

PHC 6446 Systems Thinking in One Health (3 credit hours)

Fall: 2021

Delivery Format: Online hybrid (LIVE discussion every W 10:40am – 11:30am)

Course Website: Canvas E-Learning@UF

Instructor Name: Ilaria Capua

Co-instructor(s): Sara Agnelli, Luca Mantegazza

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Teaching Assistant: Olga Munoz

Teaching Assistant email: omunoz@ufl.edu

Office Hours: by appointment

Preferred Course Communications: **canvas email**

Prerequisites

Bachelor's or equivalent degree in any field. Other degrees will be considered under instructor's discretion.

Purpose and Outcome

Course Overview

The course is designed for graduate students with a diverse background who intend to expand their knowledge on the multiple dimensions of the One Health vision. Students will be exposed to a variety of lectures, which will be delivered by experts on specific topics as they relate to health. Further, the Sustainable Development Goals (SDGs) will serve as the backbone and roadmap to the course. At the beginning of the semester, each student will be randomly assigned one SDG. This SDG will be each student's focus for the duration of the course. Therefore, each student is expected to read about their SDG and master it by the end of the course. Each student will be asked to advocate for their SDG and describe how they intersect with health topics that will be developed during the course, and with other SDGs.

Relation to Program Outcomes

Through this course, students will be able to:

1. Acquire transversal tools to develop novel perspectives to manage real-life complex health problems within and beyond the human health - animal health- environmental health triad.
2. Develop a common language and strengthen the dialogue between different disciplines around One Health.
3. Create professional and research networks in One Health.
4. Identify and expand areas at the interface between health and different disciplines.
5. Increase competitiveness in the working environment through a multidisciplinary and systems thinking approach.

Course Objectives and/or Goals

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

1. Describe and apply the One Health philosophy to real-world public health problems.
2. Analyze and apply One Health tools derived from different disciplines.
3. Evaluate and analyze complex/contradictory health problems and propose One Health research approaches.
4. Recognize and select communication and leadership tools to be applied in a One Health setting.
5. Adapt traditional problem-solving approaches, by engaging other disciplines and designing multi and transdisciplinary approaches, and interdisciplinary teams.
6. Analyze the Sustainable Development Goals and understand how they are connected to each other and other topics.

Instructional Methods

1. Lectures: External and internal University of Florida speakers will deliver theoretical recorded lectures complemented with a description of real-life examples which will enable students to integrate the knowledge they acquire into a systems-thinking approach. Students are responsible for reading the assigned readings before the lecture. This will be the main source of content for this course.
 2. Online synchronous discussions: students are expected to prepare for active discussion on the topics of the week.
LIVE online discussion every Wednesday 10:40am – 11:30am
 3. Readings and Resources: Readings and resources will be posted in the course through Canvas. The reading list may be supplemented during the course.
 4. Assessments: one essay, one fishbowl discussion, 5 written and graphical assignments, two recorded presentations: one to introduce an SDG and one to describe a system of SDGs, participation in 10 class discussions.
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Description of Course Content

The course will be composed of six modules:

Module 1: Introduction, methodology and goals: This module will introduce students to the concept of One Health and systems thinking, and how these lenses can be applied to reframe current views, problems, and solutions. Students will also be exposed to the novel concept of Circular Health and core communication skills.

Modules 2, 3, 4 and 5 will focus on examples of complex systems as they relate to health.

Module 2: Health and healthcare as a concept and overview of healthcare systems. This module will explore human health and human health systems through the lens of philosophy, ethics, and health economics, as well as the intersection between international health organizations.

Module 3: Biodiversity challenges: students will have an overview of the current challenges that come with biodiversity loss and displacement.

Module 4 Globalization and disease: evolving infectious diseases and ecology. This module will also introduce students to environmental health and to the interface between human health and agriculture.

Module 5: Food Systems: This module will address production, animal health and its sustainability, including some political, economic, social, and cultural factors that regulate food production.

Module 6: Emerging interfaces: One Health stewardship. This module will expose students to core competencies for working in a collaborative and interdisciplinary environment.

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Topical Outline/Course Schedule

Week	Module	Topic	Lecturer	Readings	Activities
1 08/23-08/27	Introduction	Presentation of the course From No Data to Big Data	Ilaria Capua	Amuasi et. Al. 2020; Fisher et al., 2019; Capua and Cattoli, 2018; Evans and Leighton, 2014 Chapters 1 and 2 from: "Integrated approaches to health. A handbook for the evaluation of One Health" https://www.un.org/sustainabledevelopment/sustainable-development-goals/ https://www.med.uio.no/helsam/english/research/centres/global-health/global-health-in-action/lancet-commision-one-health/	LIVE: Q&A on the course
2 08/30-09/03	<u>Methodology for System Thinking</u>	Systems Thinking Mixed Methods in Systems Thinking an integrated approach to wicked problems	Christa Court Sarah McKune	Trochim et al., 2006; Cabrera Systems TD Framework; Plectica whitepaper; Cognitive Jigs Voinov et al., 2018	Presentation 1 LIVE: Meet and greet and group selection
3 09/07-09/10	<u>Methodology for System Thinking</u>	Introduction to Communication The Message: Communicating Competently Public Interest Communication	Jade Williams Ricky Telg	Horton, 2014 Useful resources: A tutorial: https://www.tutorialspoint.com/effective_communication/effective_communication_introduction.htm A TED talk:	LIVE: Discussion TEST - Horton 2014 article ("Why the Sustainable Development Goals will fail")

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				<p>https://www.ted.com/talks/melissa_marshall_talk_nerdy_to_me</p> <p>WHO's website on "infodemic"</p> <p>https://www.who.int/health-topics/infodemic#tab=tab_1</p>	
4 09/13-09/17	Health and Healthcare systems	<p>Understanding the Concept of Health</p> <p>Key characteristics of health and healthcare</p>	Sara Agnelli Rosanna Tarricone	<p>Required: Caselli et al., 2019; Worthen, 2021; Jasani S., 2018; Rose, 2015; In Crawford, P., In Brown, B. J., & In Charise, A. (2020). The Routledge companion to health humanities: Introduction (pp. 1-9).</p> <p>Suggested: National Academies of Sciences, Engineering, and Medicine. (2018). The Integration of the Humanities and Arts with Sciences, Engineering, and Medicine in Higher Education: Branches from the Same Tree. Washington, DC: The National Academies Press: "Integration in Graduate and Medical Education1", 141-147; In Crawford, P., In Brown, B. J., & In Charise, A. (2020). The Routledge companion to health humanities: Classics (267-270) and History (pp. 271-275).</p>	<p>LIVE: Discussion 1 – SDG1 - SDG3 – SDG5 - SDG11</p>
5 09/20-09/24	Health and Healthcare systems	<p>Healthcare systems around the world: an overview</p> <p>OIE, FAO and the intersection with WHO and WTO</p>	Aleksandra Torbica Saskia Hendrickx	<p>Part I of "The Myths of Health Care" Adinolfi and Borgonovi, Eds.</p> <p>Perry et al., 2013</p> <p>The Tripartite's Commitment</p>	<p>LIVE: Discussion 2 – SDG6 – SDG10 – SDG17 – SDG9</p> <p>Assignment 1</p>
6 09/27-10/01	Biodiversity Challenges	<p>Tree of life</p> <p>Biodiversity</p>	Douglas Soltis Pamela Soltis	<p>Ishaq et al., 2019</p> <p>Garrett et al., 2019</p>	<p>LIVE: Discussion 3 – SDG15 – SDG2 – SDG7</p>

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7 10/04- 10/08	Biodiversity Challenges	Status of Honey Bee Population in U.S. Invasive Species	James Ellis Deah Lieurance	Li et. al, 2018 Andersen et al., 2004; Vila et al., 2011; Allan et al., 2010	LIVE: Discussion 4 – SDG14 - SDG4 – SDG8 Assignment 2
8 10/11- 10/15	Globalization and Diseases	Environmental health and drivers of change Vector borne disease	Song Liang Carla Mavian	Bedford et al., 2019 Mavian et al., 2018; Grubaugh et al., 2017; Gardner et al., 2017	LIVE: Discussion 5 – SDG1 – SDG13 – SDG6
9 10/18- 10/22	Globalization and Diseases	Pandemic and Epidemic Disease Threats Introduction to Digital Epidemiology	Sonja Rasmussen Daniela Paolotti	Bell et al., 2016; Rasmussen et al., 2016; Siston et al., 2010 Vayena et al., 2015	LIVE: Discussion 6 – SDG9 - SDG16 – SDG17 Assignment 3
10 10/25- 10/29	Food Systems	New Directions in the Food System Part 1: Where are we now? Part 2: where are we headed Part 3: Food Systems and Covid-19	Spiro Stefanou Luca Mantegazza	Kickbusch, 2010; Food for Thought, 2017; The Future of retail supply chains;1843 magazine, Death of the calorie https://www.1843magazine.com/features/death-of-the-calorie	LIVE: Discussion 7 – SDG8 - SDG12 - SDG14 – SDG15
11	Food Systems	Climate change and crops	Senthold Asseng	Asseng and Asche, 2019	LIVE: Discussion 8 –

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11/01-11/05		Value Chain Perspectives: An insight into livestock systems and gender roles	Renata Serra	Required: Coles and Mitchell, 2011; Kristjanson et al, 2010; Farnworth, et al., 2015 Suggested: FAO, 2014; 2017; Gallina, 2016; Galiè and Kantor, 2016.	SDG2 – SDG5 – SDG13 Assignment 4
12 11/08-11/12	Emerging Interfaces	One Health: Challenging and Promoting Ethics in Research From Integrative Medicine to Integrative Environmental Law	Catherine Striley Alyson Fournoy	Johnson et al., 2019; DuBois et al, 2018	LIVE: Discussion 9 – SDG10 – SDG16 – SDG3
13 11/15-11/19	Emerging Interfaces	Science and Populism Discourse Analysis in SDGs policy and research	Ilaria Capua Tom Smith	Required: Capua, 2018 Suggested: Movie “Anti-Science the case of Ilaria Capua” Required: Nilsson, <i>et al.</i> , 2016; Le Blanc, 2015; ECOSOC, 2020 Suggested: Breuer, <i>et al.</i> , 2019.	LIVE: Discussion 10 – SDG4 – SDG7 - SDG11 – SDG12 Assignment 5 Fishbowl recording submission
14 11/29-12/03	Circular Health	Circular Health Fishbowl Discussion	Ilaria Capua students	Capua and Rasetti, 2020; Capua and Giaquinto 2021.	Presentation 2 LIVE: Fishbowl Discussion
15	Conclusions	New Frontiers of One Health: Circular Health?	Ilaria Capua		Essay due

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12/06- 12/08					<u>LIVE</u> : Ilaria Capua - the Future of One Health
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Course Materials and Technology

The students will need access to a computer, as Canvas, the learning management system supported by the University, will be used as a platform. Log in at <https://lss.at.ufl.edu/> and go to course site for PHC6446-Systems Thinking in One Health. Canvas can also be used for communication between the students and course instructors.

Further reading materials will be recommended by the speakers on a lecture basis and will be posted on Canvas. Students are responsible to read the materials before the lectures.

No other type of technology will be needed.

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

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

Academic Requirements and Grading

Assignments

The students will be assessed through both written and oral assignments. The written assignments are: one essay and five short texts and/or graphical depictions. The oral assignments are: one fishbowl discussion, two recorded presentations: one to introduce an SDG and one to describe a system of SDGs, and participation in 10 class discussions. All the oral assignments, except for the discussions, will be submitted as recordings.

Essay (300 points)

The essay will be 800 to 1200 words in length and must include at least two self-created graphical elements (i.e., diagrams, infographics, tables, graphs, drawings) that support the thesis developed in the essay. The essay will present the summary of the case study assigned accompanied by a critical analysis of its past, present, and future. The essay should contain the following:

1. Description of the agricultural, environmental, public health, and/or ethical crisis/scenario assigned to the student
2. Origins and context of the issue
3. Clear identifications of what the student regards as the main variables/factors driving the crisis (at least 3), using a One Health and systems thinking perspective.
4. A critical appraisal, evaluation, and analysis of the topic from a One Health perspective.
5. Description of at least two potential solutions/interventions and/or research from a One Health perspective.
6. A demonstration of how the student's area of expertise and/or cultural perspective can be applied to solve/approach/research the problem.
7. The link with the assigned SDG.
8. Proper citation of relevant sources.

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Rubric:

	Points
Clear synthetic description of the issue under analysis	20
A critical appraisal, evaluation and analysis of the topic from a One Health perspective.	40
Clear identifications of what the student regards as the main variables/factors driving the crisis (at least 3), using a One Health and systems thinking perspective.	60
A demonstration of how the student's area of expertise and/or cultural perspective can be applied to solve/approach/research the problem.	40
The link with the assigned SDG	40
A proposal of at least 2 manners for improving/researching the crisis/scenario.	40
The quality and relevance of the two original graphical elements	50
Proper citation of relevant sources (following the American Medical Association citation style) and respecting the word-limit.	10

Assignments 1 through 5 (40 points each- total 200 points)

Starting from the second module, at the end of each module each student will be required to produce a short essay (200 to 300 words) or a graphical depiction (conveying a similar amount of information) reflecting on the relationship between the topic of the module and their assigned SDG. In particular:

- how the content of the module can facilitate / hamper the achievement of the SDG (e.g., improving food value chains can reduce waste and costs thus helping in reducing hunger)
- how pursuing the SDG can improve / worsen the problems described in the module (e.g., pursuing SDG 8 – Decent Work and Economic Growth could increase pollution thus harming the recovery of bees' population)
- ideas on how to promote synergies between the SDG and the topic of the module

Rubric:

	Points
Analysis of the impact of the topics discussed in the module on the achievement of the SDG	12
Description of positive and/or negative synergies between the efforts to achieve the SDG and the issues studied in the module	12
Presentation of ideas to increase positive synergies and reduce negative ones	12
Proper citation of relevant sources (following the American Medical Association citation style) and respecting the word-limit.	4

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Fishbowl discussion (200 points)

Students will be divided into groups of 3 to 4 people maximum with an attempt to create multidisciplinary teams. Each group will choose a newspaper/magazine or a scientific journal article. Each article will pertain to a different area of health and/or discipline that intersects health and presents a wicked problem. The group will present via a **recorded** fishbowl discussion by the end of the semester. The discussion will include a summary of the article, highlighting and explaining the major drivers of the problem, and a proposal of one or more multidisciplinary approaches that could contribute to reducing/solving/researching the problem. The group should also include the assigned SDG perspective/link of each member. All the groups will have access to all the articles. Each group will have a maximum of 15 minutes (minimum 10) to present, followed by a maximum of 15 minutes (minimum 10) of discussion among the team members on their different perspectives.

During the final discussion (on week 14) each group will need to comment on every other group's presentation and then reply live to all the comments received.

This means that every student is required to watch the presentation of every group before the final discussion in order to be able to prepare the question/comment.

Group members are expected to:

1. Actively participate in the topic formulation by contributing well-researched answers, including data, links to relevant web sites, or attach copies of articles, presentations, etc. as needed.
2. Present the contents of the article in an appropriate manner, by applying leadership and communication tools related to a One Health setting.
3. Lead a collaborative and thoughtful discussion among the members of the group and with the rest of the class, by applying leadership and communication tools related to a One Health setting.
4. Critically appraise, evaluate, and analyze the contents of the article through a One Health philosophy.
5. Clearly show how the One Health tools they have learned could apply to solving/researching the problem/solution/intervention stated in the paper.
6. Propose potential solutions/interventions and/or research of the issues addressed in the article, by applying multi/trans and interdisciplinary approaches.

Rubric (this includes the points that will be awarded during the live discussion):

	Points
Clear summary of the information and statement of the problem presented.	10
Appropriate (quality, capacity to convey the message, and applying communication tools learned through the course) visual/audio/etc. tools for presenting.	30
Appropriate discussion among the team members.	20
Critically appraise, evaluate, and analyze the contents of the article through a One Health philosophy (what have the authors missed and what have they included) and link it to each member's SDG.	30
Clear description of how One Health and the tools learned throughout the course can be applied to solve/approach/research the problem through proposing a study/intervention.	30

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Propose potential solutions/interventions and/or research of the issues addressed in the article, by applying multi/trans and interdisciplinary approaches.	20
Selection of quality sources and their proper citation (following the American Medical Association citation style).	10
Formulate relevant, polite, and well-researched (where needed) comments to the other groups.	25
Provide relevant, polite, and well-researched (where needed) answers to all of the received comments.	25

SDGs presentations (150 total)

At the beginning of the semester, each student will be randomly assigned one SDG. This SDG will be their focus and will contribute to form the student's point of view for assignments and presentations.

Presentation 1: *Introducing your own SDG* (50pts)

The student will have to deliver a recorded 6 to 10-minute introductory presentation by the end of week 2 that includes a summarized description of the SDG. This can be a Power Point recording with or without the face of the presenter included. Other recording formats are also accepted.

Presentation 2: *System of SDGs* (100pts)

At the end of the semester, each student will deliver a final recorded presentation of a system of SDGs centered around their own SDG. This system must include at least 3 SDGs in addition to the own SDG. The presentation, in 3 minutes, must describe the system, the main positive and negative synergies among the chosen SDGs, and three ideas to implement/foster positive synergies.

This presentation is meant to be an elevator pitch, hence, maximum one slide can be used, and the recording should include the person speaking in front of the camera.

Rubric SDG introductory presentation (50 points):

	Points
Completeness of the presentation	25
Quality of the presentation	25

Rubric SDG final presentation (100 points):

	Points
Formal aspects of the presentation (i.e. quality of slides, clarity of the speech)	20
Quality of the synergies identified	20
Originality of the synergies identified	20
Robustness of the three ideas to implement synergies	20
Originality of the three ideas to implement synergies	20

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10 x Class discussions (15pts each – 150pts total)

Every week there will be one hour of synchronous online class via Zoom.

The live online classes include:

- Week 1: Q&A about the course with the instructors
- Week 2: Meet and greet and creation of the groups for the group project
- Week 3 through Week 13: Class discussions on selected SDGs with (sometimes) participations of speakers and facilitators to focus on specific topics. Each student is required to prepare for the discussion by learning about the selected SDGs: watching the Presentations prepared by other students is encouraged. **IMPORTANT**: the list of SDGs discussed during each discussion might change. This will be communicated in advance.
- Week 14: Fishbowl Discussion
- Week 15: Final presentation by Ilaria Capua on the future of One Health.

Active meaningful participation from each student is required.

Every live class will be recorded to evaluate participation levels if all students agree

Rubric - 15 points each:

	Points
Participation (asking questions, commenting)	5
Behavior (politeness, respectfulness, etc.)	5
Preparation (informed and relevant contributions)	5

Opportunities for extra credits will be available during the semester max. 10 pts

(Contact the instructors if interested)

Grading

Requirement	Due date	Points
Selection of the groups	09/01	No grade
Presentation 1: Introducing the SDG	09/04	50
Participation in live discussions (15 points each)	Each Wednesday Week 3 through 13	150
Identification and selection of the group article/paper for the fishbowl	09/11	No grade
Assignment 1: Health and Healthcare	09/25	40
Assignment 2: Biodiversity Challenges	10/09	40
Assignment 3: Globalization and Diseases	10/23	40
Assignment 4: Food Systems	11/06	40
Assignment 5: Emerging Interfaces	11/20	40
Fishbowl (submission)	11/27	150
Presentation 2: System of SDGs	12/04	100
Fishbowl (discussion)	12/01	50
Essay	12/08	300
TOTAL		1000

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

Points Earned	Percentage Earned	Letter Grade
930-1000	93-100	A
900-929	90-92	A-
870-899	87-89	B+
830-869	83-86	B
800-829	80-82	B-
770-799	77-79	C+
730-769	73-76	C
700-729	70-72	C-
670-699	67-69	D+
630-669	63-66	D
600-629	60-62	D-
Below 600	Below 60	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher. In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

Letter Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67

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E	0.0
WF	0.0
I	0.0
NG	0.0
S-U	0.0

More information on UF grading policy may be found at:

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

Exam Policy

Policy Related to Make up Exams or Other Work

Late assignments

Written assignments turned in up to 24 hours late will be discounted **10%** of the grade that they would otherwise receive. Assignments turned in more than 24 hours late will **not** be graded and will contribute zero points toward your final grade, unless arrangements have been made in advance with the instructor. Missed assignments will contribute zero points toward your final grade.

You can miss group presentations only under special circumstances. An appropriate assignment to make up for the missed presentation will be discussed on an individual basis.

Special Circumstances. In the event of exceptional situations that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon in advance of the deadline as possible. Such special cases will be dealt on an individual basis, provided that you have sufficient documentation.

Please note: Any requests for make-ups due to technical issues **MUST** be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. 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

An attendance sheet will be signed at the beginning of each session for the on-campus classes.

Please note all faculty are bound by the UF policy for excused absences.

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Student Expectations, Roles, and Opportunities for Input

Expectations Regarding Course Behavior

You are expected to maintain a civil tone and respect the opinions of other posters. While commenting on others' posts is encouraged, aggressive or patronizing tone and language are unacceptable and may result in the loss of your posting and discussion privileges.

Communication Guidelines

You are required to contact the professor by email using the "Inbox" in Canvas for clarification and assistance with the course material and the assignments, and for special issues that may arise. Weekday daytime (US Eastern Time) emails have the best chances of being answered quickly. Please only use the Canvas "Inbox" to communicate with the course instructor and/or TA. While the instructors and TAs will check their UFL email regularly, they will not be held responsible for email sent directly to their UFL addresses.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

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

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 times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

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If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment:

<https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus. In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.

If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.

Continue to follow healthy habits, including best practices like frequent hand washing.

Avoid crowded places (including gatherings/parties with more than 10 people)

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. Hand sanitizing stations will be located in every classroom.

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. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

COVID-19 Symptoms

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

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,

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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.php.ufl.edu/services/resourceguide/getstarted.htm>

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

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

Counseling and Student Health

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

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- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. Online and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center:
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

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

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
