

University of Florida
College of Public Health & Health Professions Syllabus
HSC 4184: Title (3 credit hours)
Fall: 2024
Delivery Format: Online & On-campus
Course Website: [Canvas](#)

Instructor Names:

Kimberly Driscoll, PhD (#13820, W 2:30 PM - 3:50 PM, COMM C1-011)
David Janicke, PhD (#13817, T 10:40 AM-12:00 PM, HPNP 1404)
David Janicke, PhD (#13818, T 12:20 PM-1:40 PM, HPNP 1404)
Michael Marsiske, PhD (#13819, W 12:50 PM -2:10 PM, COMM C1-011)

Room Number: HPNP 3170**Phone Number:** (352) 273-6145 (Driscoll); (352) 273-6046 (Janicke); (352) 273-5097 (Marsiske)**Email Address:** Kimberly Driscoll: [email through Canvas only](#); David Janicke djanicke@PHEP.UFL.EDU ; Michael Marsiske marsiske@PHEP.UFL.EDU**Office Hours:** Driscoll (Wednesdays 4-5 PM or by appointment; Janicke (Thursdays 11AM to 12pm); Marsiske (by appointment only)**Teaching Assistants:** Armaan Shetty armaanshetty@pheap.ufl.edu (Tuesdays); Taylor Swanson taylorswanson@pheap.ufl.edu (Wednesdays)**Preferred Course Communications:** Email/Canvas Messaging**Prerequisites**

HSA 3111 and HSC 3502 and HSC 4558 and Health Science major.

PURPOSE AND OUTCOME**Course Overview**

This course is designed to provide students with knowledge and an understanding of the importance of leadership in the healthcare industry. We will work together to foster an overall sense of belonging, encourage diversity of views and perspectives, and leverage the uniqueness each person brings to the class. Together we will create an inclusive climate that allows all of us to do our best work in a safe environment.

Relation to Program Outcomes

This is a required course for the Bachelor of Health Sciences

Course Objectives and/or Goals

1. Appraise the importance of leadership skills desired in the health professions by correlating the effect of those leadership practices to their impact on desired health outcomes and healthcare performance for patients, communities, and healthcare organizations when given case studies
 - 1.1. Predict how successful leadership will positively affect health outcomes and healthcare performance in various scenarios.
 - 1.2. Illustrate the impact that quality leadership has upon health outcomes and healthcare performance.
 - 1.3. Describe the attributes of successful healthcare performance.
 - 1.4. Discuss how positive health outcomes are determined.
 - 1.5. Recognize quality leadership skills
 - 1.6. Delineate desired health outcomes
 - 1.7. List components of desired healthcare performance

2. Assess the relevance of leadership skills desired in the health professions by correlating the quality of leadership displayed to the potential for successful job performance and career growth across professional roles in the healthcare industry given realistic scenarios of practice
 - 2.1. Predict how relative strength (or weakness) in a core leadership skill might impact the ability to successfully carry out a core function of a given professional role in the healthcare industry in various scenarios
 - 2.2. Align core leadership skill characteristics and priorities to core functions of various professional roles in the healthcare industry
 - 2.3. Explain how specific leadership skills and characteristics align to core leadership priorities for various professional roles in the healthcare industry
 - 2.4. Diagram the relationships among professional roles in the healthcare industry by classifying the core functions of various professional roles
 - 2.5. List leadership skills required for successful job performance in various roles in the healthcare industry
 - 2.6. Define various professional roles in the healthcare industry so that their primary functions are addressed.
3. Analyze general and specific leadership theories and models by comparing and contrasting their relative applicability and efficacy in varied healthcare environments given healthcare industry leadership situations
 - 3.1. Predict how the various aspects of a given leadership style might impact the ability to successfully obtain desired outcomes in varied healthcare environments given various scenarios
 - 3.2 Apply leadership theory and models to various scenarios by generalizing how major leadership styles and core leadership skills impact the realization of desired outcomes
 - 3.3. Discuss the development of leadership theories and models in relation to core leadership skills and major leadership styles
 - 3.4. Describe the relationship between core leadership skills and major leadership styles
 - 3.5. State the major leadership styles so that their key characteristics are addressed.
 - 3.6. Define the core leadership skills such as effective communication, team management, problem solving, decision making, time management, project management, vision casting, motivating others, integrity, developing others, etc.

Instructional Methods (optional)

HSC 4184 is a blended learning class combining online lecture/reading/video and in person lecture/discussion/small group problem solving components.

Lectures and labs will be held in person.

Blended Learning

What is blended learning and why is it important?

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 professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the 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.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

| Week | Date(s) | Topic(s) (Lectures and additional materials are linked in Canvas) | Required Text Chapter(s) | Additional required videos/readings |
|------|-------------|---|--------------------------|-------------------------------------|
| 1 | Aug 27-28 | Course Introduction, policies, procedures | N/A | See Canvas site |
| 2 | Sept 3-4 | A call for new leadership in healthcare; Developing healthcare leaders | 1 & 2 | |
| 3 | Sept 10-11 | The culturally competent and inclusive leader | 3 | |
| 4 | Sept 17-18 | Creating a culture of professionalism | 4 | |
| 5 | Sept 24-25 | Human resource considerations at the top | 5 | |
| 6 | Oct 1-2 | Strategic thinking leaders | 6 | |
| 7 | Oct 8-9 | Building a successful leadership team | 7 | |
| 8 | Oct 15-16 | MIDTERM | | |
| 9 | Oct 22-23 | Collaborative leadership; Transformational leadership | 9 & 10 | |
| 10 | Oct 29-30 | Person- and family-centered leadership | 11 | |
| 11 | Nov 5-6 | Financial considerations for healthcare | 12 | |
| 12 | Nov 12-13 | Governance in a new era | 14 | |
| 13 | Nov 19-20 | Leadership and community outreach; Global healthcare leadership | 15 & 16 | |
| | Nov 26-27 | Thanksgiving Break – no class | | |
| 14 | Dec 3-4 | Future Trends: Implications for leadership | 17 | |
| | Dec 10 week | FINAL EXAM scheduled according to UF Exam Calendar (see below) | | |

Course Materials and Technology

Required Text Book (ebook acceptable)

Rubino, L. G., Esparza, S. J., & Chassiakos, Y. (2018). *New Leadership for Today's Health Care Professionals* (2nd Edition). Jones & Bartlett Learning. By ISBN: 1284148645

Additional required readings, podcasts and videos are linked in [Canvas](#).

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

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

Additional Academic Resources

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#)

ACADMIC REQUIREMENTS AND GRADING

Grading

Grading will be organized into the following elements

| | |
|-----|---|
| 20 | 12 out-of-class quizzes (keep top 10) |
| 40 | 12 in-class assignments (keep top 10) |
| 15 | in-class midterm (closed book) |
| 15 | remote on-line final exam (open book) |
| 10 | Individual leadership development paper |
| 100 | Total |

Assignments

Out-of-class quizzes or assignments (12 weekly quizzes, 2% each, we will keep the top ten)

The rationale for these quizzes or assignments is to assess completion and comprehension of didactic material presented each week. Quizzes will be weekly multiple choice questions that assess content related to readings and online lectures. Quizzes will typically have 10 multiple choice questions. Each quiz is worth 2% of grade (single attempt only). Quizzes will be administered via Canvas (open book, open note), will be untimed, and must be submitted one minute before your scheduled class time. On a few occasions there will be alternative assignment instead of a quiz, such as prior to class during week 2. Only the top ten quizzes/assignment scores will be retained in your final grade

In-class assignments (12 weekly assignments, 4% each, we will keep the top ten)

These assignments will chiefly be small group assignments, which are joint generated by members of each student's group during each week's breakout groups. (In some weeks, individual products may be required). The rationale for each week's assignment is to demonstrate problem solving and skill application related to the group's didactic content. Time will be allocated in class for each assignment, and will be submitted (via Canvas) in class. Each assignment is worth 4% of grade. Assignments will be submitted via Canvas, with a deadline timed to the end of your scheduled class time. Only the top ten assignments will be retained in your final grade

In-class midterm (closed book, 15% of grade)

The Midterm Examination will be a 40-minute multiple-choice and short-answer examination, administered in class and will be administered electronically (students must bring laptop or tablet that is capable of a wi-fi or

cellular data connection). This exam will be closed-book; students are not permitted to use any resources (textbook, notes, web browser, cell phone, etc) to answer questions.

Remote on-line final exam (open book, 15% of grade)

The Final Examination will be a 60-minute multiple-choice and short-answer examination administered remotely via Canvas. This will be an open-book/open-note examination. Final Exams are scheduled during the UF-mandated Final Exam schedule (see Grading table above). Specific times for each exam are:

- Dr. Janicke's Tuesday at 10:40 exam is 12/10/2024 @ 3:00 PM - 4:00 PM,
- Dr. Janicke's Tuesday at 12:20 exam is 12/12/2024 @ 7:30 AM - 8:30 AM,
- Dr. Marsiske's Wednesday at 12:50 exam is 12/13/2024 @ 7:30 AM - 8:30 AM and
- Dr. Driscoll's Wednesday at 2:30 pm exam is 12/12/2024 @ 3:00 PM - 4:00 PM

Individual paper (10% of grade)

Students are required to create and submit a paper describing their own leadership development plan. The length of the paper should be 4 to 6 pages (double spaced). The paper should be submitted as a Word document through the course website using American Medical Association (AMA) reference style. A grading rubric will be posted on the course website (10% of grade). The paper will be due Friday November 22 at 11:59 pm EST. The paper should include the following elements.

- (1) Reflecting on your own skills & competencies, please identify at least 3 leadership strengths and at least 3 areas for development.
- (2) Describe why you feel these identified areas are strengths or areas of development are important for you. Note examples of when you have used these strengths before, and also examples of when you could have used skills/competencies that you identified as areas for growth.
- (3) Describe how these strengths and areas for growth will be important in your future leadership roles? Or put another way, how will they benefit you during your career?
- (4) Pick a leadership model or style from the text and/or that we have reviewed in class, please address:
 - a. Briefly describe the model and how you see your leadership style fitting with this particular model or style.
 - b. Why this leadership style is helpful in today's health care environment.
 - c. How this can help guide your development.
 - d. Please supplement with references from text or other research literature.
- (5) Describe a plan for how you will build these skills over the next 5 years (e.g., jobs, type of assignments/roles on your jobs that will stretch your abilities, training programs, mentorship, etc).

Rubric

| Domain | Possible Points |
|---|-----------------|
| Identified strengths & areas for growth | 1.5 |
| Explain why strengths & areas for growth (provide examples) | 2 |
| How important for future leadership roles | 1.5 |
| Leadership model | 2 |
| Your leadership plan | 1.5 |
| Spelling, grammar, organization, clarity | 1.5 |
| TOTAL | 10 |

| Requirement | Due date | Points or % of final grade (% must sum to 100%) |
|--------------------------|--|--|
| Wk02 Quiz | Sept 3 or 4, one minute before class | 2% (will keep highest 10) |
| Wk02 In-class assignment | Sept 3-4, end of class time | 4% (will keep highest 10) |
| Wk03 Quiz | Sept 10 or 11, one minute before class | 2% (will keep highest 10) |
| Wk03 In-class assignment | Sept 10-11, end of class time | 4% (will keep highest 10) |
| Wk04 Quiz | Sept 17 or 18, one minute before class | 2% (will keep highest 10) |
| Wk04 In-class assignment | Sept 17-18, end of class time | 4% (will keep highest 10) |
| Wk05 Quiz | Sept 24 or 25, one minute before class | 2% (will keep highest 10) |
| Wk05 In-class assignment | Sept 24-25, end of class time | 4% (will keep highest 10) |
| Wk06 Quiz | Oct 1 or 2, one minute before class | 2% (will keep highest 10) |
| Wk06 In-class assignment | Oct 1-2, end of class time | 4% (will keep highest 10) |
| Wk07 Quiz | Oct 8 or 9, one minute before class | 2% (will keep highest 10) |
| Wk07 In-class assignment | Oct 8-9, end of class time | 4% (will keep highest 10) |
| Wk09 Quiz | Oct 22 or 23, one minute before class | 2% (will keep highest 10) |
| Wk09 In-class assignment | Oct 22-23, end of class time | 4% (will keep highest 10) |
| Wk10 Quiz | Oct 29 or 30, one minute before class | 2% (will keep highest 10) |
| Wk10 In-class assignment | Oct 29-30, end of class time | 4% (will keep highest 10) |
| Wk11 Quiz | Nov 5 or 6, one minute before class | 2% (will keep highest 10) |
| Wk11 In-class assignment | Nov 5-6, end of class time | 4% (will keep highest 10) |
| Wk12 Quiz | Nov 12 or 13, one minute before class | 2% (will keep highest 10) |
| Wk12 In-class assignment | Nov 12-13, end of class time | 4% (will keep highest 10) |
| Wk13 Quiz | Nov 19 or 20, one minute before class | 2% (will keep highest 10) |
| Wk13 In-class assignment | Nov 19-20, end of class time | 4% (will keep highest 10) |
| Wk14 Quiz | Dec 3 or 4, one minute before class | 2% (will keep highest 10) |
| Wk14 In-class assignment | Dec 3-4, end of class time | 4% (will keep highest 10) |
| Midterm exam | Oct 15 or 16, in class, 60 minutes, closed book/no notes | 15% |

| | | |
|------------------|--|-----|
| Final exam | During final exam week, via Canvas, 60 minutes, open book/open note Varies by section: <ul style="list-style-type: none"> • Dr. Janicke's T/10:40 section: 12/10/2024 @ 3:00 PM - 4:00 PM • Dr. Janicke's T/12:20 section: 12/12/2024 @ 7:30 AM - 8:30 AM, • Dr. Marsiske's W/12:50 section: 12/13/2024 @ 7:30 AM - 8:30 AM • Dr. Driscoll's W/2:30 section: 2:30 pm exam is 12/12/2024 @ 3:00 PM - 5:00 PM | 15% |
| Individual paper | Friday November 22, 11:59 pm EST, due in Canvas | 10% |

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

| | | | | | | | | | | | | |
|---|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|------------------|
| Percentage or points earned in class | 94%-100% | 90%-92% | 87%-89% | 84%-86% | 80%-82% | 77%-79% | 74%-76% | 70%-72% | 67%-69% | 64%-66% | 60%-62% | Below 60% |
| Letter Grade equivalent | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |

| | | | | | | | | | | | | | | | | |
|---------------------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|----------|-----------|----------|-----------|------------|
| 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 |

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's [Grade Policy regulations](#).

The Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades

More information on UF grading policy may be found at [this link](#).

Exam Policy

There are two examinations (see "Academic Requirements" above).

The Midterm Examination will be a 40-minute multiple-choice and short-answer examination, administered in class and will be administered electronically (students must bring laptop or tablet that is capable of a wi-fi or cellular data connection). This exam will be closed-book; students are not permitted to use any resources (textbook, notes, web browser, cell phone, etc) to answer questions.

The Final Examination will be a 60-minute multiple-choice and short-answer examination administered remotely via Canvas. This will be an open-book/open-note examination. Final Exams are scheduled during the UF-mandated Final Exam schedule (see Grading table above).

Policy Related to Make Up Exams or Other Work

For UF excused absences ([policy](#)) **only**, UF [makeup policy](#) states “Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. For assignments and during-term exams, a reasonable amount of time is within the term in which the student is enrolled in the class. For final exams, a reasonable amount of time is within 60 days after the originally scheduled final exam date; however, students in their graduation semester may require expedited accommodations to ensure graduation as scheduled.”

If you have an excused absence:

- (a) Notify the instructor as soon as possible (and optimally before class, if possible). Note: The instructor may request supportive documentation, particularly for missed exams or the individual paper.
- (b) For quizzes and in-class assignments, no make up opportunities will be offered for the first two missed submissions, since only the top-ten scores will be included in final grade
- (c) If you miss more than two quizzes or in-class assignments, the instructor will make reasonable accommodations for you to submit missed work, usually within one week of the original deadline unless the excused absence lasts longer than a week
- (d) For missed exams, makeup exams will be scheduled as soon as possible, usually within one week of the original deadline unless the excused absence lasts longer than a week
- (e) For a missed individual paper, a new submission deadline will be arranged, usually within one week of the original deadline unless the excused absence lasts longer than a week

If you have an unexcused absence:

- (a) Late quizzes and in-class assignments will be assigned zero points, but only the top-ten scores will be included in final grade
- (b) Missed exams will be assigned a grade of zero, with no make-up opportunities
- (c) Missed individual papers may be submitted late, but will be subject to late penalties according to the schedule below

| Item | Late category | Penalty |
|------|--|--|
| 1 | 1 minute to 24 hours late | 10% of maximum deducted from achieved grade |
| 2 | 1 day + 1 minute late to 48 hours late | 20% of maximum deducted from achieved grade |
| 3 | 2 days + 1 minute late to 72 hours late | 30% of maximum deducted from achieved grade |
| 4 | 3 days + 1 minute late to 96 hours late | 40% of maximum deducted from achieved grade |
| 5 | 4 days + 1 minute late to 120 hours late | 50% of maximum deducted from achieved grade |
| 6 | 5 days + 1 minute late to 144 hours late | 60% of maximum deducted from achieved grade |
| 7 | 6 days + 1 minute late to 168 hours late | 70% of maximum deducted from achieved grade |
| 8 | 7 days + 1 minute late or longer | 100% of maximum deducted from achieved grade |

Students in need of exam-related accommodations should arrange them through the [Disability Resource Center Accommodations Request](#) portal. Requests should be initiated within one week of the start of the semester.

Students will have up to a week to complete each weekly quiz. Late submissions will be assigned zero.

Please note: 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.

Policy Related to Required Class Attendance

It is the general expectation that students will (a) attend all classes, (b) will arrive on time, and (c) will stay until the end of class. (Students with Disability Resource Center accommodations that allow late arrival/early departure should provide their instructor with an accommodation letter).

See the detailed make-up policy in the section above to see how missed work will be handled. In general, only official excused absences may receive makeup opportunities for the examinations or individual paper. Up to three quizzes and three in-class assignments may receive a grade of zero without penalty, but students are encouraged to support their groups and their learning by completing all required work.

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>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

As a matter of mutual courtesy, please do not arrive late or leave early. If lateness or absence is unavoidable, please let the instructor know when you're going to be late, when you're going to miss class, or if you need to leave early. Please try to do any of these as little as possible. If you must miss a class, please request notes from your classmates about the exercises/discussion you missed.

Students are expected to come to class with a laptop or UF compliant tablet (see [policy page](#) for details). Cell phones are not to be used during class, and all ringers/alarms should be silenced (unless permitted by a Disability Resource Center accommodation letter). See section below regarding permissible recording of class content.

Please raise your hand to ask questions or make comments. See the communication guidelines below.

Communications Guidelines

The materials at [this link](#) provide etiquette guidelines for respectful online communications. Many of the principles are also applicable to in-person communications.

The general expectation in this class is that there will be respectful communication among all members of the class, including instructor-student and student-student.

The University of Florida is guided by its [core values](#): Excellence, Discovery and Innovation, Inclusion, Freedom and Civility, Community, and Stewardship. By incorporating these values into our classroom actions, we cultivate an optimal learning environment that fosters a sense of comfort and encourages active engagement with challenging tasks and ideas. In addition to shared values, students are also expected to be familiar with the [Student Conduct Code](#). If you have concerns about the Core Values or see anyone in class, including the instructor, struggling to uphold them, you are encouraged to share your concerns with through an appropriate person or system so those concerns can be addressed. In this class, we believe in fostering an environment that encourages open dialogue, critical thinking, and respectful engagement even when discussing challenging topics. Students should maintain civility and respectful discourse when engaging in challenging conversations within academic settings, including this class. If you have any concerns about an idea that a peer has shared or feel unsafe in the classroom, promptly report them to the appropriate university channels, such as the instructor or teaching assistants. To cultivate a productive and respectful learning environment, all UF students are accountable to the guidelines outlined in the Student Conduct Code. Behavior in the classroom that does not line up with our Student Conduct Code not only impedes the individual learning experience but also undermines the integrity and effectiveness of the educational setting. By upholding the Student Conduct Code in the classroom, we create an environment conducive to learning, growth, and meaningful engagement for everyone involved.

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.

Policy on Generative AI Assistance

Students are forbidden from using Generative AI (e.g., ChatGPT, Microsoft CoPilot NaviGator, Grok, etc) with in-class assignments, mid-term and final examinations, and the individual paper. The primary goal of these assessments is to assess individual understanding or skills without external assistance. All in-class assignments and the individual paper will be run through the University's plagiarism checker (TurnItIn); instructors may use additional tools when they suspect that Generative AI has been used. Use of Generative AI when forbidden are considered cheating, and students are violating the UF Regulations 4.040 Student Honor Code and Student Conduct Code.

Although this course expects little-to-no Generative AI use, the following warnings are offered for your use in other classroom or UF-related settings: It is important to note that many generative AI models (e.g. ChatGPT, ChatSonic, Google Bard etc) place any information that they are provided with into the public domain. When using such tools, you must therefore ensure that they are never provided with confidential information. UF AI systems (e.g., Co-Pilot, NaviGator) should never be provided with confidential information. To avoid doubt, using such tools is prohibited for generating any confidential communications, including, but not limited to, communications relating to patient records, clients, students, and intellectual property. You are also reminded to always review the terms and conditions of any third-party software you use (e.g., proofreading tools) to ensure that any data they are provided with is appropriately protected. Always verify information and sources generated by AI tools. AI has been known to generate false information and to cite non-existent sources. Also, because AI-generated text mines people's intellectual property without appropriate credit, this raises ethical concerns.

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.

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

Religious Observances Policy

We conduct this class in accordance with the University of Florida Religious Observances policy, which states (in part): "Students and faculty must work together to allow students the opportunity to observe the holy days of his or her faith. A student needs to inform the faculty member of the religious observances of his or her faith that will conflict with class attendance, with tests or examinations, or with other class activities prior to the class or occurrence of that test or activity. The faculty member is then obligated to accommodate that particular student's religious observances. Because our students represent a myriad of cultures and many faiths, the University of Florida is not able to assure that scheduled academic activities do not conflict with the holy days of all religious groups. We, therefore, rely on individual students to make their need for an excused absence known in advance of the scheduled activities....For University of Florida Students, the following guidelines apply: Students, upon prior notification of 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...A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure. "

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](#)

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 [here](#). 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 [Bluera](#). Summaries of course evaluation results are available to students at [this public link](#).

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the [Dean of Students Office](#) and the [Disability Resource Center](#) (DSR) within the first week of class or as soon as you believe you might be eligible for accommodations. The DSR 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.

- [UPTurn](#). The UPTurn program offers students a 45-minute consultative visit with a program advisor. At this visit, advisors will curate an individualized plan for obtaining support and resources based upon the students' concerns, stresses and goals. Individual appointments may be made at the website.
- 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. On line and in person assistance is available.
- [U Matter We Care](#) website If you are feeling overwhelmed or stressed, you can reach out for help through the U 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.
- Crisis intervention is always available 24/7 from:
 - [Alachua County Crisis Center](#): (352) 264-6789,
 - [University Police Department](#): See 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;

Please 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.
