

University of Florida  
 College of Public Health and Health Professions  
 Syllabus  
**HSA4154: Health Policy (3 Credit Hours)**  
 Summer A  
 Delivery Format: *Online Blended*  
 Course Site: UF eLearning in Canvas

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## Teaching Team

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### INSTRUCTOR

Name: Rick Kates

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Email Address: [kates.rick@phhp.ufl.edu](mailto:kates.rick@phhp.ufl.edu)

Zoom session from 2:00-3:15 PM, May 15, 22, 29, June 5, 12, (18 & 19)

Office Hours: By Zoom, 3:16 PM – 4:00 PM after class and if needed email about a day and time

Preferred Communication: Please use direct email as the primary method of contact.

Communication Response Plan: Emails received on weekdays (Monday-Thursday) can expect a response within 24 to 48 hours. Your message is important to me. If you have not received a response within two days, please reach out to me again.

## TEACHING ASSISTANT

Name: Pooja Sharma Ph.D(c)

Room Number: 3115

Phone Number: 352-273-6073

Email Address: sharma.pooja@phhp.ufl.edu

Office Hours: By Zoom, please email about the day and time. Preferred Communication: Please use Canvas email as the primary method of contact.

Communication Response Plan: Emails received on weekdays (Monday-Thursday) can expect a response within 24 to 48 hours. Your message is important to me. If you have not received a response within two days, please reach out to me again.

## Prerequisites

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Previous Coursework: HSA3111 US Healthcare (or equivalent)

## Course Overview, Objectives, and Relation to Program Outcomes

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### COURSE DESCRIPTION

This course offers a foundation in health policy analysis, providing the tools for assessing, evaluating, preparing, and implementing health policies. Students will research health issues, formulate effective solutions, and understand the impact of health and public policy on the physical, mental, social, and economic well-being of the population.

### COURSE OVERVIEW

Health policy in the US constitutes a dynamic and vigorously debated landscape, exerting profound influence on healthcare practices across local, state, and federal levels. Healthcare professionals spanning diverse healthcare fields find themselves immersed in this complex environment. Acquiring in-depth knowledge of health policy is imperative for those working and interacting in the healthcare system. This undergraduate course expands student knowledge of the healthcare environment by offering a comprehensive foundation in health and public policy analysis. Students learn the essential tools for understanding, assessing, and evaluating policies using real-world applications, interactive discussions, and hands-on projects in a dynamic learning environment. The course also equips students with the knowledge required to prepare and implement health policies, effectively research, comprehend and prioritize health issues, and formulate effective solutions. Students will be challenged to create impactful policy briefs addressing multifaceted aspects of health and well-being, through clearly articulating problems, proposing policies, making compelling cases, and discussing the potential impact on advancing population health.

### COURSE OBJECTIVES AND / OR GOALS

Upon successful completion of the course, students will be able to appraise the importance of healthcare policy in shaping and delivering high-quality healthcare services aimed at achieving national, local, and or regional goals and improving the healthcare delivery systems. Students will be able to:

#### IDENTIFICATION OF HEALTH POLICY DYNAMICS:

1. Characterize the intricate policymaking process in the United States, delineating the roles of legislators, government agencies, not-for-profit, and for-profit organizations.

**EVALUATION OF POLICY CONTEXT:**

2. Conduct a comprehensive analysis of health policy issues pertaining to the organization, financing, and delivery of healthcare within the United States.

**EVALUATION OF ECONOMIC VIABILITY:**

3. Critically evaluate healthcare policy proposals and reforms, applying an economic lens to anticipate and assess their potential implications.

**ANALYSIS OF HEALTH POLICY:**

4. Conduct a narrowly focused policy analysis process, beginning with problem identification and definition, to develop a holistic understanding of healthcare policy evaluation.

**ANALYSIS OF HEALTH POLICY RESEARCH:**

5. Identify and critically assess scientific and policy papers from various disciplines that contribute to the formation of health policy.

**SYNTHESIS OF HEALTH POLICY STRATEGY:**

6. Synthesize complex information both in written and oral formats, offering insightful interpretations, and effectively communicating nuanced health policy analyses to diverse audiences.

**RELATION TO PROGRAM OUTCOMES**

Health Policy is integral to the Health Administration minor as it equips students with the analytical tools to assess, evaluate, and implement policies directly impacting healthcare management and their communities. By understanding the dynamic landscape of health policy and the three branches of Florida government—Executive, Legislative, and Judicial—students can effectively formulate solutions to health issues, thereby enhancing the physical, mental, social, and economic well-being of the population, which includes all individuals and groups within the community.

## Course Structure

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**DELIVERY FORMAT****ONLINE BLENDED***What is blended learning and why is it important?*

A Blended Learning class uses a combination of technologies, media, and synchronous interaction with the teaching team to help you maximize your learning. In the context of this online course, this means that you will engage with multimedia, readings, and course technologies asynchronously and interact synchronously with the teaching team and your peers via Zoom at scheduled intervals throughout the course. The face-to-face sessions are designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professionals.

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. You must come to all the synchronous Zoom sessions from 2:00-3:15 PM on Thursdays prepared by completing all asynchronous assignments. Also, you have acknowledged the importance of attending all six sessions by conveying the dates to employers, family, and friends that you must be in a weekly meeting from 2:00-3:15 during the six weeks of Summer A. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the Zoom sessions. If you are not prepared for the sessions, you may struggle to keep pace with the activities, and it is unlikely that you will

reach the higher learning goals of the course. Similarly, you are expected to actively participate during the synchronous sessions. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

To be engaged in the course and our learning community, you are responsible for all course material, including reading and watching the required course materials. You should also read your email and announcements in the course several times a week. Please note that announcements and emails sent out from the course site will go to your UFL email address (versus your Google, Yahoo, etc.); please check your UFL email regularly. Students should also reference the calendar in the course to keep up with weekly requirements and deadlines.

Also, the expectation for the entire six weeks is to keep up with current events, especially in health policy, as this is crucial for active class participation. To ensure balanced perspectives, I encourage you to read from neutral or non-biased news sources such as the Associated Press, Reuters, Wall Street Journal, Forbes, or NPR. These sources tend to provide factual reporting without political inclination, helping you stay informed and objective.

Read the news before our Zoom sessions to ensure you are informed about the latest developments and challenges in the healthcare sector. This knowledge allows you to engage in meaningful discussions, apply real-world examples to theoretical concepts, and develop a deeper understanding of how policies impact healthcare practices and patient outcomes. Additionally, staying updated on current events fosters critical thinking and helps you to formulate well-rounded, evidence-based solutions to health issues.

#### What can you expect from me?

As your professor, I plan to actively engage with you through interactive Zoom discussions, supportive projects, and real-world applications of health policy analysis. You can expect a dynamic learning environment where your ideas and contributions are valued. In return, I expect you to participate actively, with cameras on and backgrounds blurred during Zoom sessions, collaborate with your peers, and approach the course material with curiosity and dedication. Often, I say, "Let's Blue Sky" a topic or issue, using a divergent thinking approach to generate multiple, diverse ideas and solutions. Together, we'll explore the complexities of health policy and its impact on healthcare administration.

## INSTRUCTIONAL METHODS

This course uses blended learning techniques to deliver the course content and facilitate student learning.

#### TEXTBOOK AND SUPPLEMENTAL READINGS:

Chapters of the text will be assigned for each lesson in the course, and each module has two to three associated chapters related to that module. This can also include peer-reviewed articles that are discussed or that you are asked to read. You will be using Persuall to annotate the readings in a collaborative process.

#### Pre-recorded Video / Lecture:

Videos of varying length will be posted on the Canvas course site. These include lectures, guest videos (vidcasts), YouTube videos, and other resources. The videos will expand upon the week's reading content or skills important to the policy development process. Some videos might have a PlayPosit component.

#### OTHER ASSIGNED LEARNING RESOURCES:

Online learning resources may be posted within the Canvas course site or Perusall. In addition, you and your group will be curating your own resources specific to your policy topic.

#### REGULAR ZOOM MEETINGS:

We will be meeting in Zoom at our specific scheduled course period. During these sessions we will engage in practical activities and take assessments. At least once during the semester, we will also use the Zoom session as a

set-aside time to engage with your groups to work on the policy brief project. The focus of the Zoom meetings will be practical application and assessment, so you must schedule the time in your calendar to attend the sessions. As scheduled. See the policies related to [late work](#) and [attendance](#) for more information.

## COURSE MATERIALS AND TECHNOLOGY

### TEXTBOOK AND INSTRUCTIONAL MATERIALS AFFORDABILITY AND TRANSPARENCY

**“Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.”**

#### REQUIRED TEXT – TO BE PURCHASED ON PERUSALL THROUGH CANVAS

Curtis P. McLaughlin, DBA; Craig D. McLaughlin, MJ, *Health Policy Analysis: An Interdisciplinary Approach*, Fourth Edition ISBN:9781284279955

#### REQUIRED READINGS

Additional readings may be assigned throughout the semester. Please be sure to refer to the Canvas website for assigned readings. The readings will be discussed in class as time allows but may also be assessed via quizzes.

See the appendix for full citations for required readings: [Appendix B: Full Citations for All Planned Readings](#)

#### REQUIRED TECHNOLOGY

This course relies heavily on UF eLearning in Canvas for the organization and delivery of course materials, activities, and assignments.

For technical support related to UF eLearning in Canvas, please contact the UF Computing Help Desk:

- Email [learning-support@ufl.edu](mailto:learning-support@ufl.edu).
- Call (352) 392-HELP [(352) 392-4357], or
- Visit [the UF Help Desk](#) webpage

Beyond UF eLearning in Canvas, we will also be using Zoom, Perusall, PlayPosit and Voice Thread for readings, projects, discussions, and presentations. We will also be using Zoom and potentially LockDown Browser for proctoring and TurnItIn for originality checks.

See the appendix for full information related to specific course technology, how you can access the technology, and where to get technical support: [Appendix C: Course Technologies: Access and Support](#)

## Topical Outline / Schedule

Week	Date(s)	Zoom Session	Topic(s)	Reading(s)   Presentations	Assessment(s)
1	5/12 to 5/16	5/15, Period 5, 2:00 pm to 3:15 pm EDT	Module 1: Introduction and Review A. The context B. The Unique US System C. Actors Have Goals D. Supplement: Roberts Rules	McLaughlin & McLaughlin Chapters 1, 2, & 3 Dr. Rick Kates Presentations	<ul style="list-style-type: none"> <li>• Syllabus Quiz</li> <li>• Perusall Interactions for Chapters 1, 2, and 3 Wed. 11:59 PM</li> </ul>

<b>Week</b>	<b>Date(s)</b>	<b>Zoom Session</b>	<b>Topic(s)</b>	<b>Reading(s)   Presentations</b>	<b>Assessment(s)</b>
			CLO1, CLO2, CLO6		<ul style="list-style-type: none"> <li>• Team Contract (Start during Zoom session)</li> <li>• Quiz 1: US Health System (Zoom Session)</li> <li>• Introductions Part 1: TT&amp;L for Dr. Kates</li> <li>• Reflection 1</li> <li>• Policy Brief Topic &amp; Teams formed by Monday!</li> </ul>
2	5/19 to 5/23	5/22, Period 5, 2:00 pm to 3:15 pm EDT	Module 2: Problems and Options <ul style="list-style-type: none"> <li>A. Problem Identification and Definition</li> <li>B. Considering Possible Solutions</li> <li>C. Supplement: Double Diamond Innovation Process</li> </ul> CLO1, CLO2, CLO3, CLO4, CLO6	McLaughlin & McLaughlin Chapters 4 & 5  Dr. Christopher Cogle Guest Presentations  Double Diamond Innovation Process	<ul style="list-style-type: none"> <li>• Decide on Policy Brief Topic &amp; Teams by Monday!</li> <li>• Perusal Interactions for Chapters 4 &amp; 5 Wed 11:59 PM</li> <li>• Quiz 2: Problem Identification, Definition, and Developing Possible Solutions (during Zoom session)</li> <li>• Introductions Part 2: TT&amp;L for Groups</li> <li>• Needs Assessment survey (Start during Zoom Session)</li> <li>• Reflection 2</li> </ul>
3	5/27 to 5/30	5/29, Period 5, 2:00 pm to 3:15 pm EDT	Module 3: Context and Feasibility <ul style="list-style-type: none"> <li>A. Values and Social Context</li> <li>B. Evaluation of Political Feasibility</li> <li>C. Supplement: Visualizing</li> </ul>	McLaughlin & McLaughlin Chapters 9 & 7  Dr. Jackie Hall Guest Presentations	<ul style="list-style-type: none"> <li>• Individual Practice Map by Wednesday!</li> <li>• Perusal Interactions For Chapters 9 &amp; 7 Wed.</li> <li>• Quiz 3: Context and Feasibility</li> </ul>

<b>Week</b>	<b>Date(s)</b>	<b>Zoom Session</b>	<b>Topic(s)</b>	<b>Reading(s)   Presentations</b>	<b>Assessment(s)</b>
			Population Data Using GIS CLO1, CLO2, CLO4, CLO5, CLO6	Medical Geography	(during Zoom session) <ul style="list-style-type: none"> <li>Refined Map: Visualizing Population Data (Start during Zoom Session)</li> <li>Reflection 3</li> <li>Draft Policy Brief needed by next week!</li> </ul>
4	6/2 to 6/6	6/5, Period 5, 2:00 pm to 3:15 pm EDT	Module 4: Viability and Health Technology A. Economic Viability B. Health Technology Assessment All CLOs	McLaughlin & McLaughlin Chapters 8 & 6  Dr. Duncan Guest Presentations  Infographic Making	<ul style="list-style-type: none"> <li>Draft Policy Brief needed this week!</li> <li>Perusall Interactions for Chapters 8 &amp; 6 Wed. 11:59 PM</li> <li>Quiz 4: Viability and Health Technology (during Zoom session)</li> <li>Targeted infographic and draft Policy brief for PeerReview (Infographic Started During Zoom Session)</li> <li>PeerReview Submission of Infographic and rough draft of the policy brief in Perusall.</li> <li>Reflection 4</li> </ul>
5	6/9 to 6/13	6/12, Period 5, 2:00 pm to 3:15 pm EDT	Module 5: Implementation Strategy and Planning All CLOs	McLaughlin & McLaughlin Chapter 10  Mental Health Guest Presentations  Roberts Rules	<ul style="list-style-type: none"> <li>Perusall Interactions for Chapter 10 Wed. 11:59 PM</li> <li>Quiz 5: Implementation Strategy and Planning (during Zoom session)</li> </ul>

Week	Date(s)	Zoom Session	Topic(s)	Reading(s)   Presentations	Assessment(s)
				Final Policy Brief Working Session during Zoom meeting.	<ul style="list-style-type: none"> <li>Feedback to Peers in Perusall due by Wednesday</li> <li>Reflection 5</li> <li>Elevator Pitch and Final Brief Due Next week!</li> </ul>
6	6/16 to 6/20	Holiday 6/19 Juneteenth is on Thursday, so I am offering a session on Wednesday, 6/18, Period 5, 2:00 pm to 3:15 pm EDT or optional Thursday, 6/19, Period 5, 2:00 pm to 3:15 pm EDT	Module 6: Showcase and Wrap-up All CLOs	No new readings Developing a live Voice Thread with a spinner to select students for a live pitch on Zoom.	<ul style="list-style-type: none"> <li>Elevator Pitch Voice Thread due by Wednesday</li> <li>Policy Brief Final Draft Due by Friday</li> <li>Reflection 6</li> </ul>

## Academic Requirements and Grading

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### ASSIGNMENTS AND ASSESSMENTS

#### QUIZZES

##### Purpose and Objectives Assessed:

Quizzes will encourage consistent engagement with the course content. Quizzes will be individual assessment of progress toward all course objectives. These quizzes serve as a valuable tool to reinforce learning, gauge your progress, and provide real-time feedback to both you and the instructor. Communication among students is prohibited during the quiz, and individual effort is essential.

##### Task Description:

Quiz questions will be in multiple formats such as practical problem-solving scenarios, short answer, short essay, multiple choice, and true and false. Questions will be assessing the module-level objectives listed in the course and be based upon the content covered in text readings, required videos and lectures, and Zoom sessions.

##### Submission Instructions:

Quizzes will be taken in Canvas during the Zoom sessions in weeks 1, 2,3, 4 and 5. You can use the blurred or other background during the quiz, but you will be expected to have your camera on during the quiz, since I will be proctoring the quiz through Zoom. I will open the quiz and provide the password. I will then close the quiz and submit all unfinished quizzes after the allotted time has expired. These quizzes are taken during our Zoom session only and will be discussed that day for clarification.

This course has an extremely generous dropped quiz policy considering each week accounts for 16.66% of the course. The lowest quiz grade will be dropped. This helps alleviate the stress of doing poorly on a quiz because anyone can have a bad day.

The policy also takes into account that students might have to miss a class (e.g., absences) for a variety of reasons. The dropped quiz policy is not intended as a way for students to improve their overall grades or miss class.

Participating in class is an expectation; if you missed more than two in Summer A that is ~ 33%, and you need to contact Dr. Kates if you get into this type of situation. The drop policy is simple: if you are absent during an in-class quiz, the grade is recorded as zero and counts as your dropped quiz grade. We only ask that you document the absences in the documentation repository (x-file) on June 20, 2025, in Canvas. The document could be a doctor's note, a school official's note, or the print screen of the email you sent to the TA/GA or professor. UF has a myriad of cultures and faiths, and no second-party certification is needed for religious observance; just an email to let us know the date(s), or the email could be that you are not feeling well. We ask that you put a copy in the x-file to document the absence. Again, the drop policy is not to be used to improve grades or miss classes; it is intended to alleviate the stress of doing poorly on a quiz and to address life issues such as personal responsibilities, family responsibilities, or emergencies. Disallowed aids during a summative assessment include but are not limited to class notes, books, online resources, phones, or other people. Students may not discuss any aspect of a quiz with classmates or others until the due date/time has passed. Potential schedule conflicts preventing a student from completing a quiz by the due date should be reported to the TA as soon as possible before the quiz becomes available on the course website. Any technical issues should be initially reported to the TA via email prior to the quiz end date/time. Makeup quizzes due to technical difficulties will not be considered otherwise.

#### Grading Criteria:

Percent of Final Grade: All the quizzes together will be 20% of final grade.

<i>Quiz:</i>	<i>Quiz Due Date</i>	<i>Modules Covered</i>	<i>Points</i>
<i>Syllabus Quiz</i>	5/14/2025	Syllabus	10
<i>Quiz 1</i>	5/15/2025	Module 1	20
<i>Quiz 2</i>	5/22/2025	Module 2	20
<i>Quiz 3</i>	5/29/2025	Modules 3	20
<i>Quiz 4</i>	6/5/2025	Modules 4	20
<i>Quiz 5</i>	6/12/2025	Module 5	20

#### READINGS | IN-CLASS PROJECTS | MISCELLANEOUS

##### Purpose and Objectives Assessed:

The readings, in-class projects, and other short assignments are scaffolded activities that build toward the final draft of the policy brief. Unless otherwise specified in the Canvas Assignment, in-class projects will be completed in team groups and will assess progress toward all course objectives.

##### Readings:

1. Perusall Interactions: For each chapter of the text we use, you will interact with your peers and the teaching team to engage in collaborative annotation and discussion. All instructions and associated rubrics will be available at the Canvas course site.
2. Roberts Rules Activity: Not technically a reading but course content nonetheless, you will watch a video on Roberts Rules in PlayPosit and answer questions throughout the activity.

##### In-Class Projects:

1. The first project is to develop a team contract. It is useful (particularly in a 6-week course) to set out team responsibilities and expectations at the beginning. At a minimum your contract should include a heading for Roles; Workplan with Deadlines, Responsibilities, and Mutual Expectations; Group-approved Communication Channels; and Conflict Resolution Strategies
2. The second project relates to the process of problem identification and definition. You will work with your team to develop a needs assessment survey that clearly describes your policy issue and why it is important to Floridians.

3. The third project – a map – occurs in two parts and allows you to use what you learned from our guest presenters to add data visualization to your policy brief and use population data as a means of identifying potential policy partners in state and local government. Step One is individual and occurs prior to the in-class session. Step Two allows you to work with your group to define and refine a map that best represents your policy brief. You'll also learn how to cite data sets and images.
4. Infographic and Policy Brief Peer review

Submission Instructions:

Readings will be completed in Perusall with your responses to prompts and fellow peers forming a conversation across the week. Final postings are due Wednesday night by 11:59 pm. A five-day late annotation period has been set in Perusall to automatically subtract a percentage for late posts.

Projects will generally be initiated and often completed during the weekly Zoom session but will not be due until Friday night at 11:59 pm, in case more time is required to complete the assignment.

Grading Criteria:

Percent of Final Grade: All the projects together will be 30% of final grade.

<i>Project</i>	<i>Project Due Date</i>	<i>LO's</i>	<i>Points</i>
<i>Perusall Interactions</i>	Making the Most of Learning with Perusall Tuesday, May 13 11:59 pm	All CLOs	Perusall: Points
	M1: Chapters 1, 2 & 3: Wednesday, 5/14/2025 11:59 pm		M1: 15 Points
	M2: Chapters 4 & 5: Wednesday, 5/21/2025 11:59 pm		M2: 15 Points
	M3: Chapters 9 & 7: Wednesday, 5/28/2025 11:59 pm		M3: 15 Points
	M4: Chapters 8 & 6: Wednesday, 6/4/2025 11:59 pm		M4: 15 Points
M5: Chapter 10: Wednesday, 6/11/2025 11:59 PM	M5: 15 Points		
<i>Team Contract</i>	5/16/2025 11:59 pm	CLO4	15
<i>Needs Assessment Survey: Defining the Problem</i>	5/23/2025 11:59 pm	CLO2, CLO4, CLO6	30
<i>Map: Visualizing Population Data</i>	5/30/2025 11:59 pm	CLO1, CLO4, CLO6	30
<i>Infographic</i>	6/5/2025 11:59	CLO5, CLO6	30
<i>Robert's Rules Activity</i>	6/11/2025 11:59 pm	CLO1	15

## PRESENTATIONS (INTRODUCTIONS, POLICY BRIEF, ELEVATOR SPEECHES)

Purpose and Objectives Assessed:

Presentations will provide students opportunities to 1) reinforce fundamental concepts covered in the course materials and 2) provide evidence of their progress toward competence in the course objectives. Across the semester, all learning objectives are covered.

Task Description:

1. Introductions: In Part 1, you will introduce yourself to the instructor in week 1. Then in Part 2, during week 2, you will introduce yourself to your peers.
2. Topic Selection: This is a check-in to be sure you have jumped into the policy brief project quickly.
3. Policy Peer Review in Perusall: Your group will upload an infographic and rough draft of your policy brief into the Perusall assignment. You as an individual will provide feedback for peers.
4. Individual Elevator Speech: In VoiceThread, you will individually provide a quick overview of your group's policy brief to a stakeholder of your choosing. All instructions and associated rubrics will be available at the Canvas course site.
5. Final Policy Brief: This is the culmination of the core project in the course. Your group will deliver a polished policy brief that testifies to your competence in the course objectives.

Submission Instructions:

Presentations will be accessed through the Canvas course site, but they will be submitted in the appropriate technology tool: Voice Thread, Perusall, or Canvas Assignments. Instructions will be in the Canvas course site.

Grading Criteria:

Percent of Final Grade: All the presentations together will be 40% of final grade.

<i>Project</i>	<i>Presentation Due Date</i>	<i>LO's</i>	<i>Points</i>
<i>Introductions Part 1</i>	Monday, 5/19/2025 11:59 pm	CL06	20 Points
<i>Introductions Part 2</i>	Monday, 5/19/2025 11:59 pm	CL06	20 Points
<i>Topic Selection</i>	Monday, 5/19/2025 11:59 pm	-	10 Points
<i>Peer Review</i>	Peer Feedback in Perusall: Infographic and Draft submitted: Friday 6/6/2025 11:59 pm Individual Peer Feedback provided: Wednesday 6/11/2025 11:59 pm	All CLOs	40 Points
<i>Policy Brief Elevator Pitch in Voice Thread</i>	Wednesday, 6/18/2025 11:59 pm	All CLOs	40 Points
<i>Health Policy Brief Assignment</i>	Friday 6/20/2025 11:59 pm	All CLOs	40 Points
<i>Policy Brief Showcase</i>	Friday 6/20/2025 11:59 pm	All CLOs	10 Points (A place to post your final brief for your peers to check out.)

## REFLECTIONS

### Purpose and Objectives Assessed:

By engaging in reflection, you can identify areas of improvement, generate new ideas, and enhance your ability to formulate evidence-based solutions to health issues. Reflections are due on Mondays except for May 26 which is a holiday. The new submission day for May 26, 2025 is Tuesday May 27, 2025.

### Task Description & Submission Instructions:

Each reflection should be an original work. Therefore, the use of AI is prohibited. Each reflection question requires a minimum of 2-3 sentences, and make sure to number your responses.

### Grading Criteria:

10% of final grade.

## GRADING

### GRADING SNAPSHOT

Requirement	Due Date(s)	Percent of Final Grade
<b>Quizzes</b> (Dates and Points described in Assignments and Assessments section of syllabus)	Weeks 1, 2, 3, 4 and 5	20%
<b>Readings   In-Class Projects   Miscellaneous</b> (Dates and Points described in Assignments and Assessments section of syllabus)	Throughout semester	30%
<b>Presentations</b> (Dates and Points described in Assignments and Assessments section of syllabus)	Throughout semester	40%
<b>Reflections</b> (Dates and Points described in Assignments and Assessments section of syllabus)	Throughout semester	10%
		<b>100%</b>

### POINT SYSTEM USED

Percentage Earned	Letter Grade
100 to 93	A
< 93 to 90	A-
<90 to 87	B+
<87 to 83	B
<83 to 80	B-
<80 to 77	C+
<77 to 70	C
<70 to 67	D+
<67 to 63	D
<63 to 60	D-

Below 60	E
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The Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

## Policies Related to Grading and Academic Integrity

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### UF GRADING POLICY

Letter Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
E	0.0
WF	0.0
I	0.0
NG	0.0
S-U	0.0

More information on UF grading policies may be found at:

- Graduate: [Graduate Academic Regulations \(Grades\)](#)
- Undergraduate: [Grades and Grading Policies](#)

### ACADEMIC INTEGRITY

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

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

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

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

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

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

### EXAMS / QUIZZES AND PROCTORING

To maintain academic integrity, our exams will be proctored by me during our Zoom session. Here are some key points to keep in mind:

**Requirements:** You will need a working webcam, microphone, and a stable internet connection. May may also potentially use LockDown Browser during the quizzes.

**Environment:** Choose a quiet, well-lit location for your quizzes and exams. Ensure that your workspace is clear of unauthorized materials.

### ASSIGNMENTS AND PLAGIARISM DETECTION

Turnitin will be utilized for all written assignments worth more than 15% of the final grade. Turnitin scores below 20% are acceptable. Turnitin scores of 20% and above will be addressed on a case-by-case basis with potential consequences, including point deduction, a failing grade on the assignment, a requirement to resubmit the work with revisions, and/or a meeting with the professor to discuss academic integrity concerns.

### USE OF AI FOR GRADED ASSIGNMENTS

E1: Students may use AI technologies to complete coursework if they cite all such uses by naming the technology and how it was employed. Students assume full responsibility for all content, including errors and omissions. Assistive technology authorized as part of an accommodation for a disability is always permitted.

There are limitations to using AI assistance for various assignments and assessments in the course. Students will know before the due date of any limitations on using AI assistive technology. The following guide will be used and posted on the upper left side of the assignments.

#### ENCOURAGED AI USE

- Students are actively encouraged to use AI tools.
- This could apply to assignments focusing on learning how to use AI effectively or where AI enhances the learning experience.

#### CONDITIONAL AI USE

- Students can use AI tools but with restrictions.
- This applies to assessments where initial steps like generating options or doing preliminary, exploratory analysis might be facilitated by AI, but later steps related to core parts of the assignment like critical thinking, decision making, core analysis or synthesis activities are designed to assess individual understanding or skills without external assistance.
- Students who disregard specific limitations and overuse AI assistance or fail to properly disclose and cite the use of AI assistive technology are considered to be engaging in academic misconduct. Such actions are considered cheating, and students are violating the UF Regulations 4.040 Student Honor Code and Student Conduct Code.

#### PROHIBITED AI USE

- Students are explicitly forbidden from using AI tools for these assignments.
- This applies to assessments where the primary goal is to assess individual understanding or skills without external assistance.

- This includes using AI on any assignment not clearly marked as Encouraged or Conditional including essays/reflection papers, exams, and quizzes as well as those specifically marked as Prohibited by course or college instructions.
- Such actions are considered cheating, and students are violating the UF Regulations 4.040 Student Honor Code and Student Conduct Code.

#### AI AND INFORMATION PROTECTION

It is important to note that many generative AI models (e.g. ChatGPT, ChatSonic, Google Bard etc) place any information that they are provided via prompts into the public domain. When using such tools, you must therefore be aware you are sharing anything you provide in a prompt with the model. You must ensure that you do not provide copyrighted and protected information within open models.

UF AI systems (e.g., Co-Pilot, NaviGator) can be used with a wider array of information once you sign in and authenticate with your Gatorlink credentials. Nonetheless, you should never use confidential information including but not limited to: communications relating to patient records, clients, students, and intellectual property.

You are also reminded to always review the terms and conditions of any third-party software you use (e.g., proofreading tools) to ensure that any data they are provided with is appropriately protected.

Always verify information and sources generated by AI tools. AI has been known to generate false information and to cite non-existent sources. Also, because AI-generated text mines people's intellectual property without appropriate credit, this raises ethical concerns.

#### HOW DO I CITE THE USE OF GENERATIVE AI ASSISTANCE?

To promote accountability and allows instructors to understand how students leverage these tools, at the bottom of your assignment, provide a detailed appendix with the following:

- A description of the AI tools used, specifying the exact version (e.g., ChatGPT private subscription version, DALL-E free version, CoPilot).
- An explanation of how the AI tools were used and detail the specific applications (e.g., to generate ideas, to produce detailed explanations, to illustrations of key concepts, etc. with prompts and responses).
- An account of why the AI tools were used and explain the reasons behind the use (e.g., to save time, to assist in brainstorming research topics, to create visual maps, outline key concepts and relationships, etc.).
- A brief reflection on whether the use met your stated needs.

#### LATE OR MISSING ASSIGNMENTS AND MAKE-UP WORK

##### EXCUSED ABSENCES

If you are unable to meet a deadline in this course for approved reasons, you will be given adequate time to make up any coursework missed. Make-up exams will be provided only in cases of excused absences or conflict during final exams per university policy. Please refer to UF's absence policy to ensure you meet UF policy on make-up work: Attendance Policies and Examination Policies and Reading Days. We only ask that you document the absences in the documentation repository (x-file) on June 20, 2025, in Canvas. The document could be a doctor's note, a school official's note, or the print screen of the email you sent to the TA/GA or professor. UF has a myriad of cultures and faiths, and no second-party certification is needed for religious observance; just an email to let us

know the date(s), or the email could be that you are not feeling well. We ask that you put a copy in the x-file to document the absence.

#### UNEXCUSED ABSENCES & LATE SUBMISSIONS

As mentioned above in [Quizzes](#), participating in class is an expectation; if you miss more than two Zoom sessions in Summer A class that is ~ 33%, and you need to contact Dr. Kates if you get into this type of situation. Again, the drop policy is not to be used to improve grades or miss classes; it is intended to alleviate the stress of doing poorly on a quiz and to address life issues such as personal responsibilities, family responsibilities, or emergencies. A five-day late annotation period has been set in Perusall to automatically subtract a percentage for late posts. All the Canvas assignments are set at a 10% deduction per day.

#### Technical Issues

If you wish to request a make-up, you **must** e-mail me within 24 hours of any technical difficulty that prevents you from timely completing any exam, quiz, assignment, or other course activity. To be considered for make-up, the request **must** be accompanied by a ticket number from the UF Computing Help Desk documenting when the problem was reported to them, including the time and date of the problem.

## Policies Related to Professionalism, Communication, and Attendance

### PARTICIPATION

Attendance is required. Per the University of Florida, students are responsible for satisfying all academic objectives as defined by the instructor. Acceptable reasons for absence include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official University activities such as music performances, athletic competition, or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Remember that, when possible (i.e., extracurricular activities, official University activities, and religious holidays), prior notification of absence is required if the student plans to be given an extension on assignments.

### ETIQUETTE & CIVIL DISCOURSE WITHIN OUR LEARNING COMMUNITY

Our online learning community thrives on mutual respect, inclusivity, and open-mindedness. As members of this community, we each bring unique perspectives and experiences, which enrich our collective learning. To maintain a productive and supportive environment:

**Respect Others:** Treat your peers, instructors, and guest speakers with respect, regardless of differences in opinions, backgrounds, or experiences. Personal attacks, derogatory language, or dismissive behavior will not be tolerated.

**Engage Thoughtfully:** Contribute to discussions with an open mind and a willingness to learn. Critique ideas, not individuals, and back your arguments with evidence when possible.

**Be Clear and Concise:** Write posts and responses that are easy to understand and free of ambiguity. Proper grammar, spelling, and tone help maintain professionalism.

**Practice Active Listening:** Read others' contributions fully and thoughtfully before responding. Acknowledge their points and strive to build on ideas rather than detract.

**Value Diversity:** Embrace the diversity of thought, culture, and experiences that each member of our community brings. Assume positive intent and seek clarification when needed.

By adhering to these principles, we create a collaborative, respectful space where all members feel valued and are empowered to contribute to meaningful discussions.

## NETIQUETTE & ELECTRONIC COMMUNICATION STREAMS (EMAIL, ONLINE COLLABORATION TOOLS, DISCUSSIONS)

Conduct should be polite and professional (see [Netiquette Guidelines](#)).

## ATTENDANCE / ABSENCE / LATE ARRIVAL / EARLY DEPARTURE

### VIRTUAL CLASS MEETINGS

The purpose of these virtual meetings is to provide information that will facilitate completion of the tests, quizzes, projects, and paper and allow time for presentations and class discussion. Sessions have been scheduled to accommodate student course schedules. Participation and engagement is critical to the learning process and students are expected to participate in all course activities, complete all readings, and turn in all assignments. Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy, see the Registrar website for additional details.

Zoom class discussion sessions may be recorded. Students who participate with their camera engaged or utilize a profile image during these Zoom sessions agree to have their video or image recorded. If you are unwilling to consent to having your profile or video image recorded, keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate orally agree to have their voices recorded. If you do not consent to have your voice recorded, you will need to keep your mute button activated and communicate exclusively using the "chat" feature. The chat will not be recorded or shared. Please notify your instructor before any Zoom sessions if you do not consent to recording or if your internet bandwidth is < 1.5 Mbps. Students are expected to have their cameras engaged during class. Unauthorized recording and unauthorized sharing of recorded materials are prohibited.

See the absence policy above. You are expected to attend all meetings for the entire 6 weeks.

Please note all faculty are bound by the UF policy for excused absences. More information on UF attendance policies may be found at:

- Graduate: [Graduate Academic Regulations](#) (Attendance Policies)
- Undergraduate: [Attendance Policies](#)

## Additional Course, College, and Institutional Policies

### RECORDING OF SYNCHRONOUS SESSIONS 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 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.

## COURSE FEEDBACK, GATOREVALS, AND EVALUATION SUMMARIES

### FORMATIVE COURSE FEEDBACK

We will be checking in every week during our Zoom sessions for questions and clarifications. This course is newly redesigned, so I am open to your feedback on how the materials and assignments are sequenced and paced for the brief 6-week Summer A term.

### SUMMATIVE FEEDBACK

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students will be notified when the evaluation period opens. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal

Guidance on how to provide constructive feedback is available at [Providing Constructive Feedback](#).

### Central Portal URL Change

Note: Starting in Spring 2025, the central portal will change to <https://my-ufl.bluera.com>. The previous GatorEvals link (<https://ufl.bluera.com/ufl/>) will redirect to the updated portal for one year.

### EVALUATION SUMMARIES

Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

## Support Services and Campus Resources for the Whole Gator

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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. In addition, connect with the wide range of resources available on campus.

### WHOLE GATOR AT ONEUF

The Whole Gator at One.UF [provides contact information for a wide array of campus resources](#), up-to-date links to campus resources, [information and campus connections for a wide array of topics from Mental and Physical Health, to Academics, Finances, and Relationships and Violence Prevention](#).

If you or someone you know is in crisis, [Whole Gator also provides numbers for crisis response](#).

## 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 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 those accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

## COUNSELING AND STUDENT HEALTH

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

### U MATTER, WE CARE

If you or someone you know is in distress, to refer or report a concern:

- Email [umatter@ufl.edu](mailto:umatter@ufl.edu)
- Call 352-392-1575, or
- Visit the U Matter, We Care website

A team member will reach out to the student in distress.

### COUNSELING AND WELLNESS CENTER

For information on crisis services as well as non-crisis services:

- Visit the Counseling and Wellness Center website or
- Call 352-392-1575.

### STUDENT HEALTH CARE CENTER

For 24-hour / 7-day information to help you find the care you need:

- Call 352-392-1161, or
- Visit the Student Health Care Center website

### UNIVERSITY POLICE DEPARTMENT

For police response:

- Visit UF Police Department website or
- Call 352-392-1111 (or 9-1-1 for emergencies)

### UF HEALTH SHANDS EMERGENCY ROOM / TRAUMA CENTER

For immediate medical care:

- Call 352-733-0111 or
- Go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608
- Visit the UF Health Emergency Room and Trauma Center website

#### GATORWELL HEALTH PROMOTION SERVICES

For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success:

- Visit the GatorWell website or
- Call 352-2734450

#### 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: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.

### Inclusive Learning Environment

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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.

## Appendix A: Getting Started

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To complete your course orientation, follow the steps below:

### STEP 1: READ YOUR SYLLABUS.

The course syllabus will provide you with the course schedule, course objectives, explanations of assignments and assessments, grading policies, and instructor contact information. Please read it carefully. You should have a deep familiarity with the schedule and process of the course.

### STEP 2: CHECK FOR ANNOUNCEMENTS.

Check for Announcements in the course site and your official @ufl.edu Email account.

### STEP 3: PREPARE FOR CLASS

Arrange for the appropriate course materials, including any textbooks and/ or software mentioned in the syllabus.

Organize your schedule and mark your calendar for the synchronous sessions. For a description of what is expected for the synchronous<sup>1</sup> and asynchronous<sup>2</sup> components of the course, review the syllabus.

<sup>1</sup>Asynchronous: "not existing or happening at the same time" or "not occurring in the same place or at the same time" or "not simultaneous or concurrent in time". Examples: pre-work readings or videos, Canvas Discussions, or group assignments completed outside of scheduled class time.

<sup>2</sup>Synchronous: "existing or occurring at the same time" or "live; occurring at the same time (even if not in the same place)" or "simultaneous or concurrent in time". Examples: class session in person or via Zoom meeting.

### STEP 4: FAMILIARIZE YOURSELF WITH WHERE TO FIND HELP

Learning in online and blended environments can be technically challenging at times. We encourage you to be self-directed and use the resources found in this syllabus and your course site for independent problem-solving. Additional resources can be found in the Student Success Guides in your UF eLearning in Canvas course site.

Taking responsibility for your learning and being self-directed also means knowing when to reach out for assistance.

If you have tried to solve your technical issue on your own, but it has become frustrating, contact the UF Computing Help Desk, and let your instructor or another member of your Teaching Team know about your issue. Those contacts can be found within this syllabus and on the Help and Instructor pages of our course site.

At some time, we have all had unexpected health or family situations, work-life balance issues, and other obstacles set us on a course different than our plans. UF has many resources available to assist. The [Support Services and Campus Resources for the Whole Gator](#) in this syllabus, and the Campus Resources tool in the course site are a good place to start. If your situation will impact your coursework, you should also reach out to your instructor or another member of your Teaching Team.

### STEP 5: REVISIT ACADEMIC INTEGRITY PRACTICES, COURSE POLICIES, AND EXPECTATIONS

This syllabus and our course site have explanations of what is expected related to academic honesty, course policies, and expectations. If you have any questions about policies and expectations, or what constitutes cheating, plagiarism, acceptable use of Artificial Intelligence tools, or any other academic honesty concepts, please reach out to your instructor or another member of the Teaching Team.

## Appendix B: Full Citations for All Readings

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Curtis P. McLaughlin, DBA; Craig D. McLaughlin, MJ, *Health Policy Analysis: An Interdisciplinary Approach*, Fourth Edition ISBN:9781284279955

## Appendix C: Course Technologies: Access and Support

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### LOCKDOWN BROWSER

Respondus LockDown Browser provides another level of security for testing within Canvas. The LockDown Browser disables all functions of the student's computer other than the test being taken (and in our case Zoom) so students cannot copy/paste, search the internet, or access any documents on their computer while using LockDown Browser.

INSTRUCTIONS FOR OBTAINING AND ACCESSING THE TECHNOLOGY.

- [Download LockDown Browser](#)
- [Installation Instructions for the LockDown Browser](#)

TECHNICAL SUPPORT

- [LockDown Browser Student Help](#)

ACCESSIBILITY AND PRIVACY

- [LockDown Browser Accessibility Statement](#)
- [LockDown Browser Privacy Policy](#)

ADDITIONAL INFORMATION AND TUTORIALS

- [Introduction to Respondus Lockdown Browser for Students](#)
- [LockDown Browser Canvas Quick Start Guide \(Classic Quizzes\)](#)
- [LockDown Browser Canvas Quick Start Guide \(New Quizzes\)](#)

### PERUSALL

Perusall is a Canvas integrated social annotation tool that allows students and instructors to collaborate by editing and marking up PDF's and digital textbooks. Perusall facilitates a deep reading experience in a social environment by grouping students into small learning communities for each reading assignment (i.e., textbook chapter, article). Students can directly annotate on the document by posting comments or questions, which will be graded by Perusall's AI for quantity, thoroughness, and quality.

INSTRUCTIONS FOR OBTAINING AND ACCESSING THE TECHNOLOGY.

Perusall is integrated with Canvas, our learning management system (LMS). No enrollment is needed; click on the appropriate Perusall assignment link within your course.

TECHNICAL SUPPORT

- [Perusall Student Support](#)
- Contact me if you have issues

ACCESSIBILITY AND PRIVACY

- Perusall [Accessibility Statement](#)
- [Perusall's Voluntary Product Accessibility Template](#)
- [Perusall Privacy Policy](#)

ADDITIONAL INFORMATION AND TUTORIALS

- [Perusall Tutorial Series - How to set up account, access a textbook, and start a conversation](#)
- [A student's guide to navigating Perusall](#)

## PLAYPOSIT

PlayPosit is a video tool that allows instructors to add interactive knowledge checks into videos and assign them to students. When students watch a PlayPosit video they are prompted to answer questions and are provided with immediate feedback. The instructor can also view statistics to see how students are performing individually or as a group.

### INSTRUCTIONS FOR OBTAINING AND ACCESSING THE TECHNOLOGY.

PlayPosit is integrated with Canvas, our learning management system (LMS). No enrollment is needed; click on the appropriate assignment link within your course.

### TECHNICAL SUPPORT

- [PlayPosit Troubleshooting](#)
- Contact me if you have issues

### ACCESSIBILITY AND PRIVACY

- [PlayPosit Accessibility webpage](#)
- [PlayPosit 3.0 VPATs](#)
- [PlayPosit Privacy Policy](#)

### ADDITIONAL INFORMATION AND TUTORIALS

- [PlayPosit for Learners](#)
- [PlayPosit Learner Experience in an LMS](#)

## TURNITIN

Turnitin is an online anti-plagiarism service which compares student submissions to millions of websites and papers submitted for exact matches. Originality Check compares student submissions to billions of websites and other papers, highlighting exact matches. ([UF e-Learning, 2024](#))

### INSTRUCTIONS FOR OBTAINING AND ACCESSING THE TECHNOLOGY.

Turnitin is integrated into assignments in UF eLearning in Canvas.

### TECHNICAL SUPPORT

- [How to submit a Turnitin-enabled assignment](#)
- [Turnitin Student Hub](#)

### ACCESSIBILITY AND PRIVACY

- [Turnitin: Accessibility for Everyone](#)
- [Turnitin: Turnitin Services Privacy Policy](#)

### ADDITIONAL INFORMATION AND TUTORIALS

[Turnitin Academic Integrity Tools: Using and understanding the Similarity Report and other Turnitin integrity tools](#)

## VOICE THREAD

VoiceThread is an interactive collaboration and sharing tool that enables users to add images, documents, and videos, and to which other users can add voice, text, audio files, or video comments.

INSTRUCTIONS FOR OBTAINING AND ACCESSING THE TECHNOLOGY.

Voice Thread is integrated with Canvas, our learning management system (LMS). No enrollment is needed; click on the appropriate Voice Thread assignment link within your course.

TECHNICAL SUPPORT

- [Voice Thread Troubleshooting](#)
- Let me know if you have issues

ACCESSIBILITY AND PRIVACY

- [Voice Thread Accessibility Statement](#)
- [Voice Thread Privacy Policy](#)

ADDITIONAL INFORMATION AND TUTORIALS

- [Voice Thread Student HowTo](#)

## ZOOM

Zoom Conferences facilitates communication between faculty and students using a consistent web conferencing platform. It is specifically recommended for scheduling online office hours. The tool integrates within Canvas and allows instructors to view and schedule meetings, and house recorded videos. It also pushes scheduled meetings to the Canvas calendar for the course.

INSTRUCTIONS FOR OBTAINING AND ACCESSING THE TECHNOLOGY.

Zoom Conferences is integrated in UF eLearning in Canvas.

- The desktop client is available at the [UF Zoom website](#)

TECHNICAL SUPPORT

- [Zoom Product Support](#)

ACCESSIBILITY AND PRIVACY

- [Zoom Accessibility](#)
- [Zoom Privacy Policy](#)

ADDITIONAL INFORMATION AND TUTORIALS

- [Getting Started with Zoom](#)
- [Audio and Video Troubleshooting in Zoom](#)

## Appendix D: Sample Grading Rubrics

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This page intentionally left blank. Please see Canvas for the most up-to-date Rubrics.