University of Florida
College of Public Health & Health Professions Syllabus
The US. Health Care System
HSA 3111 (3 credits) Sections T1(14356), T2(14357), T3(14358), W1(14359), W2(154360), W3(14361)
Semester: 2023
Delivery Format: Blended
Course Website: lss.at.ufl.edu (Canvas)

Instructor Name: Frederick R. Kates, Ph.D., MBA
Room Number: HPNP 3115
Phone Number: 352-273-6060
Email Address: kates.rick@phhp.ufl.edu
Office Hours: Wednesday 3:30-5:00 PM or by appointment

Teaching Assistant for HSA3111 (Tuesday sections): Pooja Sharma
Room Number: TBA
Phone Number: TBA
Email Address: sharma.pooja@phhp.ufl.edu
Office Hours or Zoom: TBA & appointment.

Teaching Assistant for HSA3111 (Wednesday sections): Lina Modjarrad
Room Number: TBA
Phone Number: TBA
Email Address: lmodjarrad@ufl.edu
Office Hours or Zoom: TBA & appointment.

Course & Assignment Questions
Before sending an email, please follow these steps.
1. **First,** check the syllabus
2. **Second,** check the Canvas module page and the Canvas assignment
   Also, check the Canvas Pinned Discussions for the items below:
   - Technical Issues with Course Materials
   - Technical Issues with Media Assignments
   - Clarification on Syllabus, Curriculum, or Instruction
   - Build a Community of Learners
3. **Third,** check with your In-class Team.

After checking the three steps above and your question is unanswered, please send a Canvas email to your designated TA for your section. Please do not email the other TA or the professor separately. Also, refrain from copying everyone and having three people respond to your question. But if your section's TA does not respond within the allotted 24 to 48 hours, you can forward the first email to someone else on the HSA3111 Team. Canvas usually captures your section, but if you use Outlook, please use the following naming convention in the subject line.

Preferred Course Communications
- Canvas email to your TA—direct email Dr. Kates through Outlook to your professor.
- Since there are numerous sections of HSA3111, please use the naming convention in the subject line of your email. (Day, section number, last name, first name) For example, Tuesday *T1 Smith John* or Wednesday *W3 Jones Kathy*.
- Emails received on weekdays (Monday-Thursday) can expect a response within 24 to 48 hours. If I have not responded within two days, please get in touch with us again. Your message is important to the TAs and me but may have been overlooked. Emails received during the weekend or after 5 PM on Friday will be answered by 2 PM on the following Monday.
- Also, on Thursday, an announcement will go out with the questions and updates from the week.

Course meeting times and location:

T1(14356)	Tuesday	9:35a-10:55p	Periods 3-4	Class/Zoom/Blended	Tuesday TA
T2(14357)	Tuesday	11:15a-12:35p	Periods 4-5	Class/Zoom/Blended	Tuesday TA
T3(14358)	Tuesday	1:55p-3:15p	Periods 7-8	Class/Zoom/Blended	Tuesday TA
W1(14359)	Wednesday	9:35a-10:55a	Periods 3-4	Class/Zoom/Blended	Wednesday TA
W2(14360)	Wednesday	11:15a-12:35p	Periods 4-5	Class/Zoom/Blended	Wednesday TA
W3(14361)	Wednesday	1:55p-3:15p	Periods 7-8	Class/Zoom/Blended	Wednesday TA

PURPOSE AND OUTCOMES

Course Overview

This course introduces essential topics surrounding the delivery of health care in the United States and internationally. The initial focus will be on the evolution of the US health care system and the system's historical foundations. From there, models and concepts about the determinants of health will be introduced. These tools will provide a framework to understand and critically assess the health care delivery system and the challenges faced by the present structure. Finally, the US Government's involvement (i.e., state and federal) and the role of health care providers will be examined in relation to health care reform and the future of the US health care system.

Course Objectives and Competencies

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

1. Identify major historical events affecting the fundamental characteristics of health care in the United States and relate these factors to the current health care system.
2. Articulate health care access barriers unique to the US health care system and propose cost-effective solutions to improve access.
3. Delineate the difference between hospitals, outpatient facilities, long-term care facilities, ambulatory care providers, mental health providers, and the broader public health system regarding services, organizational structure, and financing mechanisms.
4. Describe health care providers' and professionals' roles and responsibilities, including the required education and credentials for each specialty.
5. Assess the impact of medical technology as a cost driver, barrier to access, and overall growth of health care expenditures in the United States.
6. Describe the health insurance mechanism, the roles of the insurance industry, and the local, state, and federal government's involvement in financing health care.
7. Explain the impact of the political process on health care reform, drawing from past and present legislation to illustrate the potential for success or failure of a proposal.
8. Develop a proposal for change that addresses critical issues discussed throughout the course based on your current understanding of the US health care system.
9. Apply systems thinking to public health issues to be aware of the complexity of stakeholders, risk factors and learn to be prepared for unintended consequences.

Instructional Methods

The course is housed in UF e-Learning in Canvas. This course is blended, taught through a discussion and lecture format synchronously in-person with asynchronous "Blended Learning" assignments. Therefore, your participation in the class is vital to its success. Be prepared and ready to participate in each class; students will be called on randomly if voluntary participation lags.

Professionalism and COVID

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct

that begin long before graduation. This is particularly true during health emergencies such as the COVID pandemic, given our professional habits can directly impact the health of persons entrusted to us.

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: http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm

Blended Learning
A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher-order thinking skills such as critical thinking, problem-solving, and collaboration. Competency in these skills is critical for today's health professionals.

What is expected of you?

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

Online Synchronous Sessions

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

DESCRIPTION OF COURSE CONTENT

Outline/Course Schedule

All reading assignments, including supplemental readings, should be read before class to facilitate your learning and class discussions. If you miss class, it is your responsibility to obtain notes, handouts, and a summary of the lesson/class activities from the missed class. The syllabus and course schedule is subject to revision. **Confirm deadlines in class and always check Canvas Module Pages for updates.**

Mod.	Tue. 14356 14357 14358	Wed. 14359 14360 14361	Module Title, Objectives and CEPH Domains	Module To-Do Items Before Class	Module Activities
0		Aug 23	**See Onboarding**	**PLEASE READ: IMPORTANT MESSAGE**	**Always check Canvas for updates.** On the home page click on- **PLEASE READ: IMPORTANT MESSAGE**
1	Aug 29	Aug 30	**Module 1:** An Overview of US Health Care Delivery, See Module 1 Canvas Page for the List of Objectives, D10.1, D11.1	**See Module 1 Canvas Page Subheadings:** • Student To-Do List Before the Module 1 Live Class • Blended Learning Videos	**See Module 1 Canvas Page Subheadings:** • Blended Learning Videos. • In-Class Activities & Live PowerPoint. • Quiz (See Details) • Assignments Due September 5th, by 9:00 AM B/4 Module 2
2	Sept. 5	Sept. 6	**Module 2:** Beliefs, Value and Health, See Module 2 Canvas Page for the List of Objectives, D10.1, D11.1	**See Module 2 Canvas Page Subheadings:** • Student To-Do List Before the Module 2 Live Class • Blended Learning Videos	**See Module 2 Canvas Page Subheadings:** • Blended Learning Videos. • In-Class Activities & Live PowerPoint. • Quiz (See Details) • Assignments Due September 11th, by 11:59 PM B/4 Module 3
3	Sept. 12	Sept. 13	**Module 3:** The Evolution of Health Services in the US, See Module 3 Canvas Page for the List of Objectives D10.1, D11.1	**See Module 3 Canvas Page Subheadings:** • Student To-Do List Before the Module 3 Live Class • Blended Learning Videos	**See Module 3 Canvas Page Subheadings:** • Blended Learning Videos. • In-Class Activities & Live PowerPoint. • Quiz (See Details) • Assignments Due September 18th, by 11:59 PM B/4 Module 4

Mod	Tue. 14356 14357 14358	Wed. 14359 14360 14361	Module Title, Objectives and CEPH Domains	In-Class	Work Due by Monday at 9:00 AM B/4 The Next Class
4	Sept. 19	Sept. 20	**Module 4:** Health Services Professionals, See Module 4 Canvas Page for the List of Objectives	**See Module 4 Canvas Page Subheadings:** • Student To-Do List Before the Module 4 Live Class • Blended Learning Videos	**See Module 4 Canvas Page Subheadings:** • Blended Learning Videos. • In-Class Activities & Live PowerPoint. • Quiz (See Details) • Assignments Due September 25th, by 11:59 PM AM B/4 Module 5
5	Sept. 26	Sept. 27	**Module 5:** Medical Technology, See Module 5 Canvas Page for the List of Objectives, D10.1, D11.1	**See Module 5 Canvas Page Subheadings:** • Student To-Do List Before the Module 5 Live Class • Blended Learning Videos	**See Module 5 Canvas Page Subheadings:** • Blended Learning Videos. • In-Class Activities & Live PowerPoint. • Quiz (See Details) • Assignments Due October 2nd, by 11:59 PM B/4 Module 6 • **Test 1 (Module 1-5)**
6	Oct 3	Oct 4	**Module 6:** Health Services Financing, See Module 6 Canvas Page for the List of Objectives, D10.1	**See Module 6 Canvas Page Subheadings:** • Student To-Do List Before the Module 6 Live Class • Blended Learning Videos	**See Module 6 Canvas Page Subheadings:** • Blended Learning Videos. • In-Class Activities & Live PowerPoint. • Quiz (See Details) • Assignments Due October 9th by 11:59 PM B/4 Module 7
7	Oct 10	Oct 11	**Module 7:** See Canvas for details and assignment dates	**See Module 7 Canvas Page Subheadings:** • Student To-Do List Before the Module 7 Live Class • Blended Learning Videos	**See Module 7 Canvas Page Subheadings:** • Blended Learning Videos. • In-Class Activities & Live PowerPoint. • Quiz (See Details) • Assignments Due October 16th by 11:59 PM B/4 Module 8
8	Oct 17	Oct 18	**Module 8:** See Canvas for details and assignment dates, D10.1	**See Module 8 Canvas Page Subheadings:** • Student To-Do List Before the Module 8 Live Class • Blended Learning Videos	**See Module 8 Canvas Page Subheadings:** • Blended Learning Videos. • In-Class Activities & Live PowerPoint. • Quiz (See Details) • Assignments Due October 23rd, by 11:59 PM B/4 Module 9
9	Oct 24	Oct 25	**Module 9:** See Canvas for objectives, details, and assignment dates D10.1	**See Module 9 Canvas Page Subheadings:** • Student To-Do List Before the Module 9 Live Class • Blended Learning Videos	**See Module 9 Canvas Page Subheadings:** • Blended Learning Videos. • In-Class Activities & Live PowerPoint. • Quiz (See Details) • Assignments Due October 30th by 11:59 PM B/4 Module 10

Mod	Tue. 14356 14357 14358	Wed. 14359 14360 14361	Module Title, Objectives and CEPH Domains	Module To-Do Items Before Class	Module Activities
10	Oct 31	Nov 1	**Module 10:** See Canvas for objectives, details, and assignment dates	**See Module 10 Canvas Page Subheadings:** • Student To-Do List Before the Module 10 Live Class • Blended Learning Videos	**See Module 10 Canvas Page Subheadings:** • Blended Learning Videos. • In-Class Activities & Live PowerPoint. • Quiz (See Details) • Assignments Due Nov. 6th by 11:59 PM B/4 Module 11 • **Test 2 (Modules 6-9)**
11	Nov 7	Nov 8	**Module 11:** See Canvas for objectives, details, and assignment dates D10.1, D13.1	**See Module 11 Canvas Page Subheadings:** • Student To-Do List Before the Module 11 Live Class • Blended Learning Videos	**See Module 11 Canvas Page Subheadings:** • Blended Learning Videos. • In-Class Activities & Live PowerPoint. • Quiz (See Details) • Assignments Due Nov 13th by 11:59 PM B/4 Module 12
12	Nov 14	Nov 15	**Module 12:** See Canvas for objectives, details, and assignment dates	**See Module 12 Canvas Page Subheadings:** • Student To-Do List Before the Module 12 Live Class • Blended Learning Videos	**See Module 12 Canvas Page Subheadings:** • Blended Learning Videos. • In-Class Activities & Live PowerPoint. • Quiz (See Details) • Assignments Due Nov. 20th, by 11:59 PM B/4 Module 13
	Nov 21	Nov 22	**Blended & Holiday**	M12: Comparison Paper Due Monday Nov. 20 11:59 PM	See Canvas for additional assignment details
13	Nov 28	Nov 29	**Module 13:** See Canvas for objectives, details, and assignment dates D10.1	**See Module 13 Canvas Page Subheadings:** • Student To-Do List Before the Module 13 Live Class • Blended Learning Videos	**See Module 13 Canvas Page Subheadings:** • Blended Learning Videos. • In-Class Activities & Live PowerPoint. • Quiz (See Details) • Assignments Due Dec. 4th, by 11:59 PM B/4 Module 14
14	Dec 5	Dec 6	**Module 14:** See Canvas for objectives, additional details and assignment dates	**See Module 14 Canvas Page Subheadings:** • Student To-Do List Before the Module 14 Live Class	**See Module 14 Canvas Page Subheadings:** • Blended Learning Videos. • **Test 3 Modules 10-14**
15	Dec 12	Dec 13	See Canvas for objective details and assignment dates	**Check exam schedule**	Additional Review if Needed

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

8/6/23

Course Materials and Technology (Required)

Textbooks
 Shi L and Singh DA (2022). *Delivering Health Care in America: A Systems Approach*, 8th Edition. Jones and Bartlett Learning, Burlington, MA. ISBN: 978-1-284-22461-0

Other Readings
 Additional readings may be assigned throughout the semester. Please refer to the Canvas website for assigned readings.

Technology
 Required Equipment: Computer with high-speed internet access, webcam, microphone, and use of a supported browser. To access this course, you will use your Gatorlink ID and password to log in to the course (via Canvas). Also, several "freemium" software products will be used; only the free offerings will be used; you do not need to purchase any premium feature Students are required to access all materials in Canvas, and to submit all materials in Microsoft format (Office, Powerpoint) in Canvas. Software can be obtained at https://software.ufl.edu/agreements/microsoft/student/downloads/. Readings are provided in Adobe pdf format, and can be accessed via the free AdobeAcrobat reader http://www.adobe.com/products/reader.html.

 For technical support for this class, please contact the UF Help Desk at:
- Learning-support@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.
- Online Students Complaints: View the Distance Learning Student Complaint Process

ACADEMIC REQUIREMENTS AND GRADING

Tests
Tests are primarily multiple choice and 1-3 short answer questions, approximately 30 questions; most students complete the test in around 20 minutes. Therefore we will cover content before the test, and you will be expected to participate. The tested material includes lectures, class discussions, module content including videos, PowerPoints, team presentations, assigned readings in the textbook, and supplemental readings. The tests are not cumulative and focus on the information presented since the previous test. However, many concepts learned at the beginning of class are built upon and repeated or applied in subsequent tests. The lockdown browser will be used for the tests and quizzes. In-class quiz questions are shown one question at a time.

Presentations Guidelines
Create and give a presentation (PowerPoint, iMovie, Adobe Spark, etc.) that addresses your assigned topics. In addition, you will be responsible for reviewing tutorial videos on the use of presentation software. The presentation assignments are student-centered, meaning you and your team members will be responsible for assembling and balancing the capabilities of your team's capabilities and holding team members accountable individually and collectively for the final product/outcome. The instructor is not unaware of the challenges of team-based assignments and the learning curve to get acclimated to new software. Please be open-minded about learning new technology and working collaboratively in an online environment. The instructor will leverage the capabilities of Canvas and provide instructional tutorials to enhance the experience.

Presentation Format:
- Title slide (names, date, and topics)
- Learning objectives
- Presentation outline

- Presentation slides/images with APA in-text citations
- Current events, peer-review articles, relevant case studies, and/or relevance to healthcare
- Conclusion
- Two discussion questions
- APA Reference Slide(s)

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

Written Assignments
The assignments are based on materials in the modules of the course. An outline of what is required in the papers is listed below. Consider the following questions when writing your reflective paper:
Standard Formatting & Submission:

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

Discussion boards
Discussion boards will have topics relevant to that module's readings, lectures, or additional resources. Students will need to provide a substantive response to the questions posed. Your post should reference concepts in lectures, readings, visual materials, and other required course content. Discussion boards are collaborative; therefore, the initial post needs to be completed as early as possible to allow your team or discussion group time to reply to your post before the due date. For each assignment, external links for specific information (e.g., substantive responses, academic tone) and rubrics will be loaded in Canvas.

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

Polling/In-Class Assignments
This includes using polling software in class (e.g., Socrative, Zoom, Kahoot) and different in-class assignments.

Quizzes
The in-class quizzes demonstrate that you completed all the *Student To-Do List* items for each Blended Learning Module and are ready to participate in the live class discussions and in-class activities. Under the *Activities* section of the module, pages are suggested areas to study for the quiz. The questions will be straightforward if you complete the readings and watch the videos throughout the semester. Therefore, some of the questions might not be content driven but might be a question to assess if watched the video. This course has an extremely generous dropped quiz policy. The lowest five quizzes are dropped. This helps alleviate the stress of doing poorly on a quiz because anyone can have a bad day. The policy also takes into account that students might have to miss a class (e.g., absences) for a variety of reasons. **The dropped quiz policy is not intended as a way for students to improve their overall grades or miss class.** Participating in class is an expectation; if you missed more than four more classes in the semester, that is ~ 25%, and you need to contact Dr. Kates if you get into this type of situation. The drop policy is simple, if you are absent during an in-class quiz, the grade is recorded as zero and counts as one of your five dropped quiz grades. We only ask that you document the absences in the documentation repository (x-file) for your appropriate class day (e.g., Tuesday or Wednesday). The document could be a doctor's note, school official's note, or the print screen of the email you sent to the TA/GA or professor. UF has a myriad of cultures and faiths, and no second-party certification is needed for religious observance; just an email let us know the date(s), or the email could be you are not feeling well.

We ask that you put a copy in the x-file to document the absence. Again, the drop policy is not to be used to improve grades or miss class it is intended to alleviate the stress of doing poorly on a few quizzes and to address life issues such as personal responsibilities, family responsibilities, or emergencies. Disallowed aids during a summative assessment include but are not limited to class notes, books, online resources, phones, or other people. Students may not discuss any aspect of a quiz with classmates or others until the due date/time has passed. Potential schedule conflicts preventing a student from completing a quiz by the due date should be reported to the TA as soon as possible before the quiz becomes available on the course website. Any technical issues should be initially reported via email to the TA prior to the quiz end date/time. Makeup quizzes due to technical difficulties will not be considered otherwise.

Attendance
The instructor will give eight random in-class attendance quizzes (RAQ) in Canvas throughout the semester. This will be done at the beginning of the class period. You must be in class to receive credit. If you are late for class, it is your responsibility to ask someone next to you for the access code. There are no makeup RAQs and all missed RAQs will be marked zero. Each short attendance check is worth two points, and you have to be physically present to receive a grade. The students need only to be present for five checks to receive full credit (10 points). If a student is present for fewer than five attendance checks, their attendance is graded proportionally (e.g., 4 x 20 = 8 points). Also, no extra credit will be given for additional attendance checks beyond the five to receive full credit. Also, remember to upload attendance documentation in the assignment repository for your appropriate class day (e.g., Tuesday, Wednesday) It is the student's responsibility to load attendance documentation before emailing the instructor and TAs, and the email should reference that you upload the attendance document. Uploading your attendance documentation in the assignment repository is extremely important if you cannot meet the class attendance policy.

Abbreviations for Assignments

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

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

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

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

There are five assignment groups (tests, presentations, projects, quizzes, attendance) weighted at 30%, 30%, 20%, 15%, and 5%, respectively. The total score equation for a course with five assignment groups would be (percentage tests x weight tests) + (percentage presentations x weight presentations) + (percentage projects x weight projects) + (percentage quizzes x weight quizzes) + (percentage attendance x weight attendance) = final course percentage. If you scored 92% on tests, 88% presentations, 90% projects, 98% quizzes, 100% attendance, the final score would be calculated as (.30 x .92) + (.30 x .88) + (.20 x .90) + (.15 x .98) + (.05 x 1.00) = .917, or 91.7%.

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

8/6/23

Requirement	Due	%	Competencies
Tests 1-3	Times and dates posted in Canvas	30	SLO 1, SLO 4, SLO 6 D10.2, D10.6, D10.7, D10.8
Presentations: Topic Videos, P3s, Long Papers	Times and dates posted in Canvas	30	SLO 4 D10.5, D10.7
Projects: In-class, Short Papers, Infographics, Discussion Boards, Polling/In-Class Assignments	Times and dates posted in Canvas	20	SLO 6, SLO7 D10.3, D10.8
Quizzes	Random in-class and dates posted in Canvas	15	SLO 1, SLO 4, SLO 6, SLO 7 D10.2, D10.6, D10.7, D10.8
Attendance	Random class dates	5	

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

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

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

Makeup Tests and Assignments
Makeup tests, assignments, and other work in this course are consistent with university policies found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx. For excused absences, students will be permitted a reasonable amount of time to make up the material or activities covered in their absence. If you miss a test and a makeup test is approved, the test needs be made up before the next designated testing date.

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

Technical Issues
Any requests for makeups due to technical issues MUST include a UF Help Desk ticket number. You are required to contact the UF Helpdesk and obtain a "problem ticket number" to document your good faith further attempts to resolve the technical problem. In addition, you MUST email me within 24 hours of the technical difficulty—recommendations to avoid and document technical issues.
- Do not wait until the last minute. Know when the [assignment] is due and leave yourself plenty of time.
- [Finish your assignment] during Help Desk hours (http://helpdesk.ufl.edu) so that if you encounter problems, there will be someone available to help you.
- Make sure you have a dependable internet connection.
- Use a current, updated browser and operating system.

- Make sure you read your instructions carefully before beginning the assignment.
- If you encounter any unexpected behavior (error messages, inability to log in, etc.,) take a screen shot of the problem (Print Scrn) and paste (CTRL+V) into a program like Word or Paint. Save this file. This is important so that your instructor knows your problem is legitimate, and to assist the UF Computing Help Desk in helping you fix the problem.
- If you encounter problems that prevent you from [completing the assignment], immediately call the UF Computing Help Desk at 352-392-4357. Keep the ticket number for future reference.

Late Submissions

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

Graders will not contact you about missing or incomplete assignments. It is your responsibility to check that the correct assignment has been submitted to Canvas on time. It may be possible to avoid a late penalty if you contact the instructor at least 24 hours in advance. This is particularly important if you are absent for a test because approved makeup tests are on the next scheduled testing date if you contacted the instructor. You should email both the instructor and your teaching assistant and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments.

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

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

NOTE: UPLOADING THE WRONG DOCUMENT IS SAME-AS-LATE, even if you have documentation that you completed the document on time. **It is your responsibility to verify that you have uploaded the correct document.** (You should open or download your uploaded homework and double-or triple-check that you have uploaded the right one).
   o There will be **no** exceptions to this policy.
   o If you have uploaded the wrong document, and Canvas does not allow you to correct this, you should IMMEDIATELY send the correct document to Dr. Kates via email.

Any requests for waiving late penalties due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST email your instructor within 24 hours of the technical difficulty if you wish to request a makeup.

Policy Related to Required Class Attendance

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

Policy on Collaboration

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

Policy Related to Guests Attending Zoom Classes:
Only registered students are permitted to attend Zoom classes. Students are responsible for course material regardless of attendance.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Electronic Device Policy:
- Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) during the class unless it is part of the lesson.
- The expectation is any use of technology will be conducted professionally and appropriately.

When the use of electronic devices is permitted, please adhere to the following-
- Charge your device fully before coming to class.
- Set your laptop volume control to mute or off before coming to class.
- Remember always to keep your laptop closed during student presentations and other specific in-class activities.
- During class, please do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) unless it is part of the lesson.
- The expectation is any use of technology will be conducted professionally and appropriately.

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

Zoom Etiquette if Needed
When attending a Zoom class or meeting:
- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home, your professor and classmates can see you! So while attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings. Make sure the background is not distracting or something you would not want your classmates to see.
- When in doubt, use a virtual background.
  - If you choose to use one, you should test the background out first to make sure your device can support it.
  - Your background can express your personality but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.

Guest Lecturers
If we have a guest lecturer this semester, please be respectful and participate, make sure to arrive on time, and refrain from staring at your phone or computer.

Attendance
Students are expected to arrive for class on time, prepare, and participate in class discussions.

Extra Credit
Rarely is extra credit offered, but periodically events come up on campus that can add value to your educational experience. These are unplanned events, and dates can change. No backup events are established for students who miss the opportunity to attend.

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

8/6/23

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."

Your individual responsibility is to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

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

Online Faculty Course Evaluation Process
Students are expected to provide 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 professionally and respectfully 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, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

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

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already

negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their website for more information: http://www.counseling.ufl.edu. Online and in person assistance is available.
- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter, We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from:
  Alachua County Crisis Center: (352) 264-6789
  http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

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

College of Public Health and Health Professions Inclusive Learning Environment:

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