be mindful that some topics discussed in this course may provoke emotions, particularly if the topic covered has impacted you or someone you know. Again, honest and open dialogue is encouraged in the course; please be sensitive to your classmates' feelings and needs. Please remember to practice self-care and contact the instructor or utilize the Support Services resources outlined below should you require additional assistance.

Invitation to Share Name Pronunciation and Preferred Pronouns:

An optional feature called "NameCoach" is enabled in our Canvas E-Learning platform; you will find it on the left navigation column when you select viewing of this course. In NameCoach, you may record the pronunciation of your name and may add your preferred pronouns.

Expectations Regarding Course Behavior:

- Students are expected to attend the entirety of live lectures and live course periods and to limit outside distractions. Not doing so may impact the student's attendance grade.
- Students are expected to monitor eLearning for class announcements, changes to the course schedule, or other updates.
- Use of The Respondus LockDown Browser will be required for all graded quizzes and exams in this course. Please see details in this syllabus for requirements to use these services. It is important that you plan ahead to ensure you have met all system and technology requirements to successfully use these services prior to quiz and exam deadlines. It is expected that you bring a compatible device with you to class to take quizzes/exams or to submit assignments, as assigned. If you are unable to utilize a compatible electronic device, please inform the instructor that you would prefer paper quiz(zes)/exam(s).
- Media Policy: Electronic devices are allowed as part of course participation (e.g., for the purpose of taking notes and participating in online quizzes or exams). However, students are expected to limit outside distractions, including distractions with the use of electronic devices. Not doing so may impact the student's attendance grade.
- Assignments are expected to be completed independently unless otherwise specified.

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.

Communication Guidelines

Students are expected to engage in respectful communication with the instructor and other classmates during class and on online platforms (email, eLearning, etc.). Please view the Netiquette Guidelines here:

<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

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 eLearning 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/>.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend the course and view course content on eLearning. 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.php.ufl.edu/services/resouceguide/getstarted.htm>

Support Services

Students Requiring Accommodations:

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

Counseling and Student Health:

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

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. 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>

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.

Campus Resources

Health and Wellness:

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Academic Resources:

ELearning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

<https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

<https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

<https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>.
