

University of Florida
College of Public Health & Health Professions Syllabus
HSA 3111: US Health Care System
 FALL 2025 (3 Credits)
 Delivery Format: On-Campus
 UF e-Learning: <http://elearning.ufl.edu>

Instructor Name: Brian Tisher, MBA/MHS
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Office Hours: Monday & Wednesday, Period 7 (1:55-2:45 pm), or by appointment

Classroom Location & Class Time:

*Section 13200 (SEC5): **COMM-04**, Wednesday, Periods 3 - 4 (9:35a.m. to 11:30a.m.)

*Section 23658 (SEC8): **HPNP-G101**, Thursday, Periods 6 - 7 (12:50p.m. to 2:45 p.m.)

Teaching Assistant

TA for Sections 13200 (SEC5) & 23658 (SEC8) **Dee Kornetti, Office: PhD Lounge in HSRMP Department, Phone: (352)-362-6734, email: dkornett@phhp.ufl.edu**

Course & Assignment Questions

Before sending a Canvas in-mail or direct Outlook email, please follow these steps.

1. **First**, check the syllabus
2. **Second**, check the Canvas module page and the Canvas assignment

Also, check the Canvas Pinned Discussions for the items below:

- Technical Issues with Course Materials
- Technical Issues with Media Assignments
- Clarification on Syllabus, Curriculum, or Instruction

3. **Third**, check with your In-class Team.

After checking the three steps above and your question is unanswered, please send a Canvas in-mail to your designated TA for your section. Please do not email the other TA or the professor separately. Also, refrain from copying everyone and having three people respond to your question. But if your section's TA does not respond within the allotted 24 to 48 hours, you can forward the first email to someone else on the HSA3111 Team.

Preferred Communication:

Canvas in-mail to your TA — direct email to the professor through Outlook email.

- Since there are numerous sections of HSA3111, please use the naming convention in the subject line of your email. (Day, section number, last name, first name) For example, Tuesday **SEC5 Smith John** or Wednesday **SEC8 Jones Kathy**.

Email Policy

Emails received on weekdays (Monday-Thursday) can expect a response within 24 to 48 hours. If I have not responded within two days, please get in touch with us again. Your message is important to the TAs and me but may have been overlooked. Emails received during the weekend or after 5 PM on Friday will be answered on the following Monday.

Prerequisites: *BSC 2007 or BSC 2005 or BSC 2010 and PSY 2012 and STA 2023. Health Science or Communication Sciences and Disorders or Public Health majors. Also, Health Science or Public Health minors.*

PURPOSE AND OUTCOME

Course Overview

This course introduces topics surrounding the delivery of health care in the United States and internationally. The initial focus will be on the evolution of the US health care system and the system's historical foundations. These tools will provide a framework to understand the US health care delivery system.

Course Objectives and Goals

Upon completion of the course, students are expected to be able to,

1. Identify major historical events affecting the fundamental characteristics of health care in the United States and relate these factors to the current health care system.
2. Articulate health care access barriers unique to the US health care system and propose cost-effective solutions to improve access.
3. Delineate the difference between hospitals, outpatient facilities, long-term care facilities, ambulatory care providers, mental health providers, and the broader public health system regarding services, organizational structure, and financing mechanisms.
4. Describe health care providers' and professionals' roles and responsibilities, including the required education and credentials for each specialty.
5. Assess the impact of medical technology as a cost driver, barrier to access, and overall growth of health care expenditures in the United States.
6. Describe the health insurance mechanism, the roles of the insurance industry, and the local, state, and federal government's involvement in financing health care.
7. Explain the impact of the political process on health care reform, drawing from past and present legislation to illustrate the potential for success or failure of a proposal.
8. Develop a proposal for change that addresses critical issues discussed throughout the course based on your current understanding of the US health care system.
9. Apply systems thinking to public health issues to be aware of the complexity of stakeholders, risk factors and learn to be prepared for unintended consequences.

Instructional Methods

The course is housed in UF e-Learning in Canvas. This course is provided in-person, taught through a live lecture and discussion format synchronously in-person with asynchronous "Blended Learning" assignments. Therefore, your participation in the class is vital to its success. Be prepared and ready to participate in each class; students will be called on randomly if voluntary participation lags. Readings, lectures, digital articles and videos, and class discussions are the primary learning tools.

The benefits you receive from this course are directly related to your class preparation and participation- in other words, to the effort you put into the course.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the

live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

All reading assignments, including supplemental readings, should be read **before** class to facilitate your learning and class discussions. If you miss class, it is your responsibility to obtain notes, handouts, and a summary of the lesson/class activities from the missed class. The syllabus and course schedule are subject to revision. **Confirm deadlines in class and always check Canvas Module Pages for updates.**

Course Schedule*

Week Beginning	Topics	Videos	Readings	Assignments
8/18	Class Introduction	Empathy: The Human Connection to Patient Care	Syllabus	Syllabus Quiz Due (8/30)
8/25	Module 1.1 Introduction to the U.S. Health Care System	Anatomy of Healthcare - The US Healthcare System Explained Report finds U.S. health system ranks last, despite paying more	A – 1.2 to 1.6, 2.2 to 2.4 B – 1.1 to 1.5 Mirror, Mirror 2024: A Portrait of the Failing U.S. Health System?	Quiz 1.1 Reflection #1
9/1	Module 1.2 Healthcare Providers and Professionals	Florence Nightingale: Changing the Field of Nursing - Fast Facts History Understanding the Types of Primary Care Providers Understanding the different types of health care providers The Advanced Practice Clinician	A – Chapter 3	Quiz 1.2 Team Warm-Up
9/8	Module 1.3 Healthcare Facilities and Services	Understanding Outpatient Care: What It Is and Why It Matters - Slow Medicine What Is Long-Term Care? National Institute on Aging	A – Chapter 4 B – Chapter 2 Levels of Medical Care	Quiz 1.3 Reflection #2
9/15	Module 1.4 Health Insurance and Financing of Healthcare Services	The American Health Care System with Ezekiel J. Emanuel, MD, PhD	A – 5.2 to 5.5 B – 3.1.1, 3.1.2, 3.1.3, 3.1.4	Quiz 1.4 Reflection #3

		Health Insurance Explained – The YouToons Have It Covered		
9/22	Module 1.4 Health Insurance and Financing of Healthcare Services	An In-Depth History of Health Insurance in the United States TheCollector Why The U.S. Has A Health Care Claim Denial Problem	A – 6.2 to 6.5, 7.3, 7.4, 7.5, 7.6 B – 3.2.1, 3.2.2, 3.3, 3.4, 3.5	HSD-Part 1, Foundation Proposal
9/29	Exam 1 - In Class SECS – (10/1) SECS – (10/2)			
10/6	Module 2.1 Cost, Access and Quality to Healthcare in the U.S.	Why U.S. Health Care Is Getting More Expensive What does access to care really mean? Episode 8 of "That's Public Health"	A – 2.6, 8.2 to 8.8, 9.2 to 9.10, 10.2 to 10.12 B – Chapter 4 Elements of Access to Health Care Agency for Healthcare Research and Quality	Quiz 2.1 Reflection #4
10/13	Module 2.2 Health Policy	Why Health Care Policy Matters What are the 5 Stages of the Public Policy Process?	A – 12.4 to 12.6 B – 5.1 to 5.4 Congress and the Executive Branch and Health Policy KFF	Quiz 2.2 Reflection #5
10/20	Module 2.3 Medical Technology and Healthcare	The Evolution of Medicine from Ancient Practices to Modern Discoveries (9 Minutes) - YouTube Pasteur, Koch and Lister - Germs! Why Curiosity is the Key to Science and Medicine	A– Chapter 11 B– Chapter 6	Quiz 2.3 HSD-Part 2, System Analysis
10/27	Module 2.4 Managed Care and Population Health	What Are Managed Care Organizations and Why Do They Matter?	Managed Care: A – 6.6 to 6.11 B – 3.2.3, 5.2 to 5.4 MANAGED CARE: Evolution	Quiz 2.4 HSD-Part 3, Final Design

		Population Health Management: A Primer - NCQA Public Health – Health of Special Populations: By Sarah Gander M.D.	and Distinguishing Features - ScienceDirect Population Health: A – 2.2 to 2.7 B – 1.3 to 1.5 4.1.1, 4.1.2 Population Health vs. Public Health: Understanding the Differences	
11/3	Module 2.5 Future of the US Health System	Is This the Future of Health?	Hospitals in the Future Without Walls	Quiz 2.5 HSD-Part 4, System Pitch
11/10	Proposal for Healthcare Improvement	NA	NA	Student Presentations
11/17	Exam 2 – In Class SEC5 – (11/19) SEC8 – (11/20)			
11/24	Thanksgiving Day Holiday (11/24 – 11/29)			
12/1				

* Schedule is subject to change. Students will be notified via email and/or Canvas Announcement of any changes to the syllabus schedule. For example, other assignments and homework may be modified as needed.

Course Materials

- **Textbook:** This course will not require a traditional textbook. Instead, we will be utilizing Open Educational Resources (OER), which are freely accessible online materials. By using OER, students will have the opportunity to access up-to-date and cost-effective resources that support diverse learning styles and foster greater academic collaboration.

A = Healthcare in the United States – Howe, Dozier, Dickenson

<https://open.umn.edu/opentextbooks/textbooks/1238>

B = Exploring the US Healthcare System – Valatis

<https://open.umn.edu/opentextbooks/textbooks/exploring-the-u-s-healthcare-system>

- Additional readings used for lectures will be posted on Canvas
- Lecture Slides will be posted on Canvas after class

“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.”

Technology

Required Equipment: Computer with high-speed internet access and use of a supported browser (Google Chrome recommended). To access this course on Canvas, you will use your Gatorlink ID and password to login to the course. For technical support for this class, please contact the UF Help Desk by: calling (352) 392-HELP (option 2), emailing learning-support@ufl.edu, or going to <https://helpdesk.ufl.edu>

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

For technical support for the course eLearning site, activities, and assessments, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- [e-Learning | University of Florida](#)

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.
- [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](#).

ACADEMIC REQUIREMENTS AND GRADING

Grading

Final grades will reflect your performance in these areas:

	Requirement	Percent of Final Grade
Exams	Exam 1	20
	Exam 2	20
Assignments	In-class Quizzes & In-class Reflections	20
	Team Warm-Up	5
	Healthcare System Design Project (Part 1, Part 2, Part 3, and Part 4)	35
Professionalism	Extra Credit and Professionalism	0
Total Percentage		100

Exams (40%)

There will be a total of **two** unit exams administered during the semester to assess students' understanding of key concepts, theories, and applications covered in lectures, readings, and class discussions. Each exam will

focus on material from a specific portion of the course and may include a combination of multiple-choice, short-answer, and essay questions. The exams are designed to evaluate students' ability to analyze, synthesize, and apply course content, with an emphasis on critical thinking and real-world relevance. These assessments provide an opportunity for students to demonstrate their mastery of factual knowledge and conceptual understanding.

In-class Quizzes (10%)

Each week, students will complete a short quiz at the beginning of class to ensure they arrive prepared and have reviewed the assigned materials. These quizzes will cover key concepts from readings, lectures, or media assigned for that week and are designed to reinforce foundational knowledge critical to in-class discussions and activities. A total of **10 quizzes** will be administered throughout the semester, and they will contribute to the overall course grade. Quizzes are intended to encourage consistent engagement with the material and help students identify areas needing further review.

In-class Reflections (10%)

Each week, student groups will complete a collaborative class reflection in response to the lecture content and supplemental materials posted on Canvas. These reflections are designed to encourage students to actively engage with the week's themes, critically analyze new information, and discuss how it connects to broader course topics such as nutrition, diet culture, health communication, and scientific misinformation. Reflections should demonstrate thoughtful consideration of the material, incorporate multiple group members' perspectives, and raise relevant questions or insights. This assignment promotes ongoing dialogue, teamwork, and deeper understanding of course content. Reflection guidelines and grading criteria will be provided on Canvas.

Team Warm-Up (5%)

This assignment challenges students to compare global healthcare systems with the U.S., analyzing structure, funding, access, quality, and cost efficiency. Teams of five will research an assigned country, identifying strengths, weaknesses, and areas for improvement. Each group will present a three-minute visual summary, followed by a class discussion on key takeaways and policy implications. The discussion will encourage students to critically evaluate the effectiveness of different healthcare models and consider potential lessons for U.S. healthcare reform. Assessment will focus on research depth, presentation clarity, analytical insight, and participation, ensuring a comprehensive exploration of global health systems.

Team Semester Project – Healthcare System Design (HSD)

Students will collaboratively design their own version of a national or regional healthcare system, demonstrating practical understanding of major components, such as insurance models, Medicare and Medicaid, access and quality, cost structures, and regulation. This process will require students to research historical healthcare reforms, assess the outcomes of existing systems, and engage with policy. Teams are encouraged to apply interdisciplinary approaches, incorporating insights from public health, economics, law, and ethics to strengthen the viability of their proposals. Throughout the semester, students will participate in structured debates and policy simulation exercises to test the resilience of their systems under real-world pressures. By the end of the semester, each team should present a refined, evidence-based healthcare system proposal that could realistically function in the U.S. context.

Part 1: Foundation Proposal [5%]

Students introduce their vision for a healthcare system by outlining its structure, coverage strategy, target populations, and guiding goals such as affordability, access, and quality. They will conduct targeted research on existing international and domestic healthcare models to inform their proposals and draw relevant comparisons. Analysis should address U.S. healthcare challenges and propose realistic solutions. Students are

also encouraged to integrate diverse stakeholder perspectives to enhance the credibility and practicality of their design.

Part 2: System Analysis [10%]

This submission explores the mechanics and feasibility of the proposed healthcare system, encouraging students to move beyond theory into operational detail. They elaborate on key components such as financing models, integration with existing public programs like Medicare and Medicaid, regulatory frameworks, data infrastructure, and modes of care delivery. Students must analyze trade-offs inherent in their system choices—balancing cost, coverage, quality, and administrative burden—and assess implementation barriers including political resistance, funding constraints, and logistical limitations. A thorough examination of stakeholder perspectives is required, including how patients, providers, insurers, and government entities might respond to and interact with the proposed system. In addition, students should model cost projections and health outcome estimations to demonstrate long-term viability. They will also reflect on system adaptability in the face of demographic shifts, technological advances, and public health emergencies.

Part 3: Final Design [10%]

Students submit a polished proposal that incorporates feedback from the first two submissions, reflecting thoughtful revisions and strengthened analysis. Visual components—such as infographics, policy flowcharts, budget breakdowns, and system maps—must accompany the proposal to convey implementation mechanics and user pathways. Additionally, students should provide an executive summary tailored for policymakers or stakeholders, highlighting the system’s unique value and feasibility. Teams are encouraged to reference relevant legislation and demographic data to contextualize their design within the U.S. environment. A short reflection on lessons learned from previous drafts will demonstrate critical engagement with the review process.

Part 4: System Pitch [10%]

Students deliver a formal presentation of their system design in class, demonstrating both subject mastery and communication skills. The goal is to clearly explain and advocate for their proposed healthcare system, respond thoughtfully to audience questions, and synthesize major learnings from the research and design process. Presentations should incorporate visual aids that clarify system mechanics and anticipated outcomes, reinforcing key arguments with data and comparative analysis.

Late Assignments: **Late submissions will be penalized with 10% deduction per day late up to 7 days.**

If you anticipate turning an assignment in late, please discuss with the teaching assistant (TA) beforehand.

NOTE: UPLOADING THE WRONG DOCUMENT IS THE SAME AS LATE, even if you have documentation that you completed the document on time. **It is your responsibility to verify that you have uploaded the correct document.** (You should open or download your uploaded homework and double- or triple-check that you have uploaded the right one).

- There will be **no** exceptions to this policy.
- If you have uploaded the wrong document, and Canvas does not allow you to correct this, you should IMMEDIATELY send the correct document to the professor via email.
- It is your responsibility to check that the correct assignment has been submitted to Canvas on time. Always review your submission after turning it in.

Grading Scale:

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

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

There will be no rounding up for grade increments; for example, a 92.99 is an A-. Please be aware that a C- is not an acceptable grade for graduate students.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	NA	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:

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

Exam Policy

Policy Related to Make-up Exams

Only in extreme circumstances will the professor allow a make-up exam to be provided. 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. Class attendance is a critical component of the learning process.

Students are expected to be present for all classes since much of the material will be covered only once in class. 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>

Policy on Collaboration. Unless otherwise stated explicitly by written instructions, the preparation of all coursework should be done individually. If you are unsure about what level of collaboration is appropriate, ask the instructor before beginning any graded assignment.

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:

<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

ACADEMIC POLICIES & RESOURCES

University academic policies and resources can be found at: <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

In this class, students learn about management and various management applications in healthcare organizations. Therefore, the professor will operate the classroom as an organization with the policies discussed below.

Expectations Regarding Course Behavior

You are expected to maintain a civil tone and respect the opinions of other persons. While commenting on others' posts is encouraged, aggressive or patronizing tone and language are unacceptable and may result in the loss of your posting and discussion privileges.

Netiquette Guideline

Please read the 'Netiquette Guideline' on Announcement carefully.

Communication Guideline

Preferred communication is via Canvas inmail to your assigned TA, and direct email to the professor. Response within 24-48 hours to emails received on weekdays (M-F) and emails received over the weekend will be responded to on Mondays.

Professional Development - A critical part of the development process is the internalization of professionalism. Examples of professionalism are arriving to class on time, not watching the clock, participating in classroom exercises, quality and thoughtfulness of comments, timely completion of assignments, and valuing and respecting your peers. Essentially this is a measure of the value you add to the class! Remember – in today's competitive job market, prospective employers are looking for reasons NOT to hire and not for reasons to hire. If you read the syllabus, please e-mail me by 9/1/2025 and include in the subject line, "I read the syllabus" I will give you 3 extra credit points in your Homework/Assignments category.

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 for additional details:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Policy Related to AI Use in This Course

When authorized by the course director, students may use AI technologies in the completion of coursework as long as they cite all such use 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.

Course instructors may adjust limitations on AI assistive technology use and must communicate any limitations to students sufficiently in advance of the assignment due date. Failure to cite the use of AI assistive technology, or use of the technology disregarding specific course limitations is considered academic misconduct. **The use of AI on assignments, essays/reflection papers, exams, and quizzes when prohibited**

by course or college instructions is considered cheating and students are violating the UF Regulations 4.040 [Student Honor Code](#) and [Student Conduct Code](#).

It is important to note that many generative AI models (e.g. ChatGPT, ChatSonic, Google Bard etc) place any information that they are provided with into the public domain. When using such tools, you must therefore ensure that they are **never provided with confidential information**. UF AI systems (e.g., Co-Pilot, NaviGator) should never be provided with confidential information. For the avoidance of doubt, the use of such tools is prohibited for generating any confidential communications, including, but not limited to, communications relating to patient records, clients, students and intellectual property. You are also reminded that you should always review the terms and conditions of any third-party software you use (e.g. proof reading 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.

It is not acceptable to use generative AI for reflective writing, as by its very nature, the process of reflective writing demands that you actively engage in the writing process. Delegating this to a natural language processing algorithm may produce convincing outputs, but does not demonstrate development in your professional practice.

Students are responsible for understanding their dynamic data stewardship responsibilities to minimize personal, college, and university risk.

[UF Integrated Risk Management – CHATGPT Privacy, Factual Accuracy and Usage Guidelines](#)

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

Recording Within the Course

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. 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 at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>.

Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>."

SUPPORT SERVICES

PHHP Student Resources

PHHP's UPTurn (Unified Pathways to Support Wellness) program is a *no-cost mental health and wellness program* that is offered year-round to all PHHP students (undergraduate, graduate and professional level) and students (from any college) who are enrolled in PHHP courses. UPTurn advisors support students on their wellness journeys by curating individualized plans (resources and support) to help them manage academic, social, emotional, and health-related stress.

Interested students are paired with an UPTurn advisor, who meets with each student *virtually* (Zoom, Teams, phone) or *in person* (private office/room in HPNP) for a 45-minute consultation, followed by (if desired):

1. Up to 4 follow-up skills-building visits
2. When needed and appropriate, up to 10 psychotherapy sessions after completion of the 4 follow-up skills-building visits

Note: UPTurn is NOT a crisis/emergency resource. Students who are in crisis are strongly encouraged to use UF's existing crisis support resources, which are listed here: <https://counseling.ufl.edu/services/crisis/>

Students can learn more about UPTurn and request an appointment here: <https://php.ufl.edu/student-resources/upturn-wellness-program/>

Any questions regarding UPTurn can be directed to upturn@php.ufl.edu or (352) 273-6850.

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, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- *University Police Department:* Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).
- *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.

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." 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