University of Florida
College of Public Health & Health Professions Syllabus for

# PHC 6600: Foundations of Public Health (3 credits)
# Summer 2024

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

**Instructor**: **Rebecca J. Austin-Datta, BSc, MS, MPH, MRSC**
Epidemiology Doctoral Student | Instructor
College of Public Health and Health Professions | College of Medicine
***Email Address:*** rebeccajane@ufl.edu *****with PHC6600 in the subject line, please*****

***Office Hours via Zoom Meeting*:**

**Wednesdays 5:00 PM - 6:00 PM Eastern Daylight Time**, throughout Summer Semester 2024.
**Zoom link:** https://ufl.zoom.us/j/99798485210?pwd=ZUdkTjBJRzFxVSttYnN0NFBlWjZSUT09
*I will also be available by appointment (Zoom, no in-person office hours at this time).*

***Preferred Course Communications* (e.g., email vs. Canvas message):**

- ***Canvas = fastest response,*** *or* ***UF email **with PHC6600 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.

***Pre-Requisites:*** None

****Please purchase required book during Week 1** (just **ebook**, is fine) ******

***REQUIRED TEXTBOOK: Public Health and Society* (Burke & Weill, 2024)**
(Use 25% off coupon **PHC6600.** Instructions for using coupon are on last page of this syllabus)
**https://www.jblearning.com/catalog/productdetails/9781284211306#productInfo**

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 with/without eBook: 25% off coupon **PHC6600**, works on Publisher Site, see last page of syllabus)

***REQUIRED TECHNOLOGY****: Computer with internet access, and a* ***webcam*** *(stand-alone or integrated).*

## I. PURPOSE & OUTCOME

### Course Overview

This foundational course introduces public health and healthcare within the US and globally, emphasizing the effect of positionality and the interconnectedness of population and individual health. Course topics include public health history and impact, the role of ethics and evidence, and the importance of health equity and human rights.

### Relation to Program Outcomes

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

### Reference

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

## Course Objectives

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)

## Alignment of Course Objectives, Content, and Assessment

| *Objective* | *Module #* | *Assessment Methods* |
|---|---|---|
| 1. Explain public health history, philosophy, and values. | 1, 2, 3 | • Quiz 1<br>• Reflection discussion (RD) 2 |
| 2. Identify the core functions of public health and the 10 Essential Services. | 3, 11 (and emphasized throughout) | • Quiz 1<br>• RD 2 |
| 3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health. | 7, 11 | • Quiz 4<br>• RD 2, RD 3 |
| 4. List major causes and trends of morbidity and mortality in the U.S. or other community relevant to the school or program. | 2, 4, 6, 7, 8, 9, 10 | • Quiz 2 - 6<br>• RD 2, RD 3 |
| 5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc. | 8, 11 | • Quiz 2, 4, & 5<br>• RD 3 |
| 6. Explain the critical importance of **evidence** in advancing public health knowledge. | 1, 3, 6, 7, 8, 9 10 (**emphasis throughout**) | • Quiz 1-6<br>• RD 1-3 (citations/references) |
| 7. Explain effects of environmental factors on a population's health. | 1, 2, 5, 6 | • Quiz 2 - 5<br>• RD 3 |
| 8. Explain biological and genetic factors that affect a population's health. | 1, 2, 8, 9 | • Quiz 2, & 5<br>• RD 3 |

| | | |
|---|---|---|
| 9. Explain behavioral and psychological factors that affect a population's health. | 1, 2, 3, 4, 5, 8, 10 | • Quiz 2, 5, & 6<br>• RD 2, RD 3<br>• |
| 10. Explain the social, political, and economic determinants of health and how they contribute to population health and health equity. | 1, 2, 4, 5, 6, 8, 10, 11 | • Quiz 1, 2, & 6<br>• RD 2, RD 3 |
| 11. Explain how globalization affects global burdens of disease | 5, 6, 9 | • Quiz 2, 3, & 5 |
| 12. Explain an ecological perspective on the connections among human health, animal health, and the ecosystem (e.g., OneHealth). | 1, 2, 5, 6, 9 | • Quiz 2 |

## 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 and Exams 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 evidence-based (i.e., you must cite highly credible, reliable, sources of information).

## Online Learning Expectations

You are expected to actively engage in the course throughout the semester. You must complete all assignments. You will work towards mastery of the course objectives. **Students are expected to write their own work, ChatGPT and similar resources are *not* to be used** – thank you for respecting this request.

## II. DESCRIPTION OF COURSE CONTENT

**Please plan your study/assignment time strategically:** we have a compressed timeline in the summer semester. You will be completing 3-credit work typically scheduled in 15 weeks, during 12 weeks of summer!

**Some weeks in summer semester, you will be working in two different modules**. Depending on the complexity of the module topic (my opinion) I have allowed 3, 4, or 5 days for each module as shown in the Topic Outline/Course Schedule table below during summer semester (vs. 4/5 days per module during fall/spring semesters). No work is scheduled during UF holidays. The due dates for module assignments are shown in a separate table.

### Topic Outline/Course Schedule

| ***Dates*** # Days | ***Module #:*** *Theme* | ***Topics*** *include:* | ***Module Assignments*** |
|---|---|---|---|
| 5/13-5/17<br><br>**(Week 1)**<br><br>**Please buy required TEXTBOOK this week** | **Module 0:** Course Overview<br><br>**Module 1:** What is Public Health? | **Course Intro & Start Here pages.**<br><br>**What is Public Health?**<br>-definitions and terms, approach<br>-individual v. population<br>-ecological perspective<br>-factors that affect population health<br>-evidence-basis of PH (setting priorities; addressing barriers)<br>-social justice/equity framework | **Syllabus Quiz, Module 0:** Quiz grade of 100% must be earned to unlock Module 1<br><br>**Discussion 1 (D1)**<br>**"Public Health + Me"**<br>D1-Original Post (OP):<br>**(1)** Similarity check<br>**(2)** Main page post |
| 5/20 – 5/24<br>**(Week 2)**<br><br>**Textbook used in Module 2** | **Module 2:** Public Health History, Ethics, Philosophy, & Values | **Public Health History & Ethics,**<br>- history and evolution of PH in the US<br>-historical roots related to social justice and health inequity (role of advocacy, grassroots)<br>- Eradication of smallpox<br>**Public Health Drug use:** The current overdose epidemic<br>**(Chapter 5, textbook)** | D1- Reply Post (RP):<br>**(3)** Similarity check<br>**(4)** Main page post |
| **5/28 – 5/31**<br><br>**(Week 3)** | **Module 3:** Public Health System: Organization & Financing | **The Public Health System**<br>-defined<br>-10 essential PH services (and 3 core functions)<br>systems concepts (thinking, theory, etc.) | **Quiz 1** (Modules 1, 2, & 3) |
| **6/3 – 6/7**<br><br>**(Week 4)** | **Module 4:** Determinants of Health, & Social and Behavioral Factors That Affect Public Health | **Determinants of Health**<br>-Social, political, and economic + interaction of the determinants and other factors (environment, biological, behavioral, psychological)<br>-Health Equity<br>**Social and Behavioral Factors that affect Public Health**<br>4- and 5-level Social Ecological Models, the Health Belief Model, and the Transtheoretical Model of Health | **Discussion 2 (D2): Ethical Implications of Public Health Legislation**<br>D2-OP:<br>**(1)** Similarity check<br>**(2)** Main page post<br>D2-RP:<br>**(3)** Similarity check<br>Main page post |

| ***Dates*** # Days | ***Module #:*** *Theme* | ***Topics** include:* | ***Module Assignments*** |
|---|---|---|---|
| **6/10 – 6/14**<br><br>**(Week 5)** | **Module 5:** Global Concepts, & Introduction to One Health | **Global Concepts**<br>-Climate crisis<br>-Pastoral practice changes due to climate<br>-Maternal and child health<br>**One Health**<br>-Global & OneHealth concepts and perspectives<br>**(Chapter 2, textbook)** | **Quiz 2**<br>(Modules 4 & 5) |
| **6/17, 6/18**<br>**6/20, 6/21**<br><br>**(Week 6)** | **Module 6:** Environmental Health, & Data Access | **Environmental Health**<br>-Toxicity, Exposure, Dose/Response, Individual Susceptibility, Risks & Benefits<br>- Environmental Justice<br>- types of environmental exposure factors,<br>- population at-risk (susceptible population)<br>**Florida's Poison Control Centers**<br>**Acquiring and Interpreting Data**<br>-data sources; -using data to prioritize and inform<br>-NHANES<br>-Florida Health Charts<br>-National Environmental Public Health Tracking Network<br>**(Chapter 3, textbook)** | **Quiz 3**<br>(Module 6) |
| 6/24-6/28<br>(Week 7) | **Summer Break** | No work scheduled | N/A |
| 7/1 -7/3, 7/5<br><br>**(Week 8)** | **Module 7:** Evidence-based PH (EBPH)<br>**Quantitative/ Qualitative Methods** | **Quantitative research methods in PH**<br>-qualitative v. quantitative data and collection methods<br>-descriptive epidemiology<br>-measures of disease frequency<br>-Trends in morbidity and mortality<br>-surveillance<br>-continued discussion of health disparities<br>-surveillance<br>-community health assessments and assessing population health<br>**Tobacco, vaping, and alcohol use**<br>-secondhand smoke<br>-Thirdhand smoke<br>-Evidence-based interventions<br>-the role of advertising & public relations campaigns<br>**(Chapter 6, textbook)** | **Quiz 4**<br>(Module 7) |

| ***Dates*** # Days | ***Module #:*** *Theme* | ***Topics** include:* | ***Module Assignments*** |
|---|---|---|---|
| 7/8 - 7/12<br><br>**(Week 9)** | **Module 8:** Chronic Diseases, & the Science of Prevention in Public Health | **EBPH - Prevention Science**<br>-using evidence to inform policies and programs<br>-primary, secondary, tertiary prevention<br>-prevention efforts<br>-evidence-informed practice/approaches<br>• HIV, cancer, heart disease, diabetes, etc.<br>**(Chapter 9, textbook)** | **Discussion 3 (D3): Preventive PH**<br>D3-OP:<br>**(1)** Similarity check<br>**(2)** Main page post<br>D3-RP:<br>***(3)*** Similarity check<br>***(4)*** Main page post |
| 7/15 - 7/19<br><br>**(Week 10)** | **Module 9:** EBPH: Emergence & Reemergence of Diseases | Zoonotic & vector borne diseases; "Spillover" (zoonotic spillover); Mpox (formerly known as Monkeypox), HIV (human immunodeficiency virus), and Tuberculosis (TB)<br>**(Chapter 4, textbook)** | **Quiz 5**<br>(Modules 8 & 9) |
| 7/22-7/26<br><br>**(Week 11)** | **Module 10:** Mental Health as a Public Health Issue | **Mental Health as a Public Health Issue**<br>• Historical perspective & Risk factors<br>• Stigma, prejudice, and discrimination<br>• COVID 19 and mental health, 2019-2020<br>***Optional, additional topics*:**<br>• Gun violence and COVID 19<br>• Intimate partner violence<br>• Youth suicide<br>**(Chapters 7, 8, & part of 10, textbook)** | *Prepare for Quiz 6* |
| 7/29 - 8/2<br>**(Week 12)** | **Module 11:** Future of PH | **The Future of Public Health**<br>Scholarships, fellowships, careers<br>PH-related community initiatives<br>- UF Field & Fork Pantry<br>- UF Equal Access Clinic Network, & Mobile Outreach Clinic<br>- UF HealthStreet | **Quiz 6**<br>(Modules 10 & 11) |
| 8/5 - 8/9<br>**(Week 13)** | **Module 12**: Review Week | **Quiz review:**<br>This course contained a LOT of material! This week is your opportunity to review materials you may have only had the chance to skim through, and possibly retake one or two quizzes.<br><br>Please check marks earned in grade portal, especially earned grades for quizzes. | Quizzes 1-6 open until 11:59pm Wed August 7 |

## Course Materials & Technology

***Please purchase required book during Week 1* ***(just eBook, is fine)*** ****

***Instructions for using coupon are on last page of this syllabus.***

### *REQUIRED TEXTBOOK: Public Health and Society* (Burke & Weill, 2024)

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: Webcam required!*

- **You must have a webcam to participate in quizzes and exams.**
- *Computer with internet access, and a* ***webcam*** *(stand-alone or integrated webcam) required***.**
- The UF IT department recommends that you **use FIREFOX web browser** for Canvas to access video material.
- **BUT – to access Honorlock-proctored exams and quizzes you need to use Chrome.**

**For technical support for course materials and activities and assessments, please contact the Online Course coordinator: Truly Hardemon, MEd at** hardemont@ufl.edu

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/

### *UF Internet (eduroam) is available at thousands of locations worldwide!*

UF students can access eduroam (highspeed WiFi) for free with their GatorLink log-in credentials. https://helpdesk.ufl.edu/connecting-to-eduroam-off-campus/ The eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide. Access is available in rural areas, too! Here's a link to all the eduroam sites: https://incommon.org/eduroam/eduroam-u-s-locator-map/

### *Additional Academic Resources* (see Section V for additional student services)

- **Career Connections Center:** https://career.ufl.edu/ Reitz Union 1300, 352-392-1601. Career assistance and counseling services.
- **Library Support:** https://uflib.ufl.edu/ Receive assistance in using the libraries or finding resources.
- **Teaching Center**: https://academicresources.clas.ufl.edu/ General study skills and tutoring 1317 Turlington Hall, 352-392-2010; or, to make a tutoring appointment: 352-392-6420.
- **Writing Studio**: https://writing.ufl.edu/writing-studio/ Help with brainstorming, formatting, and writing papers. 2215 Turlington Hall, 352-846-1138.
- **Student Complaints:** See https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/

## Academic Requirements & Grading

### ASSIGNMENTS: (Discussions, Quizzes, and Exams)

You will work through the material and complete the required quizzes, discussions, and exams 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.

**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/exam 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.

| **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 about Religious Holidays. | | | |
| **Quizzes (7) - *WEBCAM REQUIRED – 48% of course grade*** | **Due date*** | **Marks** | **% of final grade** |
| Quiz 0 (Syllabus) **Requires 100% score to unlock Module 1** | asap | 0 | 0 |
| Quiz 1 (Modules 1, 2, & 3) | Mon 6/3 | 8 | 8 |
| Quiz 2 (Module 4) | Mon 6/17 | 8 | 8 |
| Quiz 3 (Modules 5 & 6) | Mon 7/8 | 8 | 8 |
| Quiz 4 (Module 7) | Mon 7/15 | 8 | 8 |
| Quiz 5 (Modules 8 & 9) | Mon 7/22 | 8 | 8 |
| Quiz 6 (Modules 10 & 11) | Mon 8/5 | 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):<br>• **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 each instruction page.* | **Due date*** | **Total Marks** (breakdown) | **% of final grade** |
| **Discussion 1: Public Health + Me** | | **10 marks** | **10** |
| 1. **D1-OP: Similarity check upload**: Video script + references + technology statements | Mon 5/20 | (1 mark) | |
| 2. **D1-OP**: Main page original post: Video + "0-9% similarity" script/references + technology statements | Mon 5/20 | (4 marks) | |
| 3. **D1-RP: Similarity check upload:** Reply words + references + tech. statements, APA-7th Edn. format | **Tues** 5/28 | (1 mark) | |

| | | | |
|---|---|---|---|
| 4. **D1-RP**: Main page reply post: "0-9% similarity" reply words/refs, + tech. statements, APA-7th Edn. format | **Tues** 5/28 | (4 marks) | |
| **Discussion 2: Ethical Implications of Public Health Legislation (Module 4)** | | **21 marks** | **21** |
| 1. **D2-OP: Similarity check upload:** Planned words + references + tech. statements, APA-7th Edn. format | Mon 6/10 | (1 mark) | |
| 2. **D2-OP:** Main page original post: "0-9% similarity" words/refs, + tech. statements, APA-7th Edn. format | Mon 6/10 | (15 marks) | |
| 3. **D2-RP: Similarity check upload:** Reply words + references + tech. statements, APA-7th Edn. format | Mon 6/17 | (1 mark) | |
| 4. **D2- RP**: Main page reply post: "0-9% similarity" reply words/refs, + tech. statements, APA-7th Edn. format | Mon 6/17 | (4 marks) | |
| **Discussion 3: Preventative PH (Module 8)** | | **21 marks** | **21** |
| **1. D3-OP: Similarity check upload:** Planned words + references + tech. statements, APA-7th Edn. format | Mon 7/15 | (1 mark) | |
| **2. D3-OP:** Main page original post: "0-9% similarity" words/refs, + tech. statements, APA-7th Edn. format | Mon 7/15 | (15 marks) | |
| **3. D3-RP: Similarity check upload:** Reply words + references + tech. statements, APA-7th Edn. format | Mon 7/22 | (1 mark) | |
| **4. D3- RP**: Main page reply post: "0-9% similarity" reply words/refs, + tech. statements, APA-7th Edn. format | Mon 7/22 | (4 marks) | |
| **Total for 3-Credit Course** | | **100 Marks** | **100%**** |

***You are welcome to work ahead in the class and submit early**. *Hard deadlines for 'last possible Discussion posting date' this semester will be provided with at least 2 weeks' notice, via announcement(s) and are clearly stated on the course Discussion pages*.

**RELIGIOUS HOLIDAYS, AND DUE DATES**

There are several religious holidays that occur during the semester. As this is an asynchronous 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 submit work/complete a quiz by the due date per the table above, please let me know in advance if you need some extra time to make up course activities. *[Contacting me in advance will enable me to schedule time to grade your work in a timely manner.]* Thank you for working with me on this.

## Grading Scale

| **Marks** | 94 - 100 | 90 - <94 | 87 - <90 | 84 - <87 | 80 - <84 | 77 - <80 | 74 - <77 | 70 - <74 | 67 - <70 | 64 - <67 | 61 - <64 | 0 - <61 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Letter Grade** | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |
| **Grade Points** | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.67 | 1.33 | 1.0 | .67 | 0 |

Please be aware grades of C- (or below) are not acceptable for graduate students. Graduate students' GPA must be at least 3.0 in all graduate courses (≥5000 level). A grade of C will count toward the graduate degree only there are sufficient credits in graduate courses been earned with a B+ or higher.
Information on current UF grading policies can be found at: https://catalog.ufl.edu/graduate/regulations/

## Description of Graded Course Assignments

### *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 Content Quizzes*: **WEBCAM REQUIRED**

- 6 Module Content Quizzes, 8 marks each.
- Content quizzes will be proctored by Honorlock. Photo ID and a quiet room (no one else present) will be required.
- Quizzes in this course are open book, open (paper-based) notes. 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 quiz; your highest grade will be scored. Each quiz includes eight multiple choice questions; quiz time is 30 minutes per attempt. **Quiz questions are randomly selected from a pool of potential items, you are unlikely to get the exact same questions twice**.
- 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 will be three sets of evidence-based discussion assignments throughout the semester 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 within a discussion 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!
    - APA-7th Edition in-text citations/reference lists/document format will be used.
    - Discussion post content will be submitted to Turnitin.com to ensure academic integrity.
- Please note: pre-grading requirements for all assignments are non-negotiable (see "Grading Readiness" rubrics); **pre-grading requirements must be met before the 'hard close' dates for each assignment.**
- The STUDENT is responsible for checking the work meets pre-grading requirements.
- The instructor may contact students who submitted by the requested due date in the table above to alert them an adjustment is advised per "Grading Readiness" rubric, but the instructor will NOT contact students who submit work in the courtesy upload period between the due date and the hard close date.

# III. CLASS POLICIES

### 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 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, 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.
- 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).*

*Quiz-specific Policies.*

- Each quiz includes eight multiple choice questions; quiz time is 30 minutes per attempt per quiz.
- You will have six chances (attempts) to take each quiz; your highest grade will be scored.
- **Quiz questions are randomly selected from a pool of potential items, so it is unlikely that you will get the exact same questions twice**.

### 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.**

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

**Technical issues:** Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (http://helpdesk.ufl.edu/) correspondence. You MUST e-mail the instructor within 24 hours of the technical difficulty if you wish to request a make-up.

# IV. STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

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).*

**Academic & Personal Integrity:** 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 with you. By formally registering for coursework at the University of Florida, you are bound by the Honor Pledge which states:

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

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).

***Please do NOT use ChatGPT or similar program/app to generate material for use in PHC6600****. I find reading ChatGPT output is boring (generic) and find the material is often inaccurate. I believe UF graduate students create better work (by themselves) than any AI bot. Thanks in advance for respecting my request.*

**Please remember: cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.** *We are using Turnitin.com to encourage honorable behavior by ALL students!* Turnitin.com similarity scores of <10%, and accurate source citations are expectations in this course.

**The UF Honor Code specifies several behaviors that are in violation of this code and the possible sanctions.** https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/ You are obliged to report any condition that facilitates academic misconduct to appropriate personnel. Violations of the Honor Code will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action.

**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/
https://grad.ufl.edu/

## *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.

### *Publication without the 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 fromGatorEvals, 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/.

## V. SUPPORT SERVICES

### *Accommodations for Students with Disabilities or Different Abilities:*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, it requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability (or different-ability) that affects your learning, please reach out to the Disabilities Resource Center (DRC) https://disability.ufl.edu/students/get-started/.

**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.

## *U Matter, We Care*

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

## *Counseling and Student Health*

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

- ***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 ***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/
- ***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.
- ***UMatter We Care*** website: https://www.umatter.ufl.edu/. As mentioned above, 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. Available for students who are experiencing personal life disruptions that may affect their academics. These resources are available for on-campus and online students. UMatter can help you identify resources and communicate with instructors on your behalf. 352-294-CARE (2273), umatter@ufl.edu
- ***Alachua County Crisis Center*****:** Visit the website or call the hotline - 352-264-6789 Crisis intervention is available 24/7 http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx
- ***Your local Crisis Center*****:** If you are not near Alachua and prefer to speak with someone local to your area, please search 'Crisis Center' online, and make a note of your local number.
- ***Meridian Behavioral Healthcare***, 352-374-5600, http://www.mbhci.org/
- ***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, f**or 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.

*"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

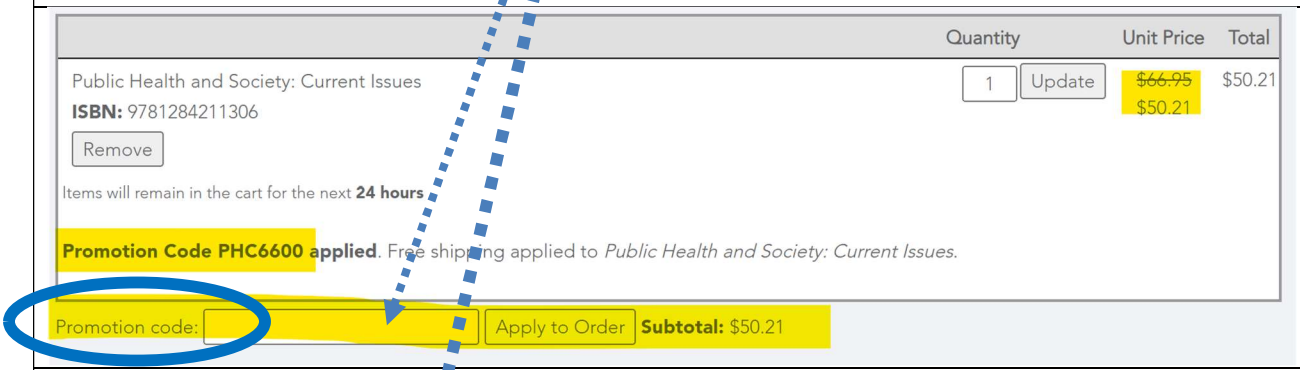
## *REQUIRED TEXTBOOK: Public Health and Society* (Burke & Weill, 2024)
## COUPON INSTRUCTIONS!

***Please purchase required book during Week 1 (just eBook, is fine)***

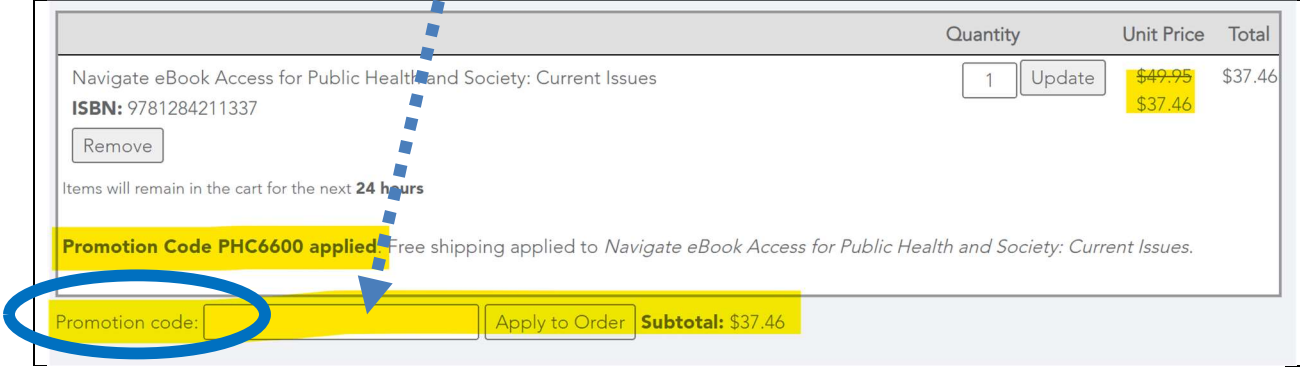
Burke, L.D. & Weill, B. (2024). *Public Health and Society: Current Issues* (1st Ed., Chapters 2-10). Jones & Bartlett Learning. **https://www.jblearning.com/catalog/productdetails/9781284211306#productInfo** (Textbook/ebook: 25% off coupon **PHC6600**, on Publisher Site)

1. **Go to the textbook's catalog page** and add the text to your cart. Here is the catalog page link: https://www.jblearning.com/catalog/productdetails/9781284211306#productInfo
2. **Choose either 'paperback with eBook' or 'just 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: **if you choose a paperback book + eBook ($50.21):**




5. Here is what it will look like **if you choose (only) the eBook ($37.46):**




*Screenshots and coupon courtesy of Stephanie Ingenito, Jones & Bartlett Learning, 8/15/23*