

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 4309 Climate Change, the Environment, and the Future of Public Health (3 credit hours)**  
Fall: 2024  
Delivery Format: **Online**  
Course Website or E-Learning *via Canvas* and Zoom

Instructor Name: Afsar Ali, Ph.D.

Email Address: [aali@epi.ufl.edu](mailto:aali@epi.ufl.edu)

Office Hours: **Mondays, 1 pm-2:30 pm by appointment, and via Zoom**

Preferred Course Communications: Canvas

### **Prerequisites**

BSC 2005 or BSC 2010 and minimum of Junior standing or instructor's approval.

### **PURPOSE AND OUTCOME**

#### **Course Overview**

As a complex and dynamic issue, climate change is impacting a vast number of environmental, socio-ecological, and human systems, including public health. This course unpacks key social, environmental, global health, policy, and economic issues, as well as approaches to mitigation and adaptation at multiple scales.

#### **Course Description**

Currently, climate change is impacting or has the potential to impact a vast number of environmental, socio-ecological, and human systems. In this course, students will gain an understanding of the complexity of climate change and its dynamic impact on social, environmental, global health, policy, and economic issues, especially as they relate to environmental health and public health. This course takes a local and global approach to understanding climate change, as well as approaches to mitigation and adaptation at multiple scales. Students will investigate the changing middle class in the United States and compare that experience to the experience of the world middle class as a means of unpacking the key issues of economic development, social development, human health, and public health impacted by climate change. Students interested in any aspect of climate change will find the course content relevant. Whether your interest is personal or professional, from the perspective of public health, the health professions and beyond, this course is appropriate for everyone (including the 0.01%, though they have the means and ability to build a rocket ship and find a new planet).

#### **Course Format:**

This course will be all **online** and **asynchronous**. **This is not a self-paced course**. Students will be required to read, listen, or watch all required materials for each Module and submit the corresponding assignments on-time. The instructor may not cover all of the assigned readings in the recorded lectures or videos, but the students have access to and are responsible for all materials assigned.

#### **Other Course Materials:**

You will need reliable access to the internet to complete this course. You will need access to the Internet for this course which houses its contents in Canvas.

### **Relation to Program Outcomes**

This course provides an undergraduate elective that connects to broader programmatic study outcomes through the following:

1. Dialogue about how climate change, as a complex and dynamic system, impacts diverse areas of environmental health, public health, economics, and societies at large.
2. Identification and critical evaluation of climate change-related issues in diverse sectors (i.e., energy, public health, water, transportation).
  - a. Conceptualization of the impacts of climate change on individual, community, national, and international health.
  - b. Critical evaluation of climate change-related policy and international regulations, foundations, and agreements and their interactions with health and community function.
  - c. Proposal of solutions to climate change-related issues from the perspective of an evidence-based approach to adaptation, resiliency, and mitigation.
3. Communication via oral and written forms about environmental and climate change-related concepts, including relationships among policy, communities, organizations, interpersonal dynamics, and individual perspectives.
  - a. Provision of constructive peer feedback and critique of peer reports and presentations.
  - b. Identification of target audiences and resulting message design to maximize audience-specific impact of written and oral projects.
4. Appreciation of individual and community experiences related to climate change, including social and environmental impacts, and diverse perspectives.

### **Course Objectives and Student Learning Outcomes**

This course is designed to enable students to achieve a set of content, critical thinking, and communications objectives.

#### ***Content***

Using academic literature and scientific evidence related to specific climate change and environmental health topics, *upon completion of the course students will be able to:*

1. Describe key causes of climate change at various scales (local, regional, global) in terms of socioeconomic, cultural, and environmental health outcomes.
2. Identify major risk factors for adverse impacts related to climate change at various scales (local, regional, global) in terms of socioeconomic, cultural, and environmental health outcomes.
3. Predict potential adverse impacts of climate change at various scales (local, regional, global) in terms of socioeconomic, cultural, and environmental health outcomes.
4. Identify key actors in addressing and mitigating climate change at the local, regional, national, and international levels.

#### ***Critical Thinking***

5. Use data and evidence to assess priority focus areas related to climate change and environmental health in various contexts.
6. Identify and compare appropriate interventions, action plans, or solutions for specific climate change and environmental health threats in various contexts and scales.
7. Describe logical and societal impacts of climate change and environmental health impacts as well as considerations affecting the design of interventions, resiliency, and solutions.
8. Analyze the factors that contribute to the success or failure of climate change and environmental health-related partnerships.

### **Communication**

9. Identify key players and actors in climate change and target messages to specific audiences when developing environmental health-related communication strategies.
10. Assess, critique, and design behavior change communications for specific contexts related to climate change and environmental health topics.
11. Develop a targeted policy and advocacy communication plan to address a situation related to climate change and environmental health.

### **Relationship to CEPH Public Health Bachelor's Degree Foundational Domains**

The course goals and content objectives in this elective course relate to the following CEPH Public Health Bachelor's Degree Foundational Domains:

| Foundational Domains   | Course Goals or Objectives, Course Activities         |
|--|---|
| The history and philosophy of public health as well as its core values, concepts and functions across the globe and in society   | Course Goal 2a<br>Content Objectives 2, 3, 7          |
| The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations  | Course Goals 2a, 4<br>Content Objectives 1-8          |
| The underlying science of human health and disease, including opportunities for promoting and protecting health across the life course the socioeconomic, behavioral, biological, environmental and other factors that impact human health | Course Goals 2a, 2c, 4<br>Course Objectives 2, 3, 5-7 |
| The fundamental concepts and features of project implementation, including planning, assessment, and evaluation  | Course Goal 3<br>Course Objectives 4, 8, 9, 11        |
| The fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries  | Course Goal 2a<br>Course Objectives 1, 3, 6, 7        |
| Basic concepts of economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government   | Course Goal 2b, 3c<br>Course Objective 11             |
| Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology   | Course Goal 3<br>Course Objectives 6-11               |

### **Relationship to CEPH Public Health Bachelor's Degree Cross-Cutting Concepts and Experiences**

The course activities in this elective course relate to the following CEPH Bachelor's Degree Cross-Cutting Concepts and Experiences:

| Cross-Cutting Concepts and Experiences  | Course Activities                 |
|---|-----------------------------------|
| Advocacy for protection and promotion of the public's health at all levels of society | All course modules and activities |

|   |  |
|---|--|
| Community dynamics  | All community-focused course activities, group term project                              |
| Critical thinking and creativity                            | Group term project, critical thinking in homework assignments, individual semester paper |
| Cultural contexts in which public health professionals work | Course homework on environmental fairness, security                                      |
| Appropriate decision making as related to self and society  | homework assignments   |
| Independent work and a personal work ethic                  | All independent work activities (semester creative project, homework assignments)        |
| Research methods  | Independent semester creative project, team term project                                 |
| Systems thinking  | Team term project  |
| Teamwork and leadership                                     | Team term project  |

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

The course is divided into four main sections: (1) origin of fossil fuels contributing to global warming and climate change, (2) climatic factors' roles on, (3) effects of, and (4) approaches to climate change, environmental health, and public health. Topics and guest speakers are tentative and subject to change. Advance notice will be provided to any changes in the course content or schedule as possible. Readings corresponding with each week are found in Course Syllabus Appendix A. Readings are tentative and may be adjusted as needed.

| Week     | Date(s)               | Topic(s) and Objectives   | Assignments  |
|----------|-----------------------|---|--|
| Add/Drop | August 22-28          | <b>Course orientation and Anti-plagiarism module</b>  | APA Quiz: due August 25  |
| 1        | August 22-28          | <p><b>Global warming:</b> What is Global warming? How does global warming different than climate change?</p> <ul style="list-style-type: none"> <li>-Historical perspectives</li> <li>-Nature v. anthropogenic climate change</li> <li>- Climate change v. global warming – why terminology matters</li> <li>-Factors affecting global warming &amp; climate change</li> <li>-Population growth</li> <li>-Rate of change for the climate</li> <li>-Modeling and projections</li> <li>-Policy changes, behavioral, and social drivers</li> </ul> | Quiz 1 due: August 30  |
| 2        | August 29-September 4 | <p><b>Energy generation and climatic factors’ deviations:</b> --</p> <ul style="list-style-type: none"> <li>-Sources of earth’s energy (Sun) and changes of energy from one form to another form</li> <li>-Energy generation and current infrastructure</li> <li>-Industrial revolution to present</li> <li>-Sources of fossil fuels</li> <li>-Fossil fuels, nuclear energy, hydroelectric energy, and sustainable energy generation</li> </ul>   | <p>Quiz 2: due September 6</p> <p>Homework #1: due September 8</p>   |
| 3        | September 5-11        | <p><b>Effects: Broad effects of climate change and natural disasters</b></p> <ul style="list-style-type: none"> <li>-Extreme and protracted heat</li> <li>-Frequency and severity of hurricanes</li> <li>-extreme cold</li> <li>-flash floods and mudslides</li> <li>Tornados</li> <li>-increased forest fires</li> <li>-extreme and prolonged drought</li> </ul>   | Quiz 3: due September 13   |
| 4        | September 12-18       | <p><b>Effects: Effects of climate change on water security</b></p> <ul style="list-style-type: none"> <li>-sources of fresh water</li> <li>-Fresh water scarcity</li> <li>-Ice melting and seawater rise</li> <li>-Ground water usage and consequences</li> <li>-Desalination and cost</li> <li>-Reasons for water scarcity</li> <li>-Access to nutritious foods</li> <li>-Land use and agricultural changes</li> <li>-Alternative approaches to food production, food use and meatless movements</li> </ul>                                    | <p>Quiz 4: due September 20</p> <p>Homework #2: due September 22</p> |

|    |                        |  |  |
|----|------------------------|--|--|
| 5  | September 19-25        | <p><b>Effects: Effects of climate change on food security</b></p> <ul style="list-style-type: none"> <li>-What is food? quantity vs. quality</li> <li>-Agricultural land to your food table</li> <li>-how climate change affects growing crops to processing, transporting and storing</li> <li>-developed vs. developing countries affecting food productions</li> <li>Access to nutritious foods</li> <li>-Land use and agricultural changes</li> <li>-Alternative approaches to food production, food use and meatless movements</li> </ul> | Quiz 5 due: September 27                                       |
| 6  | September 26-October 2 | <p><b>Effects: Effects of climate change on public health</b></p> <ul style="list-style-type: none"> <li>-Climate Change and Human Health</li> <li>-Communicable and noncommunicable diseases</li> <li>-Energy generation, emissions, and air quality</li> <li>-Climate refugee crisis</li> <li>-Mental health</li> </ul>  | <p>Quiz 6: due October 4</p> <p>Homework #3: due October 6</p> |
| 7  | October 3-9            | <p><b>Effects: Impact on biodiversity and environmental health</b></p> <ul style="list-style-type: none"> <li>-Biodiversity resources, ecosystem services</li> <li>-coral reefs</li> <li>-Land use, change, and development</li> <li>-deforestation and land use change internationally</li> <li>-International biodiversity and land use agreements (Case Studies: Amazon Rainforest; Indonesia)</li> </ul>   | Quiz 7: due October 11   |
| 8  | October 10-16          | <p><b>Effects: Environmental Imbalances due to Natural Disasters</b></p> <ul style="list-style-type: none"> <li>-Adaptation, mitigation, and resilience</li> <li>-Exposure to climate change impacts</li> <li>-Socioeconomic status and individual/community resilience</li> <li>-economically disadvantaged populations</li> </ul>  | Quiz 8: due October 18   |
| 9  | October 17-23          | <p><b>Effects and Approaches: Community-based issues and solutions</b></p> <ul style="list-style-type: none"> <li>-Impacts of climate change on communities</li> <li>-Community engagement strategies</li> </ul>   | Quiz 9: due October 25   |
| 10 | October 24-30          | <p><b>Effects and Approaches</b></p> <ul style="list-style-type: none"> <li>-Climate Change and Resilience Policy</li> <li>-Corporate and population-based subsidies</li> <li>-carbon footprint reductions</li> <li>-Carbon capture and sequestration</li> <li>-Corporate governance and securities regulation</li> </ul>  | <p>Quiz 10: November 1</p> <p>Homework #4: due November 3</p>  |

|    |                        |   |   |
|----|------------------------|---|---|
| 11 | Oct 31-Nov 6           | <b>Approaches:</b> Why directions matter?<br>-National and International policies, treaties<br>-Administrative and executive decisions<br>-Global consensus, mandatory pledges to reduce GHGs<br>-International treaty for enforcing country pledges<br>-Grassroots and community-based demands   | Quiz 11: due November 8                                       |
| 12 | November 7-13          | <b>Approaches:</b><br>-Common goals to save the earth from climate change effects; the only ONE earth that we have for living<br>-Policy development, oversight, and implementation<br>-International co-operation and diplomacy<br>-Climate refugees and human health<br>-Is climate change a national security issue; Human existential threat? | Quiz 12: due November 15                                      |
| 13 | November 14-20         | <b>Approaches:</b> Talking climate change<br>-Why climate change is a debatable issue?<br>-Individual and collective action<br>-How to (productively) talk about climate change and other complex topics<br>-Strategies for finding common ground with conversation partners, collaborators, and stakeholders                                     | Quiz 13 due : November 22<br><br>Homework #5: due November 24 |
| 14 | November 21-27         | <b>Approaches:</b> Putting it all together and where we go from here<br>-Alternative energy - nuclear fuels<br>-Renewable energy – wind, geothermal, solar<br>-Environmental health impacts of alternative and renewable energy sources<br>-Preparing for the poster session  | Quiz 14: due November 29                                      |
| 15 | November 28-December 4 | <b>Approaches:</b><br>-Out of the box thinking to mitigate and/or reverse climate change<br>-Provocative approaches, benefits, risks and costs  | No Quiz for this module                                       |
| 16 | Final's Week           | Research project due  | Research project due: December 5-13                           |

### Course Materials and Technology

#### Course Materials

Textbook. There is no required textbook for this course.

Additional required readings. Posted within each module on the course website. Readings are also listed in the topical outline/course schedule table above. These are subject to change.

#### Technology

**Hardware.** Webcam and Microphone may be required for out-of-class activities. We may use laptop built in webcams and students may be required to move camera during use. Additional technical requirements are outlined at <http://publichealth.php.ufl.edu/tech/>.

**e-Learning in Canvas site.** There will be an online site for this course in Canvas, the learning management system supported by the University. Log in at <https://lss.at.ufl.edu/> and go to course site for PHC4309: Climate Change, the Environment, and the Future of Public Health, Fall 2024. Here, I will post the syllabus, out-of-class course content, assignments, and allow for discussions/chats among the students and course leaders. You will also turn in assignments through this site. Course-related emails are expected to be done through the Canvas system, not the instructor's or TA's @ufl.edu emails. This will eliminate any issues with students not getting emails due to connection problems. It will be your responsibility to check the site on a routine basis to keep up with announcements, emails, and course modifications.

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

- [helpdesk@ufl.edu](mailto: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.](#)

## **ACADEMIC REQUIREMENTS AND GRADING**

### **Assignments**

The graded course assignments will include post-module quizzes, homework, a semester individual creative project, and a group term project. Each of these will contribute to the final grade as outlined below.

### **Anti-plagiarism Module (1 quiz, 25 points total, 2.5 % of final grade)**

*Purpose and relationship to course goals:* The anti-plagiarism module is meant to mitigate instances of



plagiarism within written coursework and help students to reach the course objectives with scientific integrity.

**Post-Module Quizzes (14, quizzes, 350 points total, 35 % of final grade, see table for due dates, all due 11:59pm)**

*Purpose and relationship to course goals:* The quizzes are an opportunity for students to demonstrate course content and knowledge, apply their knowledge to new situations, and reflect on the key themes through a variety of question styles and types.

Quizzes will be done on the content modules. They will be administered in the online course site in Canvas using Honorlock. The quizzes will be due at 11:59pm on the due date. These quizzes are low-stakes assessments designed to reinforce the content from the weekly lesson and build upon the pre-work and previous lessons. These quizzes are based on the learning design philosophy that small, frequent reinforcement of course content builds over time and can lead to lasting gains. The format will be multiple choice, select multiple answers, fill-in, short answer, matching, and similar types of questions. The content of the quizzes will focus on the module content, including the content presented in the pre-reading, lectures, and by guest speakers, as well as any in-class activities.

**Homework (75 points each x 375 points total, 37.5 % of final grade)**

*Purpose and relationship to course goals:* The written assignments are an opportunity for students to apply their knowledge gained in the readings and lectures.

Homework #1 (see the canvass for details for all the homework assignments requirements, due dates, etc.)

Homework #2

Homework #3

Homework #4

Homework #5

Five homework assignments worth 75 points each will be assigned through the semester. Check the syllabus and Canvas for the most up-to-date information on the homework assignments. The purpose of the homework assignments is to demonstrate knowledge and apply the understanding of course concepts to new scenarios. The homework assignments will be case studies, writing assignments, problem-solving, and similar applications-based scenarios for students to apply the course concepts and demonstrate their learning. The homework will be submitted online through Canvas using text inputs or by uploading a Word Doc in Canvas.

**Individual Research Project (250 points, 25 % of final grade, see table for due dates)**

*Purpose and relationship to course goals:* The Individual Creative Project provides students with the opportunity to take ownership of their learning by exploring a topic of interest to them in greater depth and choose the method though which they will demonstrate their learning. The Individual Creative Project relates to and helps students meet the following course objectives as discussed in the course.

**Grading**

| Requirement            | Due date – see Course Schedule                  | Points (% of final grade)  |
|------------------------|---|--|
| Anti-plagiarism Module | See Canvas                                      | 25 points (2.5 % of final grade)   |
| Post-Module Quizzes    | Weekly, 14 through semester                     | 350 points (35 % of final grade)   |
| Homework               | See course schedule, 5 through semester         | 375 points [75 points each for 5 homework assignments] (37.5 % of final grade) |
| Research Project       | Ongoing, scaffolded activities through semester | 250 points (25 % of final grade)   |

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

|  |         |        |        |        |        |        |        |        |        |        |           |
|--|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----------|
| <b>Points earned (as percent of total)</b> | 93-100% | 90-92% | 87-89% | 83-86% | 80-82% | 77-79% | 70-76% | 67-69% | 63-66% | 60-62% | Below 60% |
| <b>Letter Grade</b>                        | A       | A-     | B+     | B      | B-     | C+     | C      | D+     | D      | D-     | E         |
|  | 4.0     | 3.67   | 3.33   | 3.0    | 2.67   | 2.33   | 2.0    | 1.67   | 1.33   | 1.0    | 0         |

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.

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>

More information on UF grading policy may be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

### Grading and Rubrics

Several of the course assignments are graded using rubrics. An example for a single line of a rubric category is included below. Additional examples of full rubrics included in Syllabus Appendix B.

| Criteria | Ratings |
|----------|---------|
|----------|---------|

| <b>Content</b>   | <b>Exceptional<br/>(100%)</b>             | <b>Accomplished<br/>(95%)</b>          | <b>Emerging<br/>(85%)</b>             | <b>Partially Met<br/>(70%)</b>                             | <b>No Marks<br/>(0%)</b>  |
|--|---|--|---------------------------------------|--|---|
| Summarizes and analyzes points succinctly; demonstrates thoughtful presentation of content, research, and analysis; meets defined expectations for content outlined in assignment details. | Meets and exceeds assignment expectations | Meets basic requirements of assignment | Meets some of assignment requirements | Moves toward, but meets few of the assignment requirements | Assignment requirements, not met, not addressed, and/or no work submitted |

Please note that the “accomplished” category, scored at an “A,” is reflective of meeting the basic expectations or the bare minimum to follow the instructions. The “exceptional” category is reflective of those same expectations but doing well in meeting them. The scoring in the course for doing the bare minimum (for example, the minimum sources included, basic analyses, standard communication, and similar) may be scored in the rubric in the “accomplished,” not the “exceptional” category. The “exceptional” category, at a higher “A,” would reflect detailed research, advanced analyses, exceptional communication, and similar.

### Course Policies

As your instructor, I have an ethical obligation to stand by my printed policies to maintain a fair and consistent learning environment for every student. I will follow my policies.

### General Expectations:

- Students are expected to read and understand the syllabus during the Add/Drop Period of the semester. If you have any questions about the course policies, email your instructor immediately.
- It is your responsibility to have access to a working computer and reliable internet connection for the duration of this course. If you experience technical problems, do not ask your instructor for help. You should contact:
  - UF’s Help Desk
    - **Website:** <https://helpdesk.ufl.edu/>
    - **Email:** [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)      **Phone:** (352) 392- HELP (4357)
- **IMPORTANT!** Make sure that you have your Canvas page set up to receive all course announcements and emails. I must be able to reach you and send out class notices. Announcements may be sent regarding unexpected changes to our schedule, weather events, updated material or assignment guidelines, opportunities for employment, research, or volunteer experiences, and to share helpful campus resources.

### Professionalism:

I expect all students to remain professional and courteous to anyone related to material, exercises, or assignments in this course. If you act in an unprofessional manner, I have the right to deduct from your professionalism points which count toward your overall grade in the course. My classroom is a safe space for all, and all people will be treated equally and with respect. There may be times that I correct you on your professionalism or let you know how an action comes across where no points are taken off and my directive to you is simply for your benefit. However, repeated offenses or egregious actions will result in the loss of points. Other expectations for this course include that you try your hardest, submit work on-time or have communicated with me as soon as there is an issue, and that you come to me if you are having problems.

Students should be familiar with and follow all policies of the UNF student handbook:

[http://www.unf.edu/deanofstudents/student\\_handbook.aspx](http://www.unf.edu/deanofstudents/student_handbook.aspx)

### **Email Etiquette:**

When communicating with the instructor or classmates through email or in Canvas discussions, language and tone should be professional and respectful. I expect your email correspondence to me to include the following items:

- 1) subject: the course section and topic of your email
- 2) greeting: Dear, Hello, Hi, etc.
- 3) recipient's formal name: My formal is Dr. Ali
- 4) clear and concise message that is correct in spelling and grammar
- 5) closing (i.e. Sincerely, Kindly, Thank you, etc.)
- 6) your first and last name

### **Contacting the Instructor:**

The preferred method of communication with the instructor is through canvass email. **Emails sent to instructor will be responded in time.** I am also available for virtual office hours by appointment. To set up an appointment, please send me an email including "Office Hours" in the subject line. We can arrange office hours to be held by phone and through online chat platforms. Please contact me through email and we can set up a method and time that works for you and your schedule. Also feel free to emails with feedback about the course in real time or just to say hi!

### **Assignments:**

- **No assignment will be accepted after the deadline without appropriate documentation.**
- All grades will be posted on the course website. **If you notice a discrepancy in any grade as it appears online, you must contact the course instructor within one week of the posting date in order to address the problem.** Student may not wait until the end of the semester to contest a grade. Assignments that require manual grading will be graded within one week after the deadline.

### **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

Policies are tentative and subject to change with advance notice and collaborative discussion with students, as applicable.

#### **Expectations Regarding Course Behavior**

All members of the class community are expected to demonstrate professional behavior in all conduct, synchronous, asynchronous, and written. The expectations regarding course behavior are a collaborative agreement between the students and the instructor (and TA, as applicable). This applies to discussion etiquette, in-person collaborations, and group work, interactions with guest speakers and community members, and beyond.

#### **Cell phones and laptop use**

Cell phone and laptop use are encouraged as it relates to the classroom work.

#### **Communication Guidelines**

The communication guidelines are a collaborative agreement between all of the students and the instructor (and TA, as applicable). Email messages are expected to be sent through the Canvas system, not the instructor's or TA's UF email addresses. Students should expect a response within 1-2 business days, excluding weekends.

My goal as an instructor is to provide feedback on small activities (quizzes) the day after they close, small assignments (reflections) within 2-3 days, and larger activities (scaffolded project activities and homework) within one week.

*Announcements:* Class announcements will be sent via the announcements tool in eLearning. Depending on your Canvas notification settings, you may or may not be notified via email; you are responsible for all information in these announcements whether or not you see them in your email.

Further, please see the university's Netiquette Guidelines:

<https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx>

### **Additional Resources**

UF Library: <https://uflib.ufl.edu/>, physical location map: <https://uflib.ufl.edu/using-the-libraries/library-location-map/>

UF Writing Studio: <https://writing.ufl.edu/writing-studio/>, how to schedule an appointment: <https://writing.ufl.edu/writing-studio/for-students/schedule-an-appointment/>

UF Disability Resource Center Accommodated Testing: <https://disability.ufl.edu/students/accommodated-testing-request/> (reminders and online testing information included here)

### **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.

### **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.

#### **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.bluer.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.

- 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>. On line and in person assistance is available.

- **U 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.

#### **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](http://www.multicultural.ufl.edu)