

HSC 4247: Disinformation and Misinformation in Healthcare  
(3 credit hours)  
Semester: Summer 2025  
Weekly Meeting Times: Tuesdays/Thursdays from 11am-12:15pm  
Location: HPNP G301  
Delivery Format: On Campus/Blended  
Course Website or E-Learning: Canvas

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#### **Prerequisites**

Student in the BHS program or permission of instructor

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#### **Course Overview**

This course traces the interplay of misinformation, disinformation, and malinformation on personal and public health in society. This course aims to impart an understanding of the real-world impact of misinformation on health outcomes and what we can do about it. Knowledge gained from this class can help understand how people are misinformed and lay the groundwork for being better-informed future practitioners. Strategies learned in this course can better equip the learner to engage with diverse opinions.

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#### **Relation to Program Outcomes**

This course addresses the following outcomes in the Bachelor of Health Sciences Program: 1) by focusing on policies related to healthcare and rehabilitation access, students will be able to describe key elements of the US healthcare system; 2) through its central activity, students will apply knowledge and application of bioethical principles, and 3) through its highly collaborative lesson plan, students will be developing and implementing professional behaviors in health careers.

#### **Course Objectives and/or Goals**

To meet the goals of this course, students will need to be able to:

1. Describe the difference between misinformation, disinformation, and malinformation.
2. Describe basic orientations to uncovering/identifying healthcare misinformation and disinformation in public spaces.
3. Describe historical contours and structures that incentivize disinformation and why and how it happens.
4. Compare and contrast two approaches for mitigating healthcare misinformation and disinformation.
5. Create a reasoned response/improvement and provide a rationale to address misinformation and disinformation in health care in an area related to your anticipated future field.

#### **Instructional Methods**

This class will be delivered in an in-person and blended classroom format.

#### *Blended Learning*

*What is blended learning and why is it important?* In a Blended Learning class, the instructor uses a mixture of technology and face-to-face instruction to help maximize your learning. I will present knowledge content online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help students 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?* It is expected that students will be fully engaged with the course content and come prepared to participate in, and contribute to, the weekly class activities and discussion. The instructor expects that

students will devote 6-7 hours per week to preparing for and participating in assigned course content. Instructors and students will formally interact approximately 4 hours per week reviewing and applying course content.

The course is housed in UF e-Learning in Canvas. This course is blended and taught through a discussion and lecture format with some online “Blended Learning” assignments. Participation in the class is vital to student success. If voluntary participation lags, the instructor will call on students randomly. Additionally, the instructor expects that students will check your e-mail and the course announcements daily as the instructor will use Canvas to communicate with you throughout the semester.

**By successfully completing this course you will be able to:**

1. Apply knowledge and skills in critically identifying misinformation and disinformation in an area related to your anticipated future field.
2. Evaluate misinformation and disinformation related to your present or future major area of practice.
3. Describe ways that you can take an active role in sharing accurate information and to become a better health-knowledge citizen.
4. Discuss the implications of social, political, and cultural forces for practice models and methods in your present or future area of practice.

Description of Course Content\*

\*= check Canvas for latest updates

Topical Outline/Course Schedule (subject to revision)

Week	Module	Date	Topic	Activities
1	Foundation and Frameworks	7/1 7/3	Trusting reliable sources of knowledge	<p><b>In class</b></p> <ul style="list-style-type: none"> <li>• Introductions/Ice Breakers</li> <li>• Group formation</li> </ul> <p><b>Mini Lectures</b></p> <ul style="list-style-type: none"> <li>• Virtue Ethics, RADAR</li> <li>• Declining Trust in Expertise</li> <li>• Misplaced Trust in Celebrity</li> </ul> <p><b>Listen/Watch before class</b></p> <ul style="list-style-type: none"> <li>• Dunning, B. (2023, November 14) <i>How to Spot Misinformation</i>. Skeptoid Media. <a href="https://skeptoid.com/episodes/4910">https://skeptoid.com/episodes/4910</a></li> <li>• PHILOSOPHY - Epistemology: <i>Virtue Epistemology [HD]</i> <a href="https://youtu.be/x2kLOisfkPw">https://youtu.be/x2kLOisfkPw</a></li> <li>• Dunning, B. "Ten Most Wanted: Celebrities Who Promote Harmful Pseudoscience." Skeptoid Podcast. Skeptoid Media, 28 Oct 2008. Web. 18 Mar 2021. <a href="https://skeptoid.com/episodes/4125">https://skeptoid.com/episodes/4125</a></li> <li>• Dunning, B. (2023, January 24) <i>The Most Harmful Anti-Experts: 2023 Edition</i>. Skeptoid Media. <a href="https://skeptoid.com/episodes/4891">https://skeptoid.com/episodes/4891</a></li> <li>• Celebrities like Gwyneth Paltrow made the 2010s the decade of health and wellness misinformation <a href="https://www.nbcnews.com/think/opinion/celebrities-gwyneth-paltrow-made-2010s-decade-health-wellness-misinformation-ncna1107501">https://www.nbcnews.com/think/opinion/celebrities-gwyneth-paltrow-made-2010s-decade-health-wellness-misinformation-ncna1107501</a></li> <li>• Dunning, B. (2023, July 4) <i>How to Change a Conspiracy Theorist's Mind</i>. Skeptoid Media. <a href="https://skeptoid.com/episodes/4891">https://skeptoid.com/episodes/4891</a></li> </ul> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Nichols, T. (2018). "Let Me Google That for You." <i>The death of expertise</i>. Oxford University Press.</li> <li>• <i>Using the RADAR Framework to Evaluate Sources</i> - <a href="https://libguides.lmu.edu/ld.php?content_id=59083488">https://libguides.lmu.edu/ld.php?content_id=59083488</a></li> </ul> <p><b>Weekly Assignment Due Fri by 5pm</b></p>

Week	Module		Date	Topic	Activities
2	Module 2: History		7/8	<i>Scientifically Inaccurate Beliefs about Human Difference</i>	<p><b>In Class</b></p> <ul style="list-style-type: none"> <li>• <i>Tuesday Assignment Team Accountability and Comprehension Assessments</i></li> </ul> <p><b>Mini Lecture</b></p> <ul style="list-style-type: none"> <li>• <i>Misinformation</i></li> </ul> <p><b>Listen/Watch</b></p> <ul style="list-style-type: none"> <li>• Hammonds, Evelyn. (2021). Medical Stereotypes: Confronting R***m and Disparities in US Health Care: A Health Policy and Bioethics Consortium <a href="https://www.youtube.com/watch?v=AfKtN8gNOYE&amp;t=1892s">https://www.youtube.com/watch?v=AfKtN8gNOYE&amp;t=1892s</a></li> </ul> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>• <u>Myths about physical r***** differences were used to justify sla</u> — and are still believed by doctors today - <a href="https://www.nytimes.com/interactive/2019/08/14/magazine/racism-differences-doctors.html">https://www.nytimes.com/interactive/2019/08/14/magazine/racism-differences-doctors.html</a></li> <li>• A brief history of ra****in healthcare - <a href="https://www.weforum.org/agenda/2020/07/medical-racism-history-covid-19/">https://www.weforum.org/agenda/2020/07/medical-racism-history-covid-19/</a></li> <li>• Hoffman, K. M., Trawalter, S., Axt, J. R., &amp; Oliver, M. N. (2016). Racial bias in pain assessment and treatment recommendations, and false beliefs about biological differences between blacks and whites. <i>Proceedings of the National Academy of Sciences</i>, 113(16), 4296–4301. <a href="https://doi.org/10.1073/pnas.1516047113">https://doi.org/10.1073/pnas.1516047113</a></li> <li>• Jaiswal, J., LoSchiavo, C., &amp; Perlman, D. C. (2020). Disinformation, Misinformation and Inequality-Driven Mistrust in the Time of COVID-19: Lessons Unlearned from AIDS Denialism. <i>AIDS and Behavior</i>, 24(10), 2776–2780. <a href="https://doi.org/10.1007/s10461-0202925-y">https://doi.org/10.1007/s10461-0202925-y</a></li> </ul> <p><b>Weekly Assignment Due Fri by 5 pm</b></p>

Week	Module	Date	Topic	Activities
2		7/10	Smoking, Lead and Sugar	<p><b>In Class</b></p> <p><b>Mini Lecture</b> <i>Misleading for Profit</i></p> <ul style="list-style-type: none"> <li>The Disinformation Playbook - <a href="https://www.ucs.org/resources/disinformation-playbook">https://www.ucs.org/resources/disinformation-playbook</a></li> </ul> <p><b>Listen</b></p> <ul style="list-style-type: none"> <li>How the Lead Industry Got Away with it - <a href="https://www.youtube.com/watch?v=ohGgOVKKXdo">https://www.youtube.com/watch?v=ohGgOVKKXdo</a></li> <li>Dunning, B. (2025, March 4) <i>Leaded Gasoline and Mental Health</i>. Skeptoid Media. <a href="https://skeptoid.com/episodes/4978">https://skeptoid.com/episodes/4978</a></li> </ul> <p><b>Read</b> <a href="https://www.ucs.org/resources/disinformation-playbook">https://www.ucs.org/resources/disinformation-playbook</a></p> <p><b>Smoking</b></p> <ul style="list-style-type: none"> <li>Little, B. "When Cigarette Companies Used Doctors to Push Smoking" <a href="https://www.history.com/news/cigarette-ads-doctors-smoking-endorsement">https://www.history.com/news/cigarette-ads-doctors-smoking-endorsement</a></li> <li>Stanford University Research into the Impact of Tobacco Advertising <a href="http://tobacco.stanford.edu/tobacco_main/index.php">http://tobacco.stanford.edu/tobacco_main/index.php</a></li> </ul> <p><b>Lead</b></p> <ul style="list-style-type: none"> <li>Markowitz, Gerald &amp; Rosner, David. (2000). "Cater to the Children": Role of The Lead Industry in a Public Health Tragedy, 1900–1955.</li> <li>Schutt, M., &amp; Monnat, S. (2021). The Sugar Industry Gets Rich and We Get Sick. <a href="https://lernercenter.syr.edu/2021/01/14/ib-43/">https://lernercenter.syr.edu/2021/01/14/ib-43/</a></li> </ul> <p><b>Sugar</b></p> <ul style="list-style-type: none"> <li>50 Years Ago, Sugar Industry Quietly Paid Scientists To Point Blame At Fat - <a href="https://www.npr.org/sections/thetwo-way/2016/09/13/493739074/50-years-ago-sugar-industry-quietly-paid-scientists-to-point-blame-at-fat">https://www.npr.org/sections/thetwo-way/2016/09/13/493739074/50-years-ago-sugar-industry-quietly-paid-scientists-to-point-blame-at-fat</a></li> <li>Coca-Cola Funds Scientists Who Shift Blame for Obesity Away From Bad Diets - <a href="https://archive.nytimes.com/well.blogs.nytimes.com/2015/08/09/coca-cola-funds-scientists-who-shift-blame-for-obesity-away-from-bad-diets/?_r=1">https://archive.nytimes.com/well.blogs.nytimes.com/2015/08/09/coca-cola-funds-scientists-who-shift-blame-for-obesity-away-from-bad-diets/?_r=1</a></li> <li>Kearns CE, Schmidt LA, Glantz SA. 2016. Sugar industry and coronary heart disease research: a historical analysis of internal industry documents. <i>JAMA Intern.Med.</i> 176(11):1680–85</li> </ul> <p><b>Weekly Assignment Due Fri by 5pm</b></p>

Week	Module		Date	Topic	Activities
3			7/15	<i>The Influenza Epidemic of 1918</i>	<p><b>In Class</b></p> <ul style="list-style-type: none"> <li>• <i>Tuesday Assignment Team Accountability and Comprehension Assessments</i></li> </ul> <p><b>Watch Mini Lecture</b></p> <ul style="list-style-type: none"> <li>• <i>Pandemics of the past</i></li> </ul> <p><b>Listen/Watch</b></p> <ul style="list-style-type: none"> <li>• Christopher McKnight Nichols. (2020). What We Can Learn from Influenza Pandemic of 1918-19 <a href="https://youtu.be/f0qK_4x8Bik">https://youtu.be/f0qK_4x8Bik</a></li> </ul> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Dolan, Brian. (2020) Unmasking History: Who Was Behind the AntiMask League Protests During the 1918 Influenza Epidemic in San Francisco? Perspectives in Medical Humanities (UC Medical Humanities Consortium, May 19, 2020) <a href="https://doi.org/10.34947/M7QP4M">https://doi.org/10.34947/M7QP4M</a></li> <li>• <i>Protesting During A Pandemic Isn't New: Meet The Anti-Mask League Of 1918 -</i> <a href="https://www.forbes.com/sites/kionasmith/2020/04/29/protesting-during-a-pandemic-isnt-new-meet-the-anti-mask-league/?sh=17d44dfb12f9">https://www.forbes.com/sites/kionasmith/2020/04/29/protesting-during-a-pandemic-isnt-new-meet-the-anti-mask-league/?sh=17d44dfb12f9</a></li> <li>• <i>The Anti-Mask League of 1919: The Cultural Battle of an Enduring Pandemic</i> <a href="https://untappedcities.com/2020/07/15/the-anti-mask-league-of-1919-the-cultural-battle-of-an-enduring-pandemic/">https://untappedcities.com/2020/07/15/the-anti-mask-league-of-1919-the-cultural-battle-of-an-enduring-pandemic/</a></li> </ul> <p><b>Weekly Assignment Due Fri by 5pm</b></p>

Week	Module		Date	Topic	Activities
3	Module 3: Current Issues		7/17	Anti-Vaccine Movements	<p><b>In Class</b></p> <p><b>Mini Lecture</b> <i>Social media and antivaccine misinformation and disinformation</i></p> <p><b>Listen</b></p> <ul style="list-style-type: none"> <li>• Dunning, B. "Vaccine Denial: Failure Mode Analysis." Skeptoid Podcast. Skeptoid Media, 12 Feb 2019. Web. 18 Mar 2021. <a href="https://skeptoid.com/episodes/4662">https://skeptoid.com/episodes/4662</a></li> <li>• Dunning, B. "Vaccine Ingredients." Skeptoid Podcast. Skeptoid Media, 17 Nov 2009. Web. 18 Mar 2021. <a href="https://skeptoid.com/episodes/4180">https://skeptoid.com/episodes/4180</a></li> <li>• Dunning, B. (2025, March 25) Vaccines: Success Story of the Century. Skeptoid Media. <a href="https://skeptoid.com/episodes/4981">https://skeptoid.com/episodes/4981</a></li> </ul> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.washingtonpost.com/health/2019/11/15/majority-anti-vaccine-ads-facebook-were-funded-by-two-groups/">https://www.washingtonpost.com/health/2019/11/15/majority-anti-vaccine-ads-facebook-were-funded-by-two-groups/</a></li> <li>• Trust in Vaccines Is the Infodemic Challenge of 2021 - <a href="https://www.cigionline.org/articles/trust-vaccines-infodemic-challenge-2021">https://www.cigionline.org/articles/trust-vaccines-infodemic-challenge-2021</a></li> <li>• Agergaard, T. E., Smith, M. E., &amp; Nielsen, K. H. (2020). Vaccine Assemblages on Three HPV Vaccine-Critical Facebook Pages in Denmark from 2012 to 2019. <i>Media and Communication</i>, 2S3, 3 <a href="https://doi.org/10.17645/mac.v8i2.2858">https://doi.org/10.17645/mac.v8i2.2858</a></li> <li>• Grinberg N, Joseph K, Friedland L, Swire-Thompson B, Lazer D. 2020. Fake news on Twitter during the 2016 US presidential election. <i>Science</i> 363(6425):374–78, 43.</li> <li>• Guess A, Nagler J, Tucker J. 2019. Less than you think: prevalence and predictors of fake news dissemination on Facebook. <i>Sci Adv</i> 5(1):eaau4586</li> </ul> <p><b>Weekly Assignment Due Fri by 5pm</b></p>
4			7/22	Infodemic	<p><b>In Class</b></p> <ul style="list-style-type: none"> <li>• <i>Tuesday Assignment Team Accountability and Comprehension Assessments</i></li> </ul> <p><b>Mini Lecture</b> <i>The Infodemic – misinformation as contagion</i></p> <p><b>Listen</b></p> <ul style="list-style-type: none"> <li>• Dunning, B. "Pandemic Conspiracies and Politics." Skeptoid Podcast. Skeptoid Media, 7 Apr 2020. Web. 18 Mar 2021. <a href="https://skeptoid.com/episodes/4722">https://skeptoid.com/episodes/4722</a></li> </ul> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>• COVID-19 Disinformation- How to Spot It—and Stop It - <a href="https://www.ucsus.org/resources/covid-19-disinformation">https://www.ucsus.org/resources/covid-19-disinformation</a></li> <li>• Yang, K.-C., Pierri, F., Hui, P.-M., Axelrod, D., Torres-Lugo, C., Brynjolfsson, J., &amp; Menczer, F. (2020). The COVID-19 Infodemic: Twitter versus Facebook.</li> </ul> <p><b>Weekly Assignment Due Fri by 5pm</b></p>

Week	Module		Date	Topic	Activities
4			7/24	Data Security and Malinformation	<p><b>In Class</b>  <b>Mini-Lecture- Malinformation, Coercion, Extortion &amp; The Threat of Re-identification</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Hackers are stealing millions of medical records - and selling them on the dark web</a></li> <li>• <a href="#">Hackers Demand Ransom From Patients After Breaching Florida Clinic.</a></li> <li>• <a href="#">A Hacker is Threatening to Leak Patient's Therapy Notes.</a></li> <li>• <a href="#">They Told Their Therapists Everything. Hackers Leaked it All.</a></li> <li>• <a href="#">The Black Market for Stolen Health Care Data.</a></li> <li>• <a href="#">Personalised media consumption, malinformation and the nature of platforms – In conversation with Hossein Derakhshan -  https://www.3cl.org/personalised-media-consumption-malinformation-and-the-nature-of-platforms-in-conversation-with-hossein-derakhshan/</a></li> <li>• <a href="https://www.reliasmedia.com/articles/146763-combining-large-data-sets-challenges-irbs-researchers-to-ensure-privacy">https://www.reliasmedia.com/articles/146763-combining-large-data-sets-challenges-irbs-researchers-to-ensure-privacy</a></li> </ul> <p><b>Weekly Assignment Due Fri by 5pm</b></p>

Week	Module		Date	Topic	Activities
5			7/29	<i>Being a Proactive Knowledge Citizen and Practitioner</i>	<p><b>In Class</b></p> <ul style="list-style-type: none"> <li>Tuesday Assignment Team Accountability and Comprehension Assessments</li> </ul> <p><b>Mini Lecture</b></p> <ul style="list-style-type: none"> <li>What do we do about misinformation and disinformation?</li> </ul> <p><b>Read on Health Promotion</b></p> <ul style="list-style-type: none"> <li>Schillinger, D., Chittamuru, D., &amp; Ramírez, A. S. (2020). From “Infodemics” to Health Promotion: A Novel Framework for the Role of Social Media in Public Health. <i>American Journal of Public Health</i>, 110(9), 1393–1396.</li> <li>Fernández-Celemin L, Jung A. 2006. What should be the role of social media in nutrition communication? <i>Br. J. Nutr.</i> 96(S1):S86–88</li> <li>Zhang J, Le G, Larochelle D, Pasick R, Sawaya GF, et al. 2019. Factors that influence health communication stories? How to use social media for cervical cancer prevention: a multi-method study of the effects of sender type and content type on increased message sharing. <i>Prev. Med.</i> 126:105751</li> </ul> <p><b>Read about Health Information Literacy</b></p> <ul style="list-style-type: none"> <li>Nzomo, P., &amp; Fehrmann, P. (2020). Advocacy engagement: The role of information literacy skills. <i>Journal of Information Literacy</i>, 14(1), 41–65. <a href="https://doi.org/10.11645/14.1.2695">https://doi.org/10.11645/14.1.2695</a></li> <li>Rennis L, McNamara G, Seidel E, Shneyderman Y. 2015. Google it: urban community college students’ use of the Internet to obtain self-care and personal health information. <i>Stud. J.</i> 49(3):414–26</li> </ul> <p><b>Read about Being a Proactive Knowledge Citizen</b></p> <ul style="list-style-type: none"> <li>Dunning, B. (2025, February 11) <i>How We Verify Our Sources</i>. Skeptoid Media. <a href="https://skeptoid.com/episodes/4975">https://skeptoid.com/episodes/4975</a></li> <li>Hart A, Henwood F, Wyatt S. 2004. The role of the Internet in patient-practitioner relationships: findings from a qualitative research study. <i>J. Med. Internet Res.</i> 6(3):e36</li> <li>Rennis L, McNamara G, Seidel E, Shneyderman Y. 2015. Google it: urban community college students’ use of the Internet to obtain self-care and personal health information. <i>Coll. Stud. J.</i> 49(3):414–26</li> </ul> <p><b>Weekly Assignment Due Fri by 5pm</b></p>
5			7/31	<i>Artificial Intelligence</i>	<p><b>In Class</b></p> <p><b>Mini Lecture</b></p> <p><b>Readings – TBD</b></p> <p><b>Weekly Assignment Due Fri by 5pm</b></p>
6			8/5	WORK TIME	<p><b>In Class –</b></p> <ul style="list-style-type: none"> <li>Tuesday Assignment Team Accountability and Comprehension Assessments</li> </ul> <p><b>Work Time</b></p> <p><b>*Submit a complete draft of final paper by Fri, 5pm</b></p>
6			8/7		<p><b>In Class</b></p> <ul style="list-style-type: none"> <li>Final Misinformation Paper Comprehension Assessment</li> <li>Presentations</li> </ul> <p><b>*FINAL PAPER DUE @11:59</b></p>

## Course Materials and Technology

*Textbooks.* There is no required textbook for this course. Readings will consist of book chapters, manuscripts, online sources and policy materials. ALL reading is required!

*Technology.* This course will use Canvas and Zoom. It will also use pencil and paper with no technology for the assessments.

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## Academic Requirements and Grading

**Participation (20%).** Participation in this class will be considered contributing to all in-class and Canvas discussions. Students will be expected to respond thoughtfully to all aspects of this course. Students who come to class and demonstrate knowledge of the materials and contribute thoughtfully to discussion will be considered examples of effective participation in the class.

**Weekly Written Assignments (25%).** In these assignments, groups will research and present an example of either misinformation, disinformation or malinformation. Examples can come from a mainstream media source, a social media post, or an internet search. Students will use one of the two frameworks used for identifying misinformation to evaluate the materials.

**Tuesday Module Assignment Team Accountability and Comprehension Assessments (15%).** These weekly quizzes will be pass/fail (71% or higher) and will consist of two parts: a.) a section customized to the group level based on what they turned in the previous week and b.) a section assessing comprehension of the module materials from the previous week. Each group's members will be individually assessed on what the group turned in on Fridays by 5pm. These assignments do two things 1.) ensure that all group members are aware and have read what their fellow team members turned in and 2.) discourage blind/rote use of AI tools without comprehending what the content is and if it is accurate or not. NOTE: These assessments will not be difficult for students who are really working together and fully comprehend what they submitted. They will also not be difficult for students who are keeping up with the material.

**Final Misinformation Paper and presentation, Accountability and Comprehension Assessment (20%, 10% and 10%).**

The final proposal will be a creative analysis solution to an issue/problem related to misinformation and disinformation in healthcare in your anticipated area of practice/expertise. In this paper, which will be a maximum of 5 pages double-spaced, you will outline a) the example and what makes it misinformation, disinformation, or malinformation, b) how you would engage with someone who believes in it and c) how would you respond on a programmatic or social level to correct it? Your presentation should walk us through your paper and should be concise, no longer than 5 minutes.

Your final comprehension assessment will follow the same format as your Tuesday assessment, only will pertain to what your group turns in in its totality for your paper. These assessments are pass/fail (71% or higher). NOTE: These assessments will not be difficult for students who are really working together and fully comprehend what they submitted.

Requirement	Due date	% of final grade
<i>Participation</i>	Weekly	20
<i>Weekly Written Assignments</i>	Fridays at 5pm	25
<i>Tuesday Assignment Team and Comprehension Assessments</i>	In-class, per group (15 pt, 10 min, paper, no technology, closed book, no notes)	15
<i>Final Misinformation Paper</i>	Final class* *=full draft due in week 5	20
<i>Presentation</i>	Final class	10
<i>Final Paper/Presentation Comprehension Assessment</i>	Final class (15 pt, 10 min, paper, no technology, closed book, no notes)	10
Total		100

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

Points Earned	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
70-76	C
67-69	D+
63-66	D
60-62	D-
Below 60	E

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

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

More information on UF grading policy may be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Exam Policy**

#### **Policy Related to Make up Exams or Other Work**

Consistent with College policy, students are allowed to make up work only if missed because of an excused absence, other unanticipated circumstances warranting a medical excuse, or with instructor permission. You must notify the instructor in advance if you will miss a quiz/exam or project deadline. Documentation from a healthcare provider is required upon your return to class. Project extensions requested must be negotiated at the time of excused absence.

#### **Attendance Policy**

Regular attendance is essential to your success in this course and will be taken each class. I will have a “Green” attendance list to sign if you are in class on or before the scheduled start. I will have a “Yellow” sign in sheet to sign in if you arrive at class less than 5 minutes late. For those who arrive more than 5 minutes late, I will have a red sign-in sheet to sign. Two red sign-in’s count as one unexcused absence. Four yellows count as one unexcused absence.

**Note about unexcused absences.** Unanticipated problems come up sometimes and are understandable. For absences that are not covered under the definition of an excused absence, work due that day will be counted as a zero. However, I will drop the lowest grade from the Semester and *not* include it in your final grade. So, if you miss a live class session due to an unexcused absence, grading for that day will automatically be dropped from your final grade in the class.

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

#### **Policy Related to Required Class Attendance**

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:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### **Student Expectations, Roles, and Opportunities for Input**

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

It is expected that students act in an appropriate, respectful manner during class time and all online correspondence. The use of smartphones, tablets and laptops for anything unrelated to the class is **STRONGLY DISCOURAGED** during class time. The instructor reserves the right to address excessive violation of this policy, including grade reduction. Attention is a precious resource – please devote all of it to our work during our limited lab time. If you are browsing Amazon or social media, I reserve the right to ask you about it in front of class. 😊

#### **Academic Integrity**

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

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

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

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

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary

action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details.

### **Generative AI (GenAI)**

This course's focus is on misinformation and disinformation in health care. Using Generative AI poses a serious risk in exacerbating the problems of misinformation and disinformation in healthcare because GenAI does not distinguish between reliable and unreliable sources of information. In fact, it often creates fiction – statements that are not true.

### **GenAI use for editing written assignments only**

Generative Artificial Intelligence (GenAI) tools (Chat GPT, Dall-E, CoPilot etc.) may be used throughout the course to improve your original work but cannot be used to do the initial creation of an assignment. You are required to provide the original assignment before any AI improvements are made as an appendix to the assignment.

Providing your original draft ensures academic integrity and demonstrates understanding of the source and influence of generative AI tools on your work. Failure to provide your original draft may be considered a violation of the UF academic integrity policy. Submitted work may be reviewed for AI-generated content. You are still responsible for what is submitted, no matter how it is created. Any inaccuracies or falsehoods will be considered the student's responsibility. You *will* be assessed on comprehension of what you submit.

GenAI is not permitted on any in-class exam or quiz. All in-class exams/quizzes will be hardcopy and hand-written.

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. Inappropriate use of Gen AI as outlined above may constitute a violation of the academic integrity policy.

### **Online Faculty Course Evaluation Process**

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

### **Policy Related to Guests Attending Class**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy. <https://phttp.ufl.edu/policy-classroom-guests-of-students/>

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## SUPPORT SERVICES

### Accommodations for Students with Disabilities

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

### Counseling and Student Health

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

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

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

### Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

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