University of Florida
College of Public Health & Health Professions Syllabus

PHC6600: Foundations of Public Health (3 credit hours)

Spring: 2025

Delivery Format: *Online, Asynchronous (semi-self-paced)*

Course Website: https://ufl.instructure.com/courses/525044/

Instructor Name: Rebecca J. Austin-Datta, BSc, MS, MPH, MRSC

Email Address: *rebeccajane@ufl.edu* ***with PHC6600-3C in the subject line, please****

Office Hours via Zoom:

Wednesdays 5:00 PM - 6:00 PM Eastern, throughout Spring Semester 2025.

Zoom link: https://ufl.zoom.us/j/91629139737?pwd=h6mTLr3sYlp6lLFBTl03i15bfbKPV1.1

I will also be available by appointment (Zoom, no in-person office hours at this time).

Preferred Course Communications: https://ufl.instructure.com/conversations

- Canvas = fastest response, or UF email ***with PHC6600-3C in the subject line, please****
- Please use the message function within Canvas, if possible, thank you.
- Emails/Canvas messages received on Monday-Thursday can expect a response within 24 to 48 hours.
- If I have not responded within two days, please contact me again. Your message is important to me, but it may have been overlooked. Emails/Canvas messages received after 5pm on Friday, during the weekend, or on holidays will be answered by 2pm on the following Monday/next working day.

Prerequisites:

None

Required textbook: Public Health and Society (Burke & Weill, 2024) paperback

Please purchase ***PAPERBACK BOOK *(comes with eBook)* ***as soon as possible***

(Optional 25% off coupon: PHC6600. Instructions for using coupon are on last page of this syllabus)

Burke, L.D. & Weill, B. (2024). *Public Health and Society: Current Issues* (1st Ed., Chapters 2-10). Jones & Bartlett Learning. https://www.jblearning.com/catalog/productdetails/9781284211306#productInfo

Required technology:

Computer with internet access, and a webcam (stand-alone or integrated)

PURPOSE AND OUTCOME

Course Overview

This foundational course introduces public health (PH) within the US and globally, emphasizing the interconnectedness of population and individual health. Course topics include PH history and ethics, PH system and legislation, determinants of PH, environmental PH, evidence-based PH, preventive PH, mental health as a PH issue, and PH-related community initiatives.

Relation to Program Outcomes

This introductory public health course emphasizes and assesses student learning for 12 foundational knowledge (FK) concepts outlined by the Council on Education for Public Health (CEPH, 2021).

Reference

Council on Education for Public Health (CEPH). (2021, August). *Accreditation Criteria: Schools of public health & public health programs.* https://media.ceph.org/documents/2021.Criteria.pdf

Course Objectives

Upon successful completion of the course, students will have been introduced to twelve of the CEPH foundational knowledge (FK) concepts (CEPH, 2021). Students will be able to:

1. Explain public health history, philosophy, and values. (FK1)
2. Identify the core functions of public health and the 10 Essential Services. (FK2)
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health. (FK3)
4. List major causes and trends of morbidity and mortality in the U.S. or other community relevant to the school or program. (FK4)
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc. (FK5)
6. Explain the critical importance of evidence in advancing public health knowledge. (FK6)
7. Explain effects of environmental factors on a population's health. (FK7)
8. Explain biological and genetic factors that affect a population's health. (FK8)
9. Explain behavioral and psychological factors that affect a population's health. (FK9)
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health equity. (FK10)
11. Explain how globalization affects the global burden of disease. (FK11)
12. Explain an ecological perspective on the connections among human health, animal health, and the ecosystem (e.g., OneHealth). (FK12)

Instructional Methods

This iteration of the course is provided entirely online using video presentations and selected readings in a semi-self-paced format. The course is housed in UF e-Learning in Canvas. Quizzes are proctored by Honorlock (with identity verification checks) and must be taken in the window of time specified (see below). Reflection discussions (original posts, and replies) must be original work (verified via Turnitin.com) and must be based on credible public health evidence (sources of information listed in PubMed or published on specified websites per assignment instructions).

What is expected of you?

You are expected to actively engage in the course each week throughout the semester, and to attend Office Hours at least one time during the semester. This is a three-credit graduate level course, so you are expected to plan/use 10-12 hours per week to read/view materials and to complete assignments and quizzes. You are expected to read/view all "required" items. You are expected to read and follow all assignment instructions, and to check your work against the rubric before you submit! You are expected to ask the instructor questions if you need help… e.g., perhaps you need them to explain one of the assignment instructions 'differently' if you are unfamiliar with the upload process in Canvas. The more effort you put into this course, the more long-term benefit you will gain from the experience.

Students are expected to write their own work: ChatGPT and similar AI resources are *not* to be used – thank you for respecting this request.

Students must source "facts" for course assignments from academic studies ("papers" aka "journal articles") **which have been published in PubMed or are on websites listed in assignment instructions.** Students who wish to use references to papers that are not included in PubMed or alternate websites not listed in the instructions, must send the URL and a PDF of the article to the instructor one week ahead of the assignment due date, and receive approval to use that source from the instructor before they upload the work. *[Tutorial on finding papers in PubMed is included in Module 0].*

You will be part of a welcoming and respectful online environment with an enthusiastic instructor – the course is planned to be an enjoyable experience with a graduate challenge level; you and your peers will support each other, while you learn and demonstrate mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Topic Outline/Course Schedule

Week/Dates	*Module/Theme*	*Topics/readings include:*	*Module Assignments*
Week 1 1/13-1/18 **Please buy required paperback TEXTBOOK**	**Preparation** Home Pages Course Overview	**Read the syllabus – Take syllabus quiz** *Syllabus Quiz… 100% grade must be earned to unlock Module 0*	**Take Syllabus Quiz** *Earn 100% to **unlock** Module 0* **Take Quiz 0** (Module 0) *Earn 75% to **unlock** Modules 1a & 1b*
	Module 0: Public Health Facts + Tools for Success	**Module 0: Public Health Facts + Tools for Success** 'WWWW' of Public Health (PH) facts; finding PH 'facts' in PubMed; APA format in-text citations and reference lists; technology (tech.) statements; Turnitin *Canvas* similarity checks. **Please read all Module 0 tabs** *Quiz 0… 75% grade required to unlock Module 1a*	
	Module 1a: What is Public Health?	**Module 1a: What is Public Health?** -definitions and terms, approach -individual v. population -ecological perspective -factors that affect population health -evidence-basis of PH (setting priorities; addressing barriers) -social justice/equity framework **Please read all Module 1a tabs**	*Prepare for Quiz 1*
Week 2 1/21-1/25 **Please buy required paperback TEXTBOOK** **Textbook used in Module 2**	**Module 1b:** **Public Health + Me** (Discussion 1)	Prepare for and participate in Discussion 1 (D1). **Independent study (required as part of D1)** **- Please read all Module 1b tabs** **- Use PubMed (pubmed.gov) to find:** (1) **two** journal articles dated 2020-2025 **which have 'WWWW' format public-health facts** that relate to your response to Prompt #5 of the D1 Original Post instructions. (2) **two** journal articles dated 2020-2025 **which have 'WWWW' format public-health facts** that relate to your D1 Reply post. **(3) Use the CITE button on PubMed to get APA format for each article, for your reference lists**	**Discussion 1 (D1)** **"Public Health + Me"** D1-Original Post (OP): (1) Similarity check (2) Main page post D1- Reply Post (RP): (3) Similarity check (4) Main page post
	Module 2: Public Health History, Ethics, Philosophy, & Values	**Public Health History & Ethics,** - history and evolution of PH in the US -historical roots related to social justice and health inequity (role of advocacy, grassroots) - eradication of smallpox - the current overdose epidemic **Please read all Module 2 tabs and Chapter 5 of the course textbook** (Burke & Weill, 2024).	*Prepare for Quiz 1*

Week/Dates	*Module/Theme*	*Topics/readings include:*	*Module Assignments*
Week 3 1/27-2/1 **You can refer to the paperback textbook during Quiz 1** *(and other quizzes)*	**Module 3:** Public Health System: Organization & Financing	**The Public Health System** -defined -10 essential PH services (and 3 core functions) systems concepts (thinking, theory, etc.) **Please read all Module 3 tabs** (including the APA tips)**, a quotation, and two articles marked "required"** *[quotation, and PDFs of articles are on Module 3 Readings tab].*	**Take Quiz 1** (Modules 1, 2, & 3) ***NOTE:*** *Quiz 1 is open until the end of the semester – it is okay to wait to take Quiz 1 until you have read Chapter 5 (textbook)*
Week 4 2/3-2/8	**Module 4a:** Determinants of Health, & Social and Behavioral Factors That Affect Public Health	**Determinants of Health** -Social, political, and economic + interaction of the determinants and other factors (environment, biological, behavioral, psychological) -Health Equity **Social and Behavioral Factors that affect Public Health** 4- and 5-level Social Ecological Models, the Health Belief Model, and the Transtheoretical Model of Health **Please read all Module 4a tabs** (including the APA tips)**, and two infographics marked "required"** *[PDFs of infographics are on Module 4a Readings tab].*	*Prepare for Quiz 2*
Week 5 2/10-2/15	**Module 4b:** **Ethical Implications of Public Health Legislation** (Discussion 2)	Prepare for and participate in Discussion 2 (D2) **Independent study (required as part of D2)** **- Please read all Module 4b tabs** **- Use PubMed (pubmed.gov) to find:** (1) at least two journal articles dated 2020-2025 **which have 'WWWW' format public-health facts** that relate to your responses for D2 Original Post, specifically Instruction #5 and #7. (2) at least two journal articles dated 2020-2025 **which have 'WWWW' format public-health facts** that relate to your D2 Reply post. **(3) Use the CITE button on PubMed to get APA format for each article, for your reference lists**	**Discussion 2 (D2):** D2-Original Post (OP): (1) Similarity check (2) Main page post D2- Reply Post (RP): (3) Similarity check (4) Main page post
Week 6 2/17-2/22	**Module 5:** Global Concepts, & Introduction to One Health	**Global Concepts** -Climate crisis -Pastoral practice changes due to climate -Maternal and child health **One Health** -Global & OneHealth concepts and perspectives **Please read all Module 5 tabs** (including the APA tips), **four articles marked "required"** *[PDFs of articles are on Module 5 Readings tab]* and **Chapter 2 of the course textbook** (Burke & Weill, 2024).	**Quiz 2** (Modules 4 & 5)

Week/Dates	*Module/Theme*	*Topics/readings include:*	*Module Assignments*
Week 7 2/24-3/1	**Module 6:** Environmental Health, & Data Access	**Environmental Health** -Toxicity, Exposure, Dose/Response, Individual Susceptibility, Risks & Benefits - Environmental Justice - types of environmental exposure factors, - population at-risk (susceptible population) **Florida's Poison Control Centers** **Acquiring and Interpreting Data** -data sources; using data to prioritize/inform -NHANES -Florida Health Charts -National Environmental Public Health Tracking Network **Please read all Module 6 tabs** (including the APA tips) and **Chapter 3 of the course textbook** (Burke & Weill, 2024).	**Quiz 3** (Module 6)
Week 8 3/3-3/8	**Module 7:** Evidence-based PH (EBPH) **Quantitative/ Qualitative Methods**	**Quantitative research methods in PH** -qualitative v. quantitative data and collection methods -descriptive epidemiology -measures of disease frequency -Trends in morbidity and mortality -surveillance -continued discussion of health disparities -surveillance -community health assessments and assessing population health **Tobacco, vaping, and alcohol use** -secondhand smoke -Thirdhand smoke -Evidence-based interventions -the role of advertising & public relations campaigns **Please read all Module 7 tabs** (including the APA tips), and **Chapter 6 of the course textbook** (Burke & Weill, 2024).	**Quiz 4** (Module 7)
Week 9 3/10-3/14	**Module 8a:** Chronic Diseases, & the Science of Prevention in Public Health	**EBPH - Prevention Science** -using evidence to inform policies and programs -primary, secondary, tertiary prevention -prevention efforts -evidence-informed practice/approaches • HIV, cancer, heart disease, diabetes, etc. **Please read all Module 8a tabs**; and **Chapter 9 of the course textbook** (Burke & Weill, 2024).	*Prepare for Quiz 5*
Week 10 3/17-3/22	**Spring break**	**N/A**	**N/A**

Week/Dates	*Module/Theme*	*Topics/readings include:*	*Module Assignments*
Week 11 3/24-3/29	**Module 8b:** Discussion 3 information	Prepare for and participate in Discussion 3 (D3) **Independent study (required as part of D3)** **- Please read all Module 8b tabs** **- Use PubMed (pubmed.gov) to find:** (1) two journal articles (or two sources named in Module 8b on the Finding Facts tab) dated 2020-2025 **which have 'WWWW' format facts:** one with a public-health fact, and a second which relates to your 'action/intervention' and/or outcome, for D3 Original Infographic post. (2) at least two journal articles dated 2020-2025 **which have 'WWWW' format public-health facts** that relate to your D3 Reply post. **(3) Use the CITE button on PubMed to get APA format for each article, for your reference lists**	**Discussion 3 (D3): Preventive PH** D3-Original Post (OP): (1) Similarity check (2) Main page post D3- Reply Post (RP): (3) Similarity check (4) Main page post
Week 12 3/31-4/5	**Module 9:** EBPH: Emergence & Reemergence of Diseases	Zoonotic & vector borne diseases; "Spillover" (zoonotic spillover); Mpox (formerly known as Monkeypox); HIV (human immunodeficiency virus); Tuberculosis (TB). **Please read all Module 9 tabs** and **Chapter 4 of the course textbook** (Burke & Weill, 2024).	**Quiz 5** (Modules 8 & 9)
Week 13 4/7-4/12	**Module 10:** Mental Health as a Public Health Issue	**Mental Health as a Public Health Issue** • Historical perspective & Risk factors • Stigma, prejudice, and discrimination • COVID 19 and mental health, 2019-2020 ***Optional, additional topics*:** • Gun violence and COVID 19 • Intimate partner violence • Youth suicide **Please read the Module 10 tabs** and **Chapter 8** and *a section of* **Chapter 10 in the course textbook** (Burke & Weill, 2024).	*Prepare for Quiz 6*
Week 14 4/14-4/19	**Module 11:** Future of PH	**The Future of Public Health** Scholarships, fellowships, careers PH-related community initiatives - UF Field & Fork Pantry - UF Equal Access Clinic Network, & Mobile Outreach Clinic (MOC) - UF HealthStreet **Please read all Module 11 tabs** and short items on the community initiative websites as directed on Module 11 tabs (e.g., MOC mission statement and MOC student spotlight quotations).	**Quiz 6** (Modules 10 & 11) *Please note, access to internet webpages is restricted during all Honorlock quizzes, you may only view paper-based notes/book and PDFs/pages in the modules.*
Week 15 4/21-4/23	**Module 12**: Review Days	**Quiz review:** This course contained a LOT of material! This review period is your opportunity to re-read materials you may have only had the chance to skim through, and possibly retake one or two quizzes. Please check marks earned in grade portal, especially earned grades for quizzes.	*Quizzes 1-6 and Optional Bonus Written Quiz open until 11:59pm Wed 4/23* *Each quiz may be taken up to six (6) times; your highest score will be kept.*

Course Materials and Technology

Required textbook: Please purchase as soon as possible
Burke, L.D. & Weill, B. (2024). *Public Health and Society: Current Issues* (1st Ed.). Jones & Bartlett Learning.
https://www.jblearning.com/catalog/productdetails/9781284211306#productInfo
(Textbook/eBook: 25% off coupon **PHC6600**, on Publisher Site above)

Required readings:

- You need Chapters 2-10 in the required textbook (Burke & Weill, 2024)
- Other required readings will be made available on Canvas as pdfs (and/or other documents) and links to external public content.

Technology requirements:

Webcam required! You must have a webcam to participate in content quizzes.

- Computer with internet access, and a webcam (stand-alone or integrated webcam) required.
  - When taking quizzes, it is recommended you use a computer with a decent size screen.
  - Please do *not* try to do course quizzes on a phone or iPad, you need a decent size screen.

- **Browsers:**
  - The UF IT department recommends **FIREFOX** web browser for Canvas to access video material.
  - BUT – to access Honorlock-proctored quizzes you need to use **CHROME**.

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

Assignments

You will work through the material and complete the required quizzes and discussions to develop a greater understanding of public health. You will practice sourcing/citing high-quality ("credible") evidence - expected skills for a UF PHHP graduate! If you would like feedback on your work at any time during this course, please contact me with your questions: I will review your work with you via Zoom screenshare.

Description of required course participation

Syllabus Quiz:

- This Canvas syllabus quiz is ungraded; however, you must pass with a 100% to move onto course content.
- This is the *only* quiz which does not use Honorlock/webcam and will not require you to show your photo ID.
- All other quizzes will use Honorlock to preserve the integrity of assessment.

Module 0, and Quiz 0:

- Module 0 is foundational material; it contains information required to be successful in the course.
- Some students may already be (very) familiar with the Module 0 content so they will fly through the module – but in previous semesters I realized what is now Module 0 content, was new information to most students!
- To ensure that all students have a decent foundation to scaffold their success in this course, you must read (or skim-read) all Module 0 tabs and pass Module 0 quiz with a 75% score or higher to unlock Module 1a.

Module Tabs: required reading

- Please open and read each tab in each module.
- You may read the module tabs in any order.
- All tabs in a module must be read, to unlock the next module.
- Modules must be read sequentially (i.e., reading all of Module 2, opens Module 3).

Module Content Quizzes: WEBCAM REQUIRED

- Seven (7) Module Content Quizzes, varying numbers of questions, each question is worth one mark.
- Quiz 0 is worth a total of 2 marks and has eight questions *(answer six questions correctly to open Module 1a).*
- Quiz 3 & 4 have 7 questions (7 marks per quiz); Quizzes 1, 2, 5 & 6 have eight questions (eight marks per quiz).
- Quiz questions are chosen by selecting answers, no manual typing is required in the Content Quizzes.
- Content quizzes will be proctored by Honorlock. Photo ID and a quiet room (no one else present) will be required.
- Please power-off and put away your cell phone, during the Honorlock proctoring ID check (they will prompt).
- **Please take off any smart watch or fitness tracker and put it across the room.**
- Quizzes in this course are open book (paperback textbook), open (paper-based) notes, open (online) relevant-Module materials (tabs, and PDFs only).
- Honorlock will allow online access to course materials for the modules covered in the quiz (via Canvas). No other internet access and no access to files stored on your personal computer/cloud will be allowed.
- You will have six chances to take each graded quiz; quiz time is 40 minutes per attempt; your highest grade from all your attempts for each quiz will be saved.
- The 'question wording' you see for each of the questions in a graded quiz, will be randomly selected from a bank of questions dedicated to that topic. So, if you take a specific quiz two times, 'Question 1' in your first attempt will be assessing a similar theme as 'Question 1' in your second attempt, but you are unlikely to get

the same question. Each quiz has dedicated question banks with enough questions to ensure you should not get the exact same questions on a quiz even if you take it the maximum number of times (six). I calculated that for Quiz 1, there are over 450 thousand possible combinations of Questions 1-8.

- Because quizzes are timed you will not have time to look up every concept covered on the quiz. Therefore, you should complete your readings and review relevant module(s)'s lecture/video content *before* taking the quiz!

Discussions:

- There are three sets of evidence-based discussion assignments which will help you engage with your peers, practice sourcing/citing high-quality ("credible") evidence and consolidate your thoughts.
- Each discussion consists of four assignments (two similarity checks, an original post, and reply post).
- **Each assignment <u>within a discussion</u> has individual instructions that should be read thoroughly, to earn full marks.** *Please request a Zoom meeting to discuss instructions with me if you wish.*
- Please fully review the "Grading Readiness" and "Content & Accuracy" rubrics for *each assignment* within a discussion!
    - Discussion post content will be submitted to Turnitin.com to ensure academic integrity.
    - APA-7th Edition in-text citations/reference lists/document format will be used.
    - Each post (original, reply) requires facts/information from at least two academic journal articles listed in PubMed; the PubMed 'CITE' feature should be used to generate the ref. list entry.
- Please note: pre-grading requirements for all assignments are non-negotiable (see "Grading Readiness" rubrics).
- The STUDENT is responsible for checking the work meets pre-grading requirements per "Grading Readiness" rubric **by the requested due date** in the 'Due Dates' table.

Sources of facts cited in discussions:

- Please make sure you have opened and *read* (or skim-read) all sources of facts cited in discussion posts.
- Please save the PDF of academic articles used as fact sources for discussion posts… these PDFs are to be attached to an assignment comment in the similarity check assignment for original and reply posts.

Most quizzes/assignments are due on a Monday. Where possible I have included "a weekend" between a scheduled module and due date of related assignment(s), based on previous students' GatorEvals feedback.

You are welcome to work ahead in the class and submit early. The 'due dates' listed in the table are the last day to submit work, i.e., the work is required before/on the 'due' date, by 11:59PM Eastern Time.

Religious holidays, and due dates

There are several religious holidays that occur during the semester. As this is a semi-self-paced class, even if you are observing them, these holidays may not affect your work in the class too much. However, if you will be observing religious holidays this semester, and this could affect you being able to post to a discussion or complete a quiz by the due date per the table below, please let me know in advance if you need some extra time to make up course activities. Thank you for working with me on this.

Grading, course requirements

COURSE REQUIREMENTS, Due dates* all uploads by 11:59PM Eastern Time please			
***You are welcome to work ahead in the class and submit early – check margin comment feedback for assignment tips (on discussion similarity checks).** Please see note above about Religious Holidays.			
Quizzes (7) - *WEBCAM REQUIRED* – *48% of course grade*	**Due date***	**Marks**	**% final grade**
Syllabus Quiz **Requires 100% score to unlock Module 0**	asap	0	0
Quiz 0 (Module 0) **Requires 75% score to unlock Module 1**	Fri 1/17	2	2
Quiz 1 (Modules 1, 2, & 3)	Mon 2/10	8	8
Quiz 2 (Modules 4 & 5)	Mon 3/3	8	8
Quiz 3 (Module 6)	Mon 3/10	7	7
Quiz 4 (Module 7)	Mon 3/24	7	7
Quiz 5 (Modules 8 & 9)	Mon 4/14	8	8
Quiz 6 (Modules 10 & 11)	Mon 4/21	8	8
Reflection Discussions *(each discussion is a 4-part assignment)*- 52% of course grade.			
• 3 original posts & 3 reply posts & 6 similarity checks (word docs., in APA-7th Edn. format): • **For each post,** BEFORE posting on the main page, a "similarity check" showing **0-9% similarity** per Turnitin.com, is REQUIRED. See instructions, email any questions!			
Grading readiness rubric requirements (per individual assignments) must be met before the due date.*			
See rubrics on tabs of applicable module	**Due date***	**Total Marks** (breakdown)	**% final grade**
Discussion 1: Public Health + Me *(Module 1b)*		**10 marks**	**10**
1. **D1-OP: Similarity check upload**: Video script + references + technology statements	Mon 1/27	(1 mark)	
2. **D1-OP**: Main page original post: Video + "0-9% similarity" script/reference (ref.) list + technology (tech.) statements	Mon 1/27	(4 marks)	
3. **D1-RP: Similarity check upload:** Reply words + ref. list + tech. statements, APA-7th Edn. format	Mon 2/3	(1 mark)	
4. **D1-RP**: Main page reply post: "0-9% similarity" reply words + ref. list + tech. statements, APA-7th Edn. format	Mon 2/3	(4 marks)	
Discussion 2: Ethical Implications of PH Legislation *(Module 4b)*		**21 marks**	**21**
1. **D2-OP: Similarity check upload:** Planned words + ref. list + tech. statements, APA-7th Edn. format	Mon 2/17	(1 mark)	
2. **D2-OP:** Main page original post: "0-9% similarity" words, + ref. list + tech. statements, APA-7th Edn. format	Mon 2/17	(14 marks)	

3. **D2-RP: Similarity check upload:** Reply words + ref. list + tech. statements, APA-7th Edn. format	Mon 2/24	(1 mark)	
4. **D2- RP**: Main page reply post: "0-9% similarity" reply words + ref. list +tech. statements, APA-7th Edn. format	Mon 2/24	(5 marks)	
Discussion 3: Preventive PH *(Module 8b)*		**21 marks**	**21**
1. D3-OP: Similarity check upload: Planned words + ref. list + tech. statements, APA-7th Edn. format	Mon 3/31	(1 mark)	
2. D3-OP: Main page original post: "0-9% similarity" words + ref. list + tech. statements, APA-7th Edn. format	Mon 3/31	(14 marks)	
3. D3-RP: Similarity check upload: Reply words + ref. list + tech. statements, APA-7th Edn. format	Mon 4/7	(1 mark)	
4. D3- RP: Main page reply post: "0-9% similarity" reply words + ref. list + tech. statements, APA-7th Edn. format	Mon 4/7	(5 marks)	
Due dates … all uploads complete by 11:59PM Eastern Time please			
Total for 3-Credit Course		**100 Marks**	**100%**

Percentage points system used:

Percentage Earned	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
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.

More information on UF grading policy may be found at:
https://gradcatalog.ufl.edu/graduate/regulations/#Grades

Quiz Policies

- A webcam is required.
- Quizzes will be proctored and recorded by Honorlock.
- Your quiz recording will include your screen.
- **Honorlock will allow online access to course materials (tabs, PDFs) for the modules covered in the quiz. No other online access or personal computer file access will be allowed.**
- **Quizzes in this course are open book (paperback textbook), open (paper-based) notes, open (online) relevant-Module materials**.
- Photo ID and a quiet room (no one else present) will be required.
- No hats may be worn.
- Smart watches may NOT be worn.
- Fitness trackers on wrist may NOT be worn.
- Quizzes may NOT be taken on a cell phone.
- No phones or other electronic devices are to be used, just the single-screen computer on which you are taking the quiz.
- You must show your cell phone being powered off. *(If you do not have a cell phone, please message the instructor).*

Policy Related to Make Up Exams or Other Work

- Coordinator/instructor will not contact you about late, missing, or incomplete assignments.

If you miss the deadline for a quiz, or a discussion

The relevant Canvas page will say the upload feature is no longer available: you will need to contact the instructor and request permission to submit. **Permission for late submission is not guaranteed – there needs to be a genuine reason why the deadline was missed.**

You should email the instructor and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments. **Note, conference attendance or doctoral qualifying examinations or thesis/dissertation defenses do not constitute valid lateness excuses.**

Technical issues…

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the UF Computing help desk (http://helpdesk.ufl.edu/) which they emailed to your UF email when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Special (aka 'extenuating') 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 with on an individual basis, provided you have sufficient documentation.

Work determined to be partly/fully based on non-existent sources are *not* eligible for a re-do or make-up work.

- Non-existent sources are the opposite of genuine sources.
- A non-existent source may have author(s) who exist, and a title which exists, but those authors didn't write that article.
- Pairs of written discussion assignments (similarity check + Main Page post) which are identified to be fully or partly based on one or more non-existent sources per reference list, will BOTH earn a permanent 0.5 mark (each).
- Non-existent sources in student work may indicate non-compliance with explicit instructions rather than "bad/dishonorable" behavior. Possibilities include:

(a) the student did not personally source the article in PubMed, and read the article themselves (per course expectations) but instead, relied on a 'secondary source' (which used ChatGPT/other AI entity to generate the reference), or
(b) the student used ChatGPT/other AI entity to source information/reference, i.e., they did not respect my request to *not* do that.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

To ensure that we have a great semester, remember --

- All transactions and relationships are enriched by courtesy:
- Be considerate of one another during responses to reflective discussions.
- All ideas have merit.
- "There is no such thing as a 'Silly Question'" (C. Austin, personal communication, 2021).

I expect and hope that you will be honest with me in all aspects of your conduct regarding our course. In return, I will do the same for you.

Expectations Regarding Quiz Behavior

During Honorlock-proctored quizzes, you must put cell phones, smart watches, wrist trackers, and other electronic devices *away*, i.e., across the room (please turn the devices off, so Honorlock quizzes are not interrupted).

Written assignment expectations, work will be "Ready for grading" per rubric

- Students are expected to check their work against the 'ready for grading' rubric (the minimum requirements) before they upload work.
- If work is submitted on time, but it does not have all components required for grading per 'grading readiness' rubric, then the work will earn a "0.5" mark (e.g., work does not have a reference list...).
- Written discussion assignments must meet the minimum "ready for grading" rubric requirements by the due date for the assignment, before a grade higher than 0.5 can be earned… unless there are documented extenuating circumstances.

Written assignment expectations, integrity and reputable sources of Public Health (PH) information

- **Turnitin.com similarity scores of 0-9% (excluding ref. lists + technology statements) are required**. Please see Module 0 tab and Upload instructions in Modules 1b, 4b, and 8b for more information.
- **As preparation for each discussion post, students are required to find/read two journal articles they source from PubMed, dated 2020-2025**, and cite the numerical (e.g., number of people + % of population they represent) 'who-what-where-when' (WWWW) format PH facts/information from those articles in their evidence-based post [Instructions are in Module 0]. Each discussion has instructions explaining other sources permitted for that assignment, e.g., in Discussion 2 you will need information from state or federal websites with official details of state or federal PH legislature; in Discussion 3 you may need PH 'intervention' information dated 2020-2025 from websites ending ".gov" (e.g., Centers for Disease Control and Prevention, or National Institutes of Health) or the World Health Organization (WHO) or credible research organizations, e.g., the American Cancer Society.
- **Potentially, information from other articles written 2020-2025 *may* be used as additional references, with pre-authorization by instructor**. For example, if your Discussion post requires facts/information from a website not listed in the instructions. But, BEFORE you commit to that 'alternate' source of information, please send the instructor the URL and a PDF of the article for approval, at least 48 hours before the due date… *(this option to have instructor pre-check refs. is available until 48 hrs. before **due date** listed in syllabus).*
- **Students are expected to have personally located online, and read, all items listed in their reference lists.**

- Each end-of-assignment reference list must include at least two sources of online PubMed articles that were cited in the assignment (see above); the list entries must include correct authors, date, and title of the work, and the accurate URL (DOI preferred) for the article (article with correct authors, date, and title per ref. list.).
- Module 0 has hints, tips, and fact sheets on APA format expected for reference lists in this course; sample reference lists are provided in each Module.
- **Accurate reference lists with genuine entries are required, i.e., the combination of author(s), date, title, and URL of a reference list entry must match an article available in PubMed.** Work with reference lists containing one or more references to non-existent materials will be considered non-gradable.

- ***Please do NOT use ChatGPT or similar program/app to generate writing or references for use in PHC6600***.
- *I have discovered AI bot "fact-based" output is often inaccurate. ChatGPT-produced reference list entries in recent semesters have proved to be works of fiction. Using a ChatGPT reference will likely ding your course grade, horribly, and will result in an interview with the Dean of Student's Office about academic integrity. I believe UF graduate students create better work (by themselves) than any AI bot. Thanks in advance for respecting my request.*
- **Make sure you choose the articles yourself, from PubMed… do not rely on someone else's writing or someone else's reference list.**
- *If you are doubtful about what I am writing and wish to test this, ask ChatGPT for a reference about something, then see if you can locate that ChatGPT generated reference list entry, inside "PubMed.gov".*

Netiquette Guidelines:
This is an online course, please be familiar with these UF guidelines:
https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx

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."**

** Using an AI entity when creating discussion posts is "unauthorized aid" for PHC6600.

In PHC6600, you are expected to Do Your Own Work:

- without help from another human, and
- without help from any AI entity (e.g., ChatGPT).

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 Handbook for additional details:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
https://graduateschool.ufl.edu/work/handbook/

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. *We are using Turnitin.com, and checking references, to encourage honorable behavior by ALL students!*

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.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.

Please share your accommodation letter with your instructor as quickly as possible to ensure your accommodation(s) are provided for the full semester. Thank you!

- *If you did not register formally, but you know you have different learning, behavioral, or other needs that may affect your performance in the course, tell me and I will do my best to help you.*

Title IX

University of Florida has zero tolerance for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF's Title IX Coordinators. Students can contact Student Conduct and Conflict Resolution at 202 Peabody Hall, 352-392-1261.

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 (below).

Do not wait until you reach a crisis to get help. The people who work in the locations listed below have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

- **GatorWell Health Promotion services**: GatorWell provides health-related resources, information, and individual services (on-campus & online). Recommended services: Wellness Coaching for Academic Success (virtual appointments available). http://gatorwell.ufsa.ufl.edu/
- 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 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 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
    - **Your local Crisis Center:** If you are not living in Alachua and prefer to speak with someone local to your area, please search 'Crisis Center' online, and make a note of your local number.
    - **University Police Department**: https://police.ufl.edu or call 352-392-1111 (or 9-1-1 for emergencies)
    - **UF Health Shands Emergency Room/Trauma Center**: If you are local to Gainesville, for immediate medical care, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; https://ufhealth.org/emergency-room-trauma-center
    - **Your local Emergency Room**: If you are not near Gainesville, please make a note of your local emergency room, where you could get emergency care if necessary.
- **988 National Hotline for Mental Health Crises and Suicide Prevention**. https://www.fcc.gov/988-suicide-and-crisis-lifeline "988" is the three-digit, nationwide phone number to connect directly to the 988 Suicide and Crisis Lifeline. By calling or **texting** 988, you'll connect with mental health professionals with the 988 Suicide and Crisis Lifeline, formerly known as the National Suicide Prevention Lifeline. Veterans can press "1" after dialing 988 to connect directly to the Veterans Crisis Lifeline which serves our nation's Veterans, service members, National Guard and Reserve members, and those who support them. For texts, Veterans should continue to text the Veterans Crisis Lifeline short code: 838255.

As I wrote above: Do not wait until you reach a crisis to get help. The people who work in the locations listed above 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 Center for Inclusion & Multicultural Engagement website: www.multicultural.ufl.edu

REQUIRED TEXTBOOK: ***Public Health and Society*** **(Burke & Weill, 2024)**
COUPON INSTRUCTIONS!

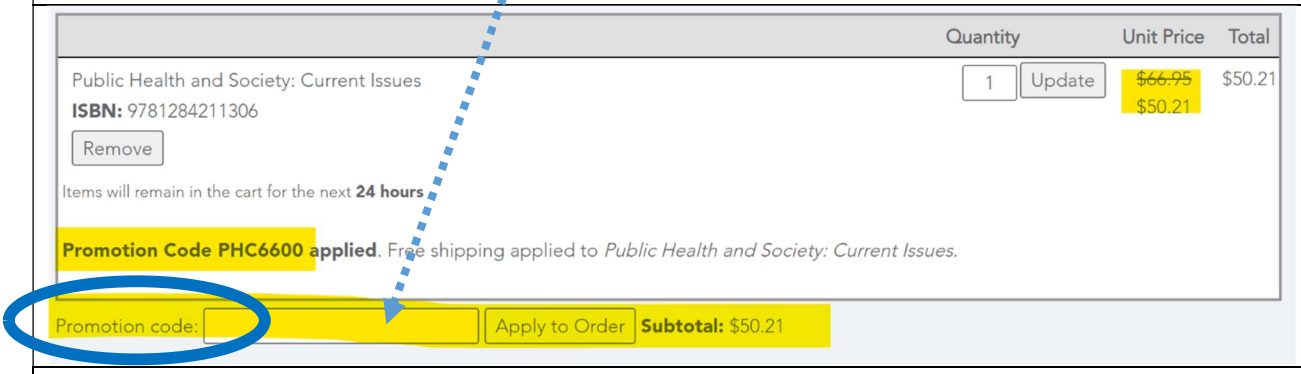
You can also check the paperback book price at other retailers, you may find a better bargain.

****Please purchase required paperback book (comes with an eBook) as soon as possible****

Burke, L.D. & Weill, B. (2024). *Public Health and Society: Current Issues* (1st Ed., Chapters 2-10). Jones & Bartlett Learning. https://www.jblearning.com/catalog/productdetails/9781284211306#productInfo
(Textbook + eBook: 25% off coupon **PHC6600**, on Publisher Site)

1. **Go to the textbook's catalog page** and add the text to your cart. URL is in the reference above.
2. **Choose 'paperback with eBook'** and ADD TO YOUR CART

3. **Then, *in the cart*, add the coupon code PHC6600** in "Promotion Code", as shown below.
4. Here is what it will look like: **when you choose a paperback book + eBook ($50.21):**



Please buy the paper book, so you have the option to use it during "open paper book, open notes" quizzes.

Screenshots and discount coupon courtesy of Stephanie Ingenito, Jones & Bartlett Learning, 11/6/24
This coupon code is good during 2025.