

University of Florida  
College of Public Health and Health Professions  
Syllabus

## HSA4191: Health Informatics & Emerging Healthcare Technologies (3 Credit Hours)

Fall, 2025

Delivery Format: *Online Blended*

Course Site: [UF eLearning in Canvas](#)

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### Teaching Team

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#### INSTRUCTOR

Name: Frederick R. Kates, PhD, MBA

Room Number: 3115

Phone Number: 352-273-6060

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

Office Hours: Email to meet before class or directly after class unless I have Faculty Senate. Also, Zoom meetings are available by appointment. To schedule an appointment, send a Canvas mail—tell me the purpose of the meeting and suggest specific days and times you can meet.

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. If we 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 by 2 PM on the following Monday.
- Also, on Monday of each week, you will receive a "MONDAY BLAST" announcement with instructions by 5:00 PM to prepare for the upcoming live class and frequently asked questions (FAQs).

#### TEACHING ASSISTANT

Name: TBD

Room Number: TBD

Phone Number: TBD

Email Address: TBD

Office Hours: TBD

Preferred Communication: TBD

Communication Response Plan: TBD

## Course Meeting Times and Location

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R | Period 7 – 8 (1:55 PM - 3:50 PM) and 100% online via Zoom

## Prerequisites

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- [PHC 4101](#) or [HSA 3111](#) or instructor permission.

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

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### COURSE DESCRIPTION

Provides a fundamental understanding of health informatics, healthcare information systems, and emerging healthcare technologies, starting with the core informatics competencies and the foundation of knowledge model.

### COURSE OVERVIEW

This course provides a fundamental understanding of health informatics, healthcare information systems, and emerging healthcare technologies, starting with the core informatics competencies and the foundation of knowledge model. Key topics will include cognitive science, legal and ethical aspects, HIPAA privacy and security regulations, systems development life cycle, electronic security, electronic health records, patient engagement, community health, telehealth, data mining, IT certifications, evidence-based practice, and translational research. The course will also provide an in-depth look at current technologies, particularly artificial intelligence (AI) and machine learning, driven by increased data access, computational power from graphic processing units (GPUs), sensors, and algorithms. Other emerging technologies include wearable sensor-based systems for health monitoring and prognosis and mobile health (mHealth) applications in the medical and healthcare sectors to understand their emerging role in health informatics.

### COURSE OBJECTIVES AND / OR GOALS

Upon successful completion of the course, students will be able to:

#### HEALTH INFORMATICS

1. Recall the basic concepts, tools, and techniques of informatics.
2. State the core health informatics principles, concepts, and techniques and relate them to emerging health care technologies and their role in the acquisition, transmission, processing, storage, and retrieval of medical and healthcare sector information.
3. Identify barriers and legal, ethical, and regulatory issues associated with technology-based connection and engagement strategies.
4. Discuss the key elements of the HIPAA Security Rule in relation to current HIPAA violations.
5. Define the roles of federal, state, and local public health agencies in developing public health informatics.
6. Evaluate and communicate evidence-based practice and translational research on health Informatics and emerging healthcare technologies.
7. Align a health informatics solution to the strategic needs of an organization using the systems development life cycle (SDLC) process to a case scenario.

#### EMERGING HEALTHCARE TECHNOLOGIES (AI AND MACHINE LEARNING IN HEALTHCARE)

8. Recall the basic concepts, tools, and techniques of artificial intelligence and machine learning.
9. State the core AI principles, concepts, and techniques and relate them to emerging health care technologies and their role in medical imaging analysis, disease diagnosis, drug discovery, personalized medicine, electronic health records, and patient monitoring.
10. Discuss essential machine learning algorithms and techniques used in health technology, including supervised learning, unsupervised learning, and reinforcement learning.
11. Assess the potential impact on healthcare delivery and patient outcomes of the latest advancements and trends in AI for health technology, such as genomics, telemedicine, wearable devices, and AI-powered healthcare systems.
12. Apply Generative AI in Health Technology by critically using the concepts and techniques of generative AI to facilitate the generation of synthetic medical data, images, medical reports text, and other generative AI applications in healthcare.

## RELATION TO PROGRAM OUTCOMES

The course objectives, assignments, and activities are designed to contribute towards mastery of critical competencies in the Health Sciences and Public Health bachelor's degree curriculums, as well as aligning with Student Learning Outcomes (SLOs) for AI literacy under the designation of an AI Enabled course. See [Appendix E: Course Mapping Tables \(Relation to Program Outcomes\)](#) for specific details.

## 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 Zoom 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 1:55-3:50 PM on Thursdays prepared by completing all asynchronous assignments. Also, you have acknowledged the importance of attending all sessions by conveying the dates to employers, family, and friends that you must be in a weekly meeting from 8/21, 8/28, 9/4, 9/11, 9/18, 9/25, 10/2, 10/9, 10/16, 10/23, 10/30, 11/6, 11/13, 11/20, and 12/11 if needed. 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 semester is to keep up with current events, especially in health informatics-related topics, 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 technologies and 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. Please make note of the assigned "In the News" dates for each of the teams on the outline and schedule.

##### *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 informatics and emerging health technologies. I will help you to uncover how AI is revolutionizing the medical field, making waves in early disease detection, drug discovery, and diagnostics. We will explore cutting-edge health technology, such as machine learning, and its impact on patient care and medical research.

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" about a topic or issue, using a divergent thinking approach to generate multiple, diverse ideas and solutions. Together, we'll explore the complexities of integrating technological developments into healthcare and its impact on healthcare administration and outcomes.

## INSTRUCTIONAL METHODS

The course is housed in UF e-Learning in Canvas. This course is blended and taught through a discussion and lecture format with online "Blended Learning" assignments. Your participation in the class is vital to its success. We will work together to foster an overall sense of belonging, encourage diversity of views and perspectives, and leverage each person's uniqueness to the class. Be prepared and ready to participate in each class and know beforehand that you may be called on randomly. This can help promote equity in the classroom because students who normally dominate the discussion will step back, allowing other students to demonstrate their knowledge and expertise. Randomly calling on a student can help students who avoid talking in class gain the ability to speak with confidence. The goal is to have a safe learning environment and know it is "ok" to be wrong or pass on questions. A small percentage of students might have heightened anxiety from being called on in class and can email the instructor. Finally, consider that the initial discomfort is often balanced by the benefits of participating in the discussion.

## 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."

### Textbook and Supplemental Readings:

Chapters of the text will be assigned for each lesson in the course, and each module has at least one associated chapter 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 Perusall to annotate the readings in a collaborative process.

Selected supplemental websites and articles will be posted on Canvas. Supplemental material will be discussed in class and included in tests. However, PowerPoint presentations will be posted on the course website and will not always be available before class. The material provided in the PowerPoint presentation is intended to supplement the course material and information discussed in class.

### **Required Text- TO BE PURCHASED ON PERUSALL THROUGH CANVAS**

Mastrian & McGonigle, Informatics for Health Professionals. Second Edition Jones & Bartlett Learning. ISBN-13: 978-1-284-18209-5

### Supplemental Text

Wager, Lee, Glaser. Health Care Information Systems. 3rd edition. (2013) Wiley and Sons. ISBN: 9781118173534, Available as a free e-book from UF Library (you must be logged on to UF VPN if off campus)

### Online Resources

- [Carnegie Mellon University Open Learning Initiative](#)
- [Practicum AI: Building AI Knowledge](#)

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

### 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.

### 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 long-term projects. 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.

### 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 potentially 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

WK	Date(s)	Zoom Sessions	Topic(s)	Reading(s), Additional Information	Activities (Graded and Ungraded)
1	8/21 to 8/23	R   Period 7 – 8 (1:55 PM - 3:50 PM)	<p>Course Introduction &amp; Syllabus Review</p> <p>Informatics, Disciplinary Science, and the Foundation of Knowledge</p> <p>Introduce Zoom breakout rooms, in-class Zoom teams, research teams, references management software and binary.</p>	<p>Chapter 1- Mastrian &amp; McGonigle</p> <p>Data, Information, Knowledge, Wisdom (DIKW): A Semiotic Theoretical and Empirical Exploration of the Hierarchy and its Quality Dimension by Baskarada &amp; Koronios</p>	<p>Syllabus Quiz</p> <p><a href="#">Zoom Session</a></p> <p>Breakout Rooms</p> <p>In-class teams</p> <p>Install Zotero 7 and the Zotero Connector</p> <p>Work on binary</p>
2	8/25 to 8/30	R   Period 7 – 8 (1:55 PM - 3:50 PM)	<p>Introduction to Information, Information Science, and Information Systems</p>	<p>Chapter 2- Mastrian &amp; McGonigle</p> <p>Supplemental: (A) New 2025-2026 AI Content</p> <p>Start using the divergent process of the Double-Diamond framework to identify intriguing topics in AI and emerging health technologies. Take the time to discover a topic you and others in the course would be interested in researching. Below are some topics to get you thinking about.</p> <p><b>Artificial Intelligence in Healthcare</b></p> <p>AI in Early Disease Detection: Investigate how AI algorithms can analyze patient data to detect chronic diseases early.</p> <p>AI in Medical Diagnostics: Study the role of AI in enhancing the accuracy of medical diagnostics.</p>	<p>Monday Reflection 1</p> <p>Perusall Interactions for Ch 1 &amp; 2 due Wed. 11:59 PM B/4 the Zoom Session.</p> <p><a href="#">Zoom Session</a> Quiz 1 Ch1&amp;2</p> <p>Breakout Rooms</p> <p>Zotero Research Assignment</p> <p>Binary Assignment</p>

WK	Date(s)	Zoom Sessions	Topic(s)	Reading(s), Additional Information	Activities (Graded and Ungraded)
				<p><b>Emerging Health Technologies</b></p> <p>Explore the potential of blockchain technology to enhance the security of health information.</p> <p>Innovative Drug Delivery Systems: Research advancements in drug delivery systems that improve medication efficacy and reduce side effects.</p>	
3	9/2 to 9/6  (Labor Day Holiday 9/1)	R   Period 7 – 8 (1:55 PM - 3:50 PM)	<p>Computer Science and the Foundation of Knowledge Model</p> <p>Introduction to Cognitive Science, Informatics, and Artificial Intelligence</p>	<p>Chapter 3- Mastrian &amp; McGonigle</p> <p>Chapter 4- Mastrian &amp; McGonigle</p> <p>Be ready to discuss initial topic ideas</p> <p>Technology and AI Conferences (e.g., AAAI-25, CES 2025, IJCAI 2025, HIMSS 2025)</p> <p>Introduce Kahoot</p>	<p>Tuesday Reflection 2</p> <p>Perusall Interactions for Ch 3 &amp; 4 due Wed. 11:59 PM B/4 the Zoom Session.</p> <p><a href="#">Zoom Session</a> Quiz 2 Ch3&amp;4</p> <p>Topic Brainstorming</p> <p>Teams Contract</p> <p>In the News (Team 1)</p>
4	9/8 to 9/13	R   Period 7 – 8 (1:55 PM - 3:50 PM)	<p>Ethical and Legal Aspects of Health Informatics</p> <p>Systems Development Life Cycle</p>	<p>Chapters 5- Mastrian &amp; McGonigle</p> <p>Chapter 6- Mastrian &amp; McGonigle</p> <p>Reading an abstract &amp; starting a literature review</p> <p>Kahoot – Review</p> <p>Introduce- <i>Interconnectedness: The Three Ps</i> with creating a survey</p>	<p>Monday Reflection 3</p> <p>Perusall Interactions for Ch 5 &amp; 6 due Wed. 11:59 PM B/4 the Zoom Session.</p> <p><a href="#">Zoom Session</a> In the News (Team 2) Quiz 3 Ch5&amp;6 Write an abstract and identifying stakeholders</p>
5	9/15 to 9/20	R   Period 7 – 8 (1:55 PM - 3:50 PM)	<p>Administrative Information System</p> <p>Electronic Security</p> <p>Guest Lecturer</p>	<p>Chapter 7- Mastrian &amp; McGonigle</p> <p>Chapters 9- Mastrian &amp; McGonigle</p> <p>Supplemental: (A) New 2024-2025 AI Content</p>	<p>Monday Reflection 4</p> <p>Perusall Interactions for Ch 7 &amp; 9 due Wed. 11:59 PM</p>

WK	Date(s)	Zoom Sessions	Topic(s)	Reading(s), Additional Information	Activities (Graded and Ungraded)
				Kahoot warm up	B/4 the Zoom Session.  <u>Zoom Session</u>  In the News (Team 3) Survey Test 1 covers 1-7 and 9
6	9/22 to 9/27	R   Period 7 – 8 (1:55 PM - 3:50 PM)	The Electronic Health Record  Informatics Tools to Promote Patient Safety, Quality Outcomes, and Interdisciplinary Collaboration	Chapter 11- Mastrian & McGonigle  Chapter 12- Mastrian & McGonigle  Introduce mapping, variables and datasets  “Dovetail” your initial literature reviews to assign subtopics, integrate findings, and define a common framework.	Monday Reflection 5  Perusall Interactions for Ch 11 & 12 due Wed. 11:59 PM B/4 the Zoom Session.  <u>Zoom Session</u>  In the News (Team 4) Quiz 4 11 & 12 Dovetailing session Variable identification
7	9/29 to 10/4	R   Period 7 – 8 (1:55 PM - 3:50 PM)	Patient Engagement and Connected Health  Using Informatics to Promote Community /Population Health	Chapter 13- Mastrian & McGonigle  Chapter 14- Mastrian & McGonigle  Supplemental: (A) New 2024-2025 AI Content  Create and consolidation maps  Kahoot	Monday Reflection 6  Perusall Interactions for Ch 13 & 14 due Wed. 11:59 PM B/4 the Zoom Session.  <u>Zoom Session</u> In the News (Team 5) Quiz 5 13 & 14 Mapping
8	10/6 to 10/11	R   Period 7 – 8 (1:55 PM - 3:50 PM)	Data Mining as a Research Tool	Chapter 16- Mastrian & McGonigle  Introduce infographics  Kahoot	Monday Reflection 7  Perusall Interactions for Ch 16 due Wed. 11:59 PM

WK	Date(s)	Zoom Sessions	Topic(s)	Reading(s), Additional Information	Activities (Graded and Ungraded)
					<p>B/4 the Zoom Session.</p> <p><u>Zoom Session</u> Quiz 6 16 Beta test infographic software &amp; stakeholder focus</p> <p>Title and poster formatting</p> <p>In the News (Team 6)</p>
<b>9</b>	<p>10/13 to 10/16</p> <p>Homecoming 10/17 &amp; 10/18</p>	R   Period 7 – 8 (1:55 PM - 3:50 PM)	Finding, Understanding, and Applying Research Evidence in Practice	<p>Chapter 17- Mastrian &amp; McGonigle (</p> <p>Supplemental: (A) New 2024-2025 AI Content</p> <p>Instructional video: Poster introduction</p> <p>Kahoots</p>	<p>Monday Reflection 8</p> <p>Perusall Interactions for Ch 17 due Wed. 11:59 PM</p> <p><u>Zoom Session</u> Possible modification due to homecoming</p> <p>Quiz 7 Ch 17</p>
<b>10</b>	10/20 to 10/25	R   Period 7 – 8 (1:55 PM - 3:50 PM)	The Art of Caring in Technology-Laden Environments	<p>Chapter 19- Mastrian &amp; McGonigle</p> <p>Poster draft due</p> <p>Discuss presentation format and the peer-review process.</p> <p>Early presentations and additional test preparation.</p>	<p>Perusall Interactions for Ch 19 due Wed. 11:59 PM</p> <p>B/4 the Zoom Session.</p> <p><u>Zoom Session</u> Consolidate infographics</p> <p>Beta-test polling software</p> <p>Prepare for Presentations</p> <p>Test 2 11-14, 16, 17 &amp; 19</p>

<b>WK</b>	<b>Date(s)</b>	<b>Zoom Sessions</b>	<b>Topic(s)</b>	<b>Reading(s), Additional Information</b>	<b>Activities (Graded and Ungraded)</b>
					Prepare for Presentations
<b>11</b>	10/27 to 11/1	R   Period 7 – 8 (1:55 PM - 3:50 PM)	AI & Emerging Technology Presentations	In the News (Team 7, Team TBA)	Presentation Peer-reviews for last week's presentations due Wed. 11:59 PM  <u>Zoom Session</u> In the News Presentations
<b>12</b>	11/3 to 11/8	R   Period 7 – 8 (1:55 PM - 3:50 PM)	AI & Emerging Technology Presentations	In the News (Team TBA, Team TBA)  Discusses the differences between the terms "Machine Learning", "Artificial Intelligence", and "Deep Learning".	Presentation Peer-reviews for last week's presentations due Wed. 11:59 PM  AI: DS  <u>Zoom Session</u> Quiz 8 AI in the News Presentations
<b>13</b>	11/10 to 11/15  (Veterans Day Holiday 11/11)	R   Period 7 – 8 (1:55 PM - 3:50 PM)	AI & Emerging Technology Presentations	In the News (Team 7, Team TBA)	Presentation Peer-reviews for last week's presentations due Wed. 11:59 PM  <u>Zoom Session</u> Quiz 9 AI in the News Presentations
<b>14</b>	11/17 to 11/22	R   Period 7 – 8 (1:55 PM - 3:50 PM)	AI & Emerging Technology Presentations	In the News (Team TBA, Team TBA)	Presentation Peer-reviews for last week's presentations due Wed. 11:59 PM  <u>Zoom Session</u> Quiz 10 AI in the news Presentations
<b>HW</b>	11/24 to 11/29				

WK	Date(s)	Zoom Sessions	Topic(s)	Reading(s), Additional Information	Activities (Graded and Ungraded)
	(Thanksgiving Holiday Week)				
15	12/1 to 12/3			Online	Presentation Peer-reviews for last week's presentations due Wed. 11:59 PM

#### Abbreviations

**A-** Example of AI used in the medical and healthcare settings.

**W-** Example of wearable sensor-based systems for health monitoring and prognosis

**M-** Example of (mHealth) applications used in the medical and healthcare sectors

**Caveat:** The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. Any changes will be announced in class, and the student is personally responsible for obtaining updated information regarding those changes.

## Academic Requirements and Grading

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### ASSIGNMENTS AND ASSESSMENTS

#### QUIZZES & TESTS

##### Purpose and Objectives Assessed:

Quizzes will encourage consistent engagement with the course content. Quizzes will be individual assessments 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. (LO: All)

Tests will be individual assessments of your knowledge and skills related to the course objectives. The tests represent the summative assessment for the preceding modules. Although they are not technically cumulative, due to the nature of the field of informatics, the knowledge and skills from the first test will inform the second test. Communication among students is prohibited during the quiz, and individual effort is essential. Communication among students is prohibited during the quizzes and tests, and individual effort is essential. (LO: All)

##### Task Description:

#### Quizzes

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.

#### *Dropped Quiz Protocol*

This course has an extremely generous dropped quiz protocol. The drop protocol is not to be used to improve grades or miss classes; it is intended to alleviate the stress of doing poorly on a few quizzes and to address life issues such as personal responsibilities, family responsibilities, or emergencies. The lowest three quizzes are dropped. This helps alleviate the stress of doing poorly on a quiz because anyone can have a bad day. The policy also considers that students might have to miss a class for a variety of reasons.

The drop protocol is simple: if you are absent during an in-class quiz, the grade is recorded as zero and counts as one of your three dropped quiz grades. We only ask that you document the absences in the documentation repository (x-file) within 24 hours of

missing class in Canvas. The document could be a doctor's note, an email that you are not feeling well, a school official's note, or the print screen of the email you sent to the TA/GA or professor regarding your absence. 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). We ask that you put a copy in the X-file dated 12/4 to cover the semester and document the absence.

Again, the dropped quiz protocol is not intended as a way for students to improve their overall grades or miss class. Participating in class is an expectation. If you miss more than four classes in the semester, that is ~ 26% of the class sessions, and you need to contact Dr. Kates if you get into this type of situation.

### Tests

Test questions will build on the materials covered in the quizzes and the course materials. As with the quizzes, test 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 and tests will be taken in Canvas during the Zoom sessions as listed under the Grading Criteria. You can use the blurred or other background during the quizzes and tests, but you will be expected to have your camera on during the quizzes and tests, since I will be proctoring them through Zoom. I will open the quiz or test and provide the password. I will then close the quiz or test and submit all unfinished quizzes and tests after the allotted time has expired.

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 or test 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:

#### Quizzes

Percent of Final Grade: All the quizzes together will be 15% of final grade.

Quiz:	Quiz Due Date	Modules Covered	Points
Syllabus Quiz	8/28	Syllabus	8
Quiz 1	8/28	Module 2	10
Quiz 2	9/4	Module 3	10
Quiz 3	9/11	Module 4	10
Quiz 4	9/ 25	Module 6	10
Quiz 5	10/2	Module 7	10
Quiz 6	10/9	Module 8	10
Quiz 7	10/16	Module 9	10
Quiz 8	11/6	Module 12	10
Quiz 9	11/13	Module 13	10
Quiz 10	11/20	Module 14	10

#### Tests

Percent of Final Grade: All the tests together will be 25% of final grade.

Quiz:	Quiz Due Date	Modules Covered	Points
Test 1	9/18	Modules 1-7 & 9	25
Test 2	10/24	Modules 11-14, 16, 17, & 19	25

## READINGS | IN-CLASS PROJECTS | MISCELLANEOUS (E.G., DISCUSSION BOARDS, PEER REVIEWS)

### Purpose and Objectives Assessed:

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

### Task Description

#### In the News:

1. Staying updated with the latest AI, emerging health technologies, or health news helps you keep pace with rapid advancements and understand real-world applications, enhancing your academic knowledge. It also highlights emerging research opportunities and ethical considerations, fostering critical thinking and innovation. Being well-informed about what is happening in the World and AI trends gives you a competitive edge in life and your future careers.

#### 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.

#### In-Class Projects:

1. Module 2: Zotero, Binary, and Generative AI and Emerging Health Technologies Topics Ideas. Develop two initial ideas, and two peer-reviewed sources supporting the relevance of your ideas for practice in public health or the health professions (total of 4 sources – 2 per idea).
2. Module 3: Topic Brainstorm and Team Contract. It is 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
3. Module 4: Abstract and Stakeholders: Using AI Chatbot to develop a rough draft of an abstract and identify related stakeholders.
4. Module 5: Stakeholder Survey: Develop survey questions to ask various stakeholders.
5. Module 6: *Dovetailing Process* of consolidating your current research, defining variables and developing a plan for further work.
6. Module 7: Mapping: Developing a visual geolocated representation for variables of your project.
7. Modules 8 & 9: Infographic: Developing and refining an infographic representation for variables of your project.
8. Module 9 & 10 Developing and refining a scientific poster
9. Module 11-14 AI and Emerging Technologies Presentations/Peer-reviews

### Submission Instructions:

In the News will be presented as scheduled and submitted in Canvas.

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 readings, In-Class Projects, and Miscellaneous together will be 20% of the final grade.

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.

Task Description

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.

Submission Instructions

Reflections are submitted in the Canvas Assignments

Grading Criteria:

All reflections together are 10% of final grade.

<i>Reflections:</i>	<i>Due Date</i>	<i>Modules Covered</i>	<i>Points</i>
<i>Reflection 1</i>	8/25	Modules 1&2	10
<i>Reflection 2</i>	9/2	Module 3	10
<i>Reflection 3</i>	9/8	Module 4	10
<i>Reflection 4</i>	9/15	Module 5	10
<i>Reflection 5</i>	9/22	Module 6	10
<i>Reflection 6</i>	9/29	Module 7	10
<i>Reflection 7</i>	10/6	Module 8	10
<i>Reflection 8</i>	10/13	Module 9	10

PROJECT PRESENTATION

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

Create and give a presentation (PowerPoint, Prezi, Canva, iMovie, Vimeo, Adobe) that addresses your assigned topics. Reference the material from the course and current supporting articles. Areas to consider: • Current I.T. issues that healthcare leaders need to know. • Best practices that other organizations can emulate. • Relevant laws and regulations to consider. • Challenges and complexities of informatics issues. The presentation should be formatted as follows: • Title slide (names, date, and topics) • Learning objectives • Presentation outline • Presentation slides/images with APA in-text citations • Current events, peer-reviewed articles, relevant healthcare studies • Conclusion • Two discussion questions • APA Reference Slide(s) The presentations should add depth to the course with pertinent information on future developments that will benefit your classmates. The current articles you choose should provide your audience with new knowledge about the potential populations that different organizations may serve in the rapidly evolving healthcare landscape. External links for specific information (e.g., APA instructions, video tutorials) and rubrics will be loaded on Canvas.

Submission Instructions

Presentations will be submitted through the Canvas course site, but they will be submitted in the appropriate technology tool: Voice Thread, Perusall, or Canvas Assignments depending on course planning. Instructions will be in the Canvas course site. The presentations themselves will also be given via Zoom as scheduled.

Grading Criteria

Presentations are 30% of the grade.

**GRADING**

[Delete these instructions: For Grading Method Detail: You will list each course requirement and due dates (papers, exams, case studies, etc.) List the points or percent associated with each requirement (percentages must sum to 100%).]

**GRADING SNAPSHOT**

<b>Requirement</b>	<b>Due Date(s)</b>	<b>Percent of Final Grade</b>
Quizzes	Weekly during Zoom sessions where there is no test. See schedule.	15%
Tests	Modules 5 and 10	25%
Readings, In-Class Projects, Miscellaneous	Weekly, unless otherwise noted in the schedule	20%
Reflections	Weekly, unless otherwise noted in the schedule	10%
Presentations	End of semester as scheduled	30%
		<b>100.00%</b>

**POINT SYSTEM USED**

<b>Percentage Earned</b>	<b>Letter Grade</b>
<b>100 to 93</b>	A
<b>&lt; 93 to 90</b>	A-
<b>&lt;90 to 87</b>	B+
<b>&lt;87 to 83</b>	B
<b>&lt;83 to 80</b>	B-
<b>&lt;80 to 77</b>	C+
<b>&lt;77 to 70</b>	C
<b>&lt;70 to 67</b>	D+

<b>Percentage Earned</b>	<b>Letter Grade</b>
<b>&lt;67 to 63</b>	D
<b>&lt;63 to 60</b>	D-
<b>Below 60</b>	E

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

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

## ASSIGNMENTS AND COLLABORATION

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

## USE OF AI FOR GRADED ASSIGNMENTS

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 for 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 three Zoom sessions in Fall 2025 class you need to contact Dr. Kates if you get into this type of situation. At the point you are missing over 26% of the course. 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 Perusalll to automatically subtract a percentage for late posts. All the Canvas assignments are set at a 10% deduction per day.

**Note: Uploading the wrong document is the same as submitting late.** 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 Dr. Kates via email.**

### 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

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### 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 semester.

**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

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### ACADEMIC POLICIES

University academic policies can be found at [UF Online Course Syllabi Academic Policies and Resources](#)

### ONGOING 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 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.

## Support Services and Campus Resources for the Whole Gator

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### ACADEMIC RESOURCES AND CAMPUS HEALTH AND WELLNESS RESOURCES

University resources can be found at [UF Online Course Syllabi Academic Policies and Resources](#)

### 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):

Up to 4 follow-up skills-building visits

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://phhp.ufl.edu/student-resources/upturn-wellness-program/>

Any questions regarding UPTurn can be directed to [upturn@phhp.ufl.edu](mailto:upturn@phhp.ufl.edu) or (352) 273-6850.

## 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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## 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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## Appendix E: Course Mapping Tables (Relation to Program Outcomes)

### BACHELOR PROGRAM OUTCOMES

Course Learning Objective	Supports development of knowledge and skills in Bachelor of Health Science SLOs:	Supports development of knowledge and skills in Bachelor of Public Health SLOs:	Assessment(s)
<p>Identify barriers and legal, ethical, and regulatory issues associated with technology-based connection and engagement strategies.</p> <p>Discuss the key elements of the HIPAA Security Rule in relation to current HIPAA violations.</p> <p>Define the roles of federal, state, and local public health agencies in developing public health informatics.</p>	<p>Describe key elements of the US healthcare system.</p> <p>Describe the core functions of public health.</p>	<p>Explain health policy and management and its contribution to public health.</p> <p>Examine the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.</p>	<p>Quizzes 3 through 7</p> <p>Tests 1 and 2</p> <p>Reflections</p>
<p>Align a health informatics solution to the strategic needs of an organization using the systems development life cycle (SDLC) process to a case scenario.</p>	<p>Develop and apply critical analysis skills to contemporary health issues.</p>	<p>Identify, critically evaluate and interpret, and propose strategies, solutions, and interventions to address public health challenges.</p>	<p>Presentation</p>
<p>Evaluate and communicate evidence-based practice and translational research on health Informatics and emerging healthcare technologies.</p>	<p>Apply effective basic communication skills for health professionals.</p>	<p>Communicate public health information in oral and written forms using various media.</p>	<p>In the News</p> <p>Infographic</p> <p>Presentation</p>

### AI LITERACY OUTCOMES

Course learning Objectives	AI Student Learning Outcomes	%	Assessment
<p>Recall the basic concepts, tools, and techniques of informatics.</p> <p>State the core health informatics principles, concepts, and techniques and relate them to emerging health care technologies and their role in the acquisition, transmission, processing, storage, and retrieval of</p>	<p><b>Know and Understand AI</b></p> <p>Identify, describe, and explain the components, requirements, and/or characteristics of AI. (Content knowledge and communication)</p> <p>Recognize, identify, describe, define and/or explain applications of AI in multiple</p>	<p>50</p>	<p>Quizzes 1 &amp; 2 and 4 through 10</p> <p>Tests 1 and 2</p> <p>Binary Assignment</p> <p>In the News Assignment</p> <p>Presentation</p>

Course learning Objectives	AI Student Learning Outcomes	%	Assessment
<p>medical and healthcare sector information.</p> <p>Recall the basic concepts, tools, and techniques of artificial intelligence and machine learning.</p> <p>State the core AI principles, concepts, and techniques and relate them to emerging health care technologies and their role in medical imaging analysis, disease diagnosis, drug discovery, personalized medicine, electronic health records, and patient monitoring.</p>	<p>domains. (Critical thinking and communication)</p>		
<p>Apply Generative AI in Health Technology by critically using the concepts and techniques of generative AI to facilitate the generation of synthetic medical data, images, medical reports text, and other generative AI applications in healthcare.</p>	<p><b><u>Use and Apply AI</u></b></p> <p>Select and/or utilize AI tools and techniques appropriate to a specific context and application. (Critical thinking and content knowledge)</p>	20	<p>Abstract Writing Exercise</p> <p>Double Diamond Exercise</p>
<p>Assess the potential impact on healthcare delivery and patient outcomes of the latest advancements and trends in AI for health technology, such as genomics, telemedicine, wearable devices, and AI-powered healthcare systems.</p>	<p><b><u>AI Ethics</u></b></p> <p>Develop, apply, and/or evaluate contextually appropriate ethical frameworks to use across all aspects AI. (Critical thinking and content knowledge)</p>	5	Quiz 3
<p>Discuss essential machine learning algorithms and techniques used in health technology, including supervised learning, unsupervised learning, and reinforcement learning.</p>	<p><b><u>Evaluate and Create AI</u></b></p> <p>Assess the context-specific value or quality of AI tools and applications. (Critical thinking)</p> <p>Conceptualize and/or develop tools, hardware, data, and/or algorithms utilized in AI solutions. (Critical thinking)</p>	25	Presentation