

University of Florida
College of Public Health & Health Professions (PHHP) Syllabus
Course Number HSC 4969: PHHP Honors Program Seminar (2 credit hours)
 Spring: 2023
 Delivery Format: In-Person

Instructor Name: Dr. Alana Rawlinson, Ph.D.
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Teaching Assistant: Sofia Osorio
 TA Email Address: sosorio0728@ufl.edu
 TA Office Hours: TBA

Course Room Number: HPNP G114
 Course Day/Time: Wednesday, Periods 3 and 4 (9:35 AM to 11:30 AM)
 Preferred Course Communications (e.g. email, office phone): email preferred, canvas message

Prerequisites: Acceptance into PHHP Honors Program, PHHP majors only, department permission

PURPOSE AND OUTCOME

Course Overview

This course is designed to introduce students to the philosophy and implementation of scientific work, including an introduction to faculty research, professional development support, and research presentation skills. Provides the opportunity to explore and discuss potential honors thesis topics.

Relation to Program Outcomes

This course is a prerequisite to HSC 4970 Public Health and Health Professions Senior Honors Thesis Course. This course will aid in the development of skills that are central to professional development, the scientific inquiry, and research development and presentation.

Course Objectives and/or Goals

Upon completion of this course, students will be able to:

1. Describe the PHHP Honors sequence and the responsibilities of honors students in the College of Public Health and Health Professions.
2. Describe research opportunities in the College of Public Health and Health Professions.
3. Demonstrate skills in professional communication by identifying and contacting faculty about research opportunities and honors thesis mentorship.
4. Critically evaluate research to identify a relevant topic area for further study.
5. Demonstrate knowledge of and the ability to properly use APA writing style.
6. Create an annotated bibliography that will demonstrate an understanding of a topic area that may serve as the basis of the student's honors project.
7. Develop and conduct a scholarly research presentation.
8. Critically evaluate and provide written feedback on research presentations to their peers.

Instructional Methods: Lectures, guest speakers, small group discussions and in-class activities will be used to accomplish the course's objectives. Attendance and active participation in class sessions is required.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Assignments
1	1/11	Review of the Honors Program Sequence Introduction to BHS Honors Seminar Departmental Research Liaisons	
2	1/18	Professionalism Applying to work with faculty Departmental Research Liaisons Current Honors Student Open House	DUE: Survey about Student's Research 2 Descriptions of Faculty Research
3	1/25	CV Development Departmental Research Liaisons In-Class Assignment #1	DUE: 2 Applications to Lab (Canvas) 2 Draft Emails to Faculty (Canvas) 1 Hard Copy of CV – bring draft to class
4	2/1	Conducting a literature search Critical review of the literature Discover Prior Thesis Examples Departmental Research Liaisons	DUE: Finalized CV (Canvas)
5	2/8	APA Style & Writing Style HIPAA & Privacy IRB	DUE: Confirmation of Emails to Faculty (Submit proof to Canvas)
6	2/15	Annotated Bibliography In-Class Assignment #2	DUE: Mentee 101 Training Module
7	2/22	Poster Development	DUE: Published Honors Thesis Reflections (Canvas) HIPAA & Privacy – Research Training (PRV800) http://privacy.ufl.edu/privacy-training/hipaa-training/ (Submit certificate to Canvas)
8	3/1	Presentation Skills In-Class Assignment #3	DUE: 1 Hard Copy of Poster, Draft – bring to class 1 Annotated Bibliography (Canvas)
9	3/8	Student Presentations	DUE: Student Presentation Notes
10	3/15	No Class- Spring Break	
11	3/22	Student Presentations	DUE: Student Presentation Notes Final Copy of Poster (Canvas)
12	3/29	Student Presentations	DUE: Form A: HSC 4969 <u>Initial Agreement</u> (Canvas) Student Presentation Notes
13	4/5	Student Presentations	DUE: 4 additional Annotated Bibliographies (Canvas) Student Presentation Notes

Week	Date(s)	Topic(s)	Assignments
14	4/12	Student Presentations	DUE: Student Presentation Notes
15	4/19	Student Presentations	DUE: Student Presentation Notes Form B: HSC 4970 Honors Project Agreement Form (Canvas) Extra Credit (optional)
16	4/26	Student Presentations	DUE: Student Presentation Notes

Course Materials, Technology, & Resources

Required Text: American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC:

Recommended Text: Strunk, W., & White, E.B. (1999). *The elements of style* (4th ed.). New York: Pearson Longman

Online APA Style Resources

Basics of APA Style Tutorial (7th Edition): https://extras.apa.org/apastyle/basics-7e/?_ga=2.108922753.2028905358.1640104667-1342613641.1600284459#/

American Psychological Association's Inclusive Language Guidelines:

<https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines.pdf>

Nova Southeastern University APA Guide: <http://sherman.library.nova.edu/sites/apa>

Additional IRB information available:

Collaborative Institutional Training Initiative (CITI): <https://www.citiprogram.org/>

Greater detail, broken up into modules. In 2010 IRB-01 started requiring several modules as training for research staff. (CITI is required at the vast majority of institutions).

Reading and References for IRB presentation: <http://irb.ufl.edu/irb01/irb-01/required-reading.html>

Variety of web resources providing background information on (a) the historical events that helped shape human research ethics and protections, (b) federal regulations, and (c) more modern articles demonstrating that ongoing protection is needed.

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

Learning-support@ufl.edu

(352) 392-HELP - select option 2

Other helpful resources:

BHS Honors Program: <https://undergrad.php.ufl.edu/opportunities/honors-program/>

University Scholars Program: <https://cur.aa.ufl.edu/university-scholars-program/> and

<https://undergrad.php.ufl.edu/opportunities/university-scholars-program/>

Office of Undergraduate Research <https://cur.aa.ufl.edu/>

Peer Advisors with Walk in Hours

Research Workshops

Location: Room 202 Newell Hall 1700 Stadium Road

Career Connections Center: <https://career.ufl.edu/>

Location: Level One J. Wayne Reitz Union

Drop-in Hours: 9:00AM – 4:00PM

Busiest time: 12:00PM – 2:00PM

Health Science Center Library:

Library Liaison for HSC 4969 Honors Seminar: Ariel Pomputius

Libraries Guides for HSC 4969: Honors Seminar: <http://guides.uflib.ufl.edu/HSC4969>

ACADEMIC REQUIREMENTS AND GRADING

Assignments

- *Brief Survey about Student's Research* – 30 points
Students will complete a brief survey of their research experience. The survey is available on the Canvas website for the course. Completed survey will be posted to Canvas.
- *Description of Faculty Research* – 30 points for each of 2 descriptions (Total = 60 points)
To help facilitate the process of identifying a research mentor and a topic area for the literature review, students will complete a ½ - 1-page double-spaced description of research for 2 faculty members. Each description will include information about the faculty member, their research, and points of interest for the student (e.g., *what about this faculty's research does the student find interesting?*). All PPHP faculty members are listed on the College's website, by department (<https://phhp.ufl.edu/departments-programs/>) and by research center (<https://phhp.ufl.edu/research/research-centers-and-institutes/>)
- *Draft Email to Faculty*- 10 points per Email draft (Total = 20 points)
Students will draft emails to faculty to inquire about scheduling a meeting to discuss potential lab involvement. These unsent emails will be uploaded to Canvas for the instructors to provide feedback prior to sending to PPHP faculty.
- *Application to Research Lab* – 30 points for each of 2 applications (Total = 60 points)
Students will also complete 2 applications to work with research faculty. The applications will provide potential research mentors with some information about students' research interests and research experience. The application can be located on Canvas. Students will submit 2 completed applications to Canvas.
- *Curriculum Vitae* – 50 points
Students will develop their curriculum vitae (CV). The development process will include an initial draft of the CV (hard copy brought to class). After receiving peer and instructor feedback on their CVs, students will edit and finalize. Finalized CVs will be submitted to Canvas and submitted to research faculty as part of an application process.
- *Confirmation of Email to Faculty* - 30 points for each of 2 emails (Total = 60 points)
Students are encouraged to identify a mentor as soon as possible to ensure they have adequate time to complete their literature review and presentation. Therefore, students will identify and email at least 2 faculty members they are interested in working with to ask about scheduling a meeting to discuss potential research opportunities. Emails to faculty will include a copy of the student's finalized CV and finalized application. Students will submit to Canvas at least 2 emails sent to faculty.
- *In-Class Assignments* – 25 points for each of 3 class assignments (Total = 75 points)
Students will complete 3 class assignments during the semester. In-class assignments will be used to reinforce class content. Assignment details will be provided by the course Instructor or TA.
- *Published Honors Thesis Reflections*- 25 points for each of 2 reflections (Total = 50 Points)
Using guidance from librarian guest lecture and LibGuide materials, students will search UF's Institutional Repository for two published PPHP Honors Theses in their research area and provide a reflection for each thesis about their understanding of the study methods and writing style.
- *Mentee 101 Training Module (25 points)*
The Mentee 101 Training Module is a resource provided by UF's Center for Undergraduate Research. Per the website, "Mentee 101 is a training module designed for all undergraduate students in all disciplines who would like to learn how to have a successful undergraduate research experience. This module will help you make the most of your research mentor relationship." Students should provide a time stamped screen capture of their training completion as well as a PDF of their training certificate, which is estimated to take 30 minutes. The online training can be completed at the following link: <https://reg.distance.ufl.edu/reg/Activity/Details/a6e523ab4b8348f788674798893f5bb0>

- *Student Poster*– 50 points
Students will create a poster presentation of a peer-reviewed research article relevant to their honors thesis. **This research article must be a different article than articles selected for any other class assignment (e.g., Annotated Bibliography and Final Presentation).** Research posters will be created using PowerPoint. Please see Canvas for the required poster formatting and grading rubric. Posters will be submitted as a PDF to Canvas.
- *Student Final Presentation* – 200 points
Students will deliver a 10-12 minute presentation as their Final Assignment. The presentation, delivered via PowerPoint, will cover a peer-reviewed research article relevant to their honors thesis. Points will be administered for appropriate presentation length, professional attire, presentation of material, and verbal and nonverbal presentation skills. PowerPoint document should include the following sections: Title, Introduction, Study Aims/Hypotheses, Methods, Results, Discussion, Relevance to Honors Thesis, and References. **This research article must be a different article than articles selected for any other class assignment (e.g., Annotated Bibliography and Student Poster).** Please see posted Rubric for expectations.
- *Student Presentation Notes* – 5 points for each of 40 students (Total = 200 points)
During the final weeks of this course, each student will deliver a 10-minute presentation relevant to their anticipated thesis topic. You will be provided with a packet containing “Student Presentation Notes” worksheets (provided by the course Instructor or TA). Students will provide feedback to each peer presenter. Feedback should be constructive and include a description of strengths and suggestions for strengthening the presentation. The purpose of peer feedback is to promote good science, therefore overly negative and critical feedback will not receive credit. At the end of each presentation, students will have the opportunity to ask the presenter questions. Students are expected to use their notes to formulate questions for each presenter. Student Presentation Notes are due by the end of class at 11:30 AM, on the day of the presentation. Student Presentation Notes will be available for presenters at the following class period.
- *Annotated Bibliography* - 15 points per 5 articles (Total = 75 points)
Students will submit an annotated bibliography of research relevant to their anticipated honors thesis. Students will submit an APA formatted summary of 1 relevant article on 2/23/22 and will incorporate instructor feedback in submitting 4 additional summaries on 3/30/22. **Research articles selected for this assignment must be different from articles selected for any other class assignment (e.g., Student Poster and Final Presentation).**
- *Level 1: HIPAA & Privacy – Research online training (certificate)* - 10 points
In class, issues pertaining to the ethical conduct of research with human participants including HIPAA and the Institutional Review Board, will be discussed. Students will complete the online training for HIPAA & Privacy-Research (PRV 800). The training can be found online at <http://privacy.ufl.edu/privacy-training/hipaa-training/>. After completing the training, students will receive a certificate of completion. The certificate of completion should be submitted to Canvas.
- *Signed Form A: HSC 4969 Initial Agreement Form* - 10 points
After identifying a research mentor, students will meet with the faculty who will be mentoring their honors project and together they will sign Form A: Honors Project Initial Agreement Form to determine the anticipated registered credit hours each semester. A copy of Form A can be found on Canvas. The signed/completed form should be submitted to Canvas.
- *Signed Form B: HSC 4970 Honors Project Agreement Form* – 25 points
After identifying a research project/topic, students and their faculty mentor will complete Form B: The HSC 4970 Honors Project Agreement Form to list the thesis title, study aims, and study objectives and to confirm IRB/IACUC approval. A copy of the form can be found on Canvas. The completed form should be submitted to Canvas.

- **Extra Credit** – 15 points maximum:
Students may choose to participate in extra credit. Each extra credit activity is worth up to 5 points each. Students may earn up to 15 points in extra credit, but total class points will not exceed 1000 points.
 - Students will work with the Career Connections Center (CCC) to refine their curriculum vitae (CV). Students will take a copy of their current CV or resume a CCC and have their CCC counselor sign and date the document (if meeting in person). If meeting with the career counselor virtually, students will submit email proof of attendance from the career counselor (scheduling email is not sufficient, must be proof of attendance).
 - Attend PPHP Faculty research presentation. Write a brief half page evaluation of a faculty's presentation. Students will submit to Canvas their evaluation of the faculty's poster along with a photo of the presenting faculty and their presentation (either in person photo or screen capture of presentation)
 - Attend a UF Center for Undergraduate Research Event, including a research workshop, Tiny Talk or Research Symposium. Write a half-page evaluation/reflection about the experience and submit photographic proof of attendance to Canvas. <https://cur.aa.ufl.edu/events/>
 - Attend PPHP Research Day (2/9/23). Write a brief half page evaluation of a peer student's poster presentation. HSC4969 students will submit their evaluation of their peer's poster along with a screen capture of the presenting student and their poster to Canvas.
 - **All extra credit is due by 4/19/23**

Grading

Requirement	Points
In-Class Assignments	75 points (25 points x 3 assignments)
Student Presentation Notes	200 points (5 points x 40 presentations)
Draft Email to Faculty	20 points (10 points x 2 emails)
Brief Survey about Student's Research	30 points
Description of Faculty Research	60 points (30 points x 2 descriptions)
Application to Research Lab	60 points (30 points x 2 applications)
Curriculum Vitae	50 points
Confirmation of Email to faculty	60 points (30 points x 2 emails)
Published Honors Thesis Reflection	50 points
Mentee 101 Training Module	25 points
Student Poster	50 points
Student Final Presentation	200 points
Annotated Bibliography	75 points
HIPAA & Privacy Training	10 points
Signed Form A	10 points
Signed Form B	25 points
Total Points	1000 points

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

Points earned	930-1000	900-929	870-899	830-869	800-829	770-799	700-769	670-699	630-669	600-629	0
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

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

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy: For your final exam you will be required to do an in-class presentation.

Policy Related to Late Assignments: Late Canvas assignments resulting from an unexcused absence will receive a one-letter grade deduction for each day that it is late. 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 email the instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Class Attendance

Attendance is expected as a part of the student's professional training. Students are expected to arrive for class on time and to remain for the full class period. **Students who must miss class because of a documented conflicting professional commitment must make prior arrangements with the instructor. Students should provide medical or professional documentation for missed classes to receive an excuse (e.g., doctor's note or UF-sanctioned professional event).** Students needing to miss class or arrive late/leave early should make prior arrangements with the instructor via email. Unexcused and/or undocumented absences will receive an in-class assignment grade of 0.

Policy Related to Graded In-Class Assignments

Students who must miss an in-class assignment because of a conflicting professional commitment (i.e., a UF-sanctioned event) or due to a medical reason must make prior arrangements with the instructor and provide documentation of the reason (e.g., a UF-sanctioned event or doctor's note) for the absence in order to receive the opportunity to make up the in-class assignment with the TA. Students may make up in-class assignments for unexcused and/or undocumented reasons for 50% credit.

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>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Laptops: Laptops may be used in class for taking notes or for viewing or presenting relevant course material. The use of laptops during class for any other reason (including checking and responding to emails) is not permitted.

Cell Phones: The use of cell phones during class is not permitted. Cell phones should be turned off or put on silent mode during class and should be put away during the class period. Urgent matters that require phone access/monitoring should be discussed with the Course Instructor or TA prior to class.

Other Electronic Devices: Other electronic devices such as I-Pads or recording devices are not permitted in class.

Food/Beverages: To the extent permitted by facility rules and restrictions, you may bring food and/or beverages to class as long as it does not interfere with your ability to work and/or participate in class and as long as it does not interfere with or your classmates' ability to work and participate in class. You will be expected to clean-up after yourself and dispose of all trash before leaving the classroom.

Communication Guidelines

It is expected that email communications and behavior with course faculty and other students enrolled in the course will be professional and respectful. Likewise, it is not appropriate to post information from class discussion regarding other students in the course on the internet in any fashion. It is also not appropriate to make negative statements regarding a student's skills to other students in the course. Concerns about another student should be directed to the Course Instructor.

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 for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

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

Behavioral Expectations in Response to Covid-19

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.

- You are required to wear approved face coverings at all times during class and within Health Science Center 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.
- This course has been 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, please consider attending class on zoom.
 - 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/>).

Online Synchronous Sessions: Our 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.

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 or in their Canvas course menu under GatorEvals. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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.
- Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.
- 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 meet with the instructor and/or TA. Instructors have helped many students through stressful situations impacting their academic performance. You are not alone so please ask for assistance.