

HSC 3502 Survey of Diseases and Disabilities I (3 credit hours)

Fall 2025

Section: _____

Delivery Format: Hybrid (Online and On-Campus)

eLearning: <http://elearning.ufl.edu>

Instructor Name: Carolyn Hanson, PhD, OTR/L

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Office Hours: Mondays: 9:00-10:00 am (in-person); Wednesdays: 3:00-4:00 pm (in-person)

Class time:

Room number: G103

Teaching Assistant: Raghu Chandrashekhar

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Preferred Course Communications: Canvas message or UF e-mail

Prerequisites: Major or Minor in Health science, public health, or communication sciences and disorders

Purpose and Outcome

Course Overview

Survey of Diseases and Disabilities 1 (HSC 3502) provides an overview of medical and psychosocial aspects of the most common chronic diseases including issues of disability management. HSC 3502 is a core course in the BHS program. HSC 4558 (Survey of Diseases and Disabilities 2) is an *elective* companion course that covers a greater breadth of health challenges such as genetic, traumatic, and neurological diseases.

Relation to Program Outcomes

This course is part of the foundational and mandatory coursework for the BHS program.

Course Objectives and/or Goals

Upon completion of this course, the student will be able to:

1. Distinguish among various diseases and disabilities given information related to epidemiology, etiology, symptoms, and treatments.
 - a. Summarize the epidemiology, etiology, and symptoms of forms of disease and disability including traumatic brain injury, spinal cord injury, diabetes, autoimmune disorders, cancer, cardiovascular disease, stroke, pulmonary conditions, vision impairment and blindness, hearing impairment and deafness, Parkinson's Disease, and Dementia and Alzheimer's Disease.

- b. Define the treatment of these diseases and disabilities and the roles of various healthcare professionals (including the role of disease prevention) in evaluating and treating individuals with diseases/conditions.
2. Apply the World Health Organization's International Classification of Disability, Function and Health (WHO ICF model) to analyze the impact of functional (e.g., body function and structures) and contextual (e.g., social supports, environmental and intrapersonal) factors on activities and participation of persons with disabilities.
 - a. Explain the purpose of the World Health Organization International Classification of Function, Disability and Health (WHO ICF model).
 - b. Identify both functioning (e.g., body function and structures) and contextual (e.g., social supports, environmental and intrapersonal) factors that contribute to participation and health.
 - c. Address activity limitations and participation restrictions by designing functional and contextual focused approaches.
3. Summarize US legislation that protects the rights of adults and children with disabilities and shapes the services and supports provided to people with disabilities.
 - a. Outline key points of US legislation that protects the rights of adults with disabilities.
 - b. Outline key points of the Individuals with Disabilities Education Act (IDEA).
 - c. List the services and supports provided to people with disabilities under US law.
4. Interpret "lived experience" of disease and disability as felt by individuals who have the conditions and their caregivers and family members.
 - a. Describe the functional and contextual factors that impact health and "lived experience" as perceived through the lens of perspectives from individuals who have diseases and disabilities, their caregivers, and family members.
 - b. Convert the epidemiology, etiology, symptoms, and treatments of conditions into narrative of the "lived experience" of disease and disability as felt by individuals who have the conditions and their caregivers and family members.

Instructional Methods

1. Reading assignments and pre-recorded lectures
2. E-Learning web links in Canvas Modules to supplement materials and readings
3. Provocative questions and review questions to facilitate active learning
4. Weekly quizzes (1 per week) to evaluate understanding of content from the week's reading and Canvas lectures. These foundation quizzes assess content knowledge and are due on Sundays at 11:59 pm.
5. Active participation in and contribution to assignments, which may be partially or fully completed during class activities. Assignments must be posted to Canvas the day after class by 11:59 pm.
6. Two sectional exams (content from weeks 1-7, and weeks 9-14)

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class

lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities 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 professional.

What is expected of you?

You are expected to **actively engage (i.e., talking with group members)** in the course throughout the semester by coming to class prepared and 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 large class discussions. **To bolster learning and group interaction, phones will be kept in backpacks or out of sight during class.** Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives. *Participation is viewed as demonstrating professional behavior which is expected in the classroom and in the workplace.*

Description of Course Content

Topical Outline/Course Schedule

Note: This may be modified as needed during the semester. Quizzes remain open for 4 days and are due by the Sunday before class (quiz deadline: Sundays @ 11:59 pm). Class days (Mondays, Tuesdays and Wednesdays) are for all 4 sections as each section meets once per week. **Note: ** refers to earlier/different due dates (e.g., first week of class, Thanksgiving week)**

Date	Topic	Assignment	Reading
<u>Week 1</u> 8/25- 8/27	Course intro; Intro to WHO ICF Model, Models of Disability; Ice breaker & group creation	<ul style="list-style-type: none"> • Watch course intro video/review syllabus • Syllabus quiz due 8/24@11:59 pm <i>Under Practice Quizzes in Canvas</i> • Watch all videos under tabs of “videos” and “pre-recorded lectures” • Quiz 1 due 8/24@11:59 pm** • “Getting to Know You” icebreaker: group creation • Group work contract • In-class assignment 1: submit group work one day after class 	F&H: Ch. 1, pp. 1-9
<u>Week 2</u> 9/1 - 9/3	Disability rights & history; Psychosocial aspects	<ul style="list-style-type: none"> • Quiz 2 due 8/31@11:59 pm • In-class assignment 2 <p>NOTE: MONDAY section is cancelled due to holiday (assignment due online)</p>	F&H, Ch. 2, pp. 11-32
<u>Week 3</u> 9/8- 9/10	Traumatic Brain Injury	<ul style="list-style-type: none"> • Quiz 3 due 9/7@11:59 pm • In- class assignment 3 	F&H, Ch. 3&4, pp. 33-69
<u>Week 4</u> 9/15 - 9/17	Spinal cord injury	<ul style="list-style-type: none"> • Quiz 4 due 9/14@11:59 pm • In-class assignment 4 	F&H, Ch. 7, pp. 95-110

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Week 5 9/22 - 9/24	Diabetes	<ul style="list-style-type: none"> • Quiz 5 due 9/21@11:59 pm • In-class assignment 5 	F&H, Ch. 23, pp. 373-388
Week 6 9/29 - 10/1	RA & OA	<ul style="list-style-type: none"> • Quiz 6 due 9/28@11:59 pm • In-class assignment 6 	F&H, Ch. 24, pp. 397-405; Ch. 25, pp. 419-424
Week 7 10/6 - 10/8	Cancer	<ul style="list-style-type: none"> • Quiz 7 due 10/5@11:59 pm • In-class assignment 7 	F&H, Ch. 21 & 22, 345-371
Week 8 10/13 - 10/15	Sectional exam 1	<ul style="list-style-type: none"> • During class time /regular classroom • Weeks 1-7 material 	Use study guide 1 for review
Week 9 10/20 - 10/22	Cardiovascular Disease	<ul style="list-style-type: none"> • Quiz 8 due 10/19@11:59 pm • In-class assignment 8 	F&H, Ch. 28, pp.447-473
Week 10 10/27 - 10/29	Stroke	<ul style="list-style-type: none"> • Quiz 9 due 10/26@11:59 pm • In-class assignment 9 	F&H, Ch. 5, pp. 71-84
Week 11 11/3 - 11/5	Pulmonary Disease	<ul style="list-style-type: none"> • Quiz 10 due 11/2@11:59 pm • In-class assignment 10 	F&H, Ch. 29, pp. 475-487
Week 12 11/10 - 11/12	Vision & Hearing Loss	<ul style="list-style-type: none"> • Quiz 11 due 11/9@11:59 pm • In-class assignment 11 <p>NOTE: Tuesday section: no class but assignment is ONLINE due to holiday</p>	F&H, Ch. 16, pp. 263-279; Ch. 17, pp. 281-291, 299-303
Week 13 11/17 - 11/19	Parkinson's Disease	<ul style="list-style-type: none"> • Quiz 12 due 11/16 @11:59 pm • In-class assignment 12 	F&H, Ch. 9, pp. 121-125
Week 14 ONLINE Thanksgiving	Dementia & Alzheimer's	<ul style="list-style-type: none"> • Quiz 13 due 11/23@11:59 pm • Online group assignment 13 due 11/23@11:59 pm** 	F&H, Ch. 9, pp. 127-128; brief articles on Canvas
Week 15 12/1 - 12/3	Sectional exam 2	<ul style="list-style-type: none"> • During class time /regular classroom • Weeks 9-15 material 	Use study guide 2 for review

Course Materials and Technology

Required Text: (This text will **ALSO** be required for elective course HSC 4558 Survey of Diseases and Disabilities 2)

*Falvo, D. & Holland, B.E. (2018). *Medical and psychosocial aspects of chronic illness and disability (6th ed.)*. Burlington, MA: Jones and Bartlett.

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

Please note that this course will be participating in the UF All Access program. Login at the following website and Opt-In to gain access to your UF All Access course materials - <https://www.bsd.ufl.edu/AllAccess> – UF All Access will provide you with your required materials digitally at a reduced price, and the charge will be posted to your student account. This option will be available starting one week prior to the start of the semester and ends three weeks after the first day of class.

Electronic Videos via UF Library: In order to access streaming video, please use the following link for UF VPN Client: <https://net-services.ufl.edu/provided-services/vpn/clients/>. Canvas has more specifics on PAGES (Technical Help tab) and then search for UF Other Resources (UF Gatorlink VPN instructions).

For technical support for this class, please contact the UF Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

Other Resources: Web links to important and credible sources on the weekly topics are available via eLearning Canvas under **“Additional Lesson Resources”**. Students are encouraged to broaden their learning beyond lectures and textbook reading by using credible sources to gain a deeper understanding of course material. Students are expected to bring a laptop to class.

LockDown Browser

This course requires the use of LockDown Browser for all quizzes and both exams. Watch this video to get a basic understanding of LockDown Browser:

<https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

Download Instructions

Download and install LockDown Browser from this

link:<https://download.respondus.com/lockdown/download.php?id=364713981>

Once Installed:

Start LockDown Browser

Log into Canvas

Navigate to the LockDown practice quiz listed under “Surveys”

Academic resources:

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

[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.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

ACADEMIC REQUIREMENTS AND GRADING

13 Weekly Quizzes + syllabus Quiz = 14 quizzes (1 dropped, 13 contribute to 30% of final grade)

Students are expected to read the weekly textbook chapter(s), watch the weekly lecture videos listed under Topic videos & Pre-recorded videos on Canvas, and complete any additional videos or reading assignments posted on each week's Canvas page (available in Canvas Assignments/Quizzes). Since quizzes are open for 4 days, they will not be reopened unless there are unusual circumstances. Quiz material may be taken from the readings, videos, material posted on Canvas weekly pages, or material covered in class. Quiz will be taken independently (NO use of notes, book, slides, or other students) on LockDown browser. We expect you to adhere to the Honor Code of receiving **NO ASSISTANCE** when taking all quizzes and exams and will treat any violation of this as an academic integrity violation.

Quizzes provide two important learning benefits. One, they provide "in the moment" feedback about your understanding of the week's topic, and can help you identify when you may need to spend more time studying materials and attending office hours. Two, they provide you with the opportunity to practice for the types of questions that will be on the class sectional exams. To further help you prepare for graduate admissions tests, the foundation quizzes will provide 1 minute per question. Students with accommodations for quizzes and exams should contact the instructor.

Before class "Foundation Quiz": This quiz will assess your ability to remember, recall, define, identify and recognize key content from each week's topic. Students are expected to complete an online quiz BEFORE class (available in Canvas Assignments) on the content. The quiz before class includes 5 multiple questions worth 2 points each. Questions are selected randomly from a pool of questions on that topic

(each student will take a unique quiz on each topic). At 1 minute per question, students will have a total of 5 minutes. LockDown will be used for each quiz.

The lowest quiz will be dropped with 13 foundation quizzes contributing to your total grade.

Please note: Any requests for quiz/exam 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, with documentation of correspondence.***

13 weekly Assignments (one dropped, 12 contribute to @ 30% of final grade)

Students are expected to attend class and participate actively and fully in interactive group assignments. These group assignments provide the opportunity to integrate and apply information from each week's content, and practice incorporating interdisciplinary perspectives into problem solving.

Students should complete the assignment in class. Your group may choose to complete some preparation work prior to class by having a Google Document available. The assignments are designed to be completed with acceptable quality during the class period, assuming all group members are prepared, actively contribute, and stay focused. These assignments are due the day after your class meets (Tuesday at 11:59 pm for Monday class, Wednesday at 11:59 pm for Tuesday section and Thursday at 11:59 pm for both Wednesday sections). Remember the lowest assignment score will be dropped and 12 assignments will be used for the final assignment grade.

2 sectional exams (each exam@20% of final grade)

Exams will be given during week 8 and week 15. Refer to study guides for review. Fifty multiple choice questions (each exam) will cover materials from specific weeks- the second sectional exam covers the last part of the semester and is NOT cumulative. The Canvas exams using LockDown will be proctored during class time.

Attendance, Participation, and Professional Behavior

As a blended learning course, half of the course is online and half is once a week in-class. To inculcate professional behaviors, students are expected to attend class on time, take care of personal needs prior to entering classroom, and engage in on-task behaviors during the entire 115-minute period. If you have extenuating medical or other serious circumstances, please contact your instructor. Attendance and participation include: 1) Class attendance in-person and professional behavior 2) Submission of class group assignments (due the day after each class session by 11:59 pm) 3) Active engagement in small group activities/large group discussions demonstrated by answering or asking questions and sharing your experiences regarding the weekly topic.

Your participation is critical for your learning, furthers the learning of your peers, and supports the development of professional behaviors such as punctuality, dependability, reliability, honesty and integrity and includes the development of leadership, collaborative and interpersonal skills. In-person attendance is essential for working in groups and supporting each other as skills are developed over time. Working with students from other health disciplines to complete assignments will help you develop the interpersonal and communication skills needed to be an effective and collaborative healthcare provider.

Grading

Requirement	Due date	% of final grade
14 Weekly online quizzes (one dropped: 13 graded)	Foundation Quizzes: open for 4 days/ due Sunday at 11:59 pm	30%
13 Assignments (one dropped: 12 graded)	Assignments are due the day after your class meets (Tuesday at 11:59 pm for Monday section, Wednesday at 11:59 pm for Tuesday section, Thursday at 11:59 pm for Wednesday sections)	30%
2 Exams (20% for sectional 1 exam and 20% for sectional 2 exam)	One exam will take place during class time on Week 8; the other will take place during class time on Week 15 (see calendar)	40%

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

Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.00	73-76.99	NA*	67-69.99	63-66.99	60-62.99	<60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

(*The Bachelor of Health Science and Bachelor of Public Health programs do not use C- grades.)

You must include the letter grade to grade point conversion table below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

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

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy

Quizzes will be taken outside of class in Canvas with a LockDown browser. Exams will be proctored in-person during regularly scheduled class time while online in Canvas with LockDown. Both quizzes and exams may consist of multiple choice, fill-in, and true/false questions.

Policy Related to Make-Ups and Exams

Students are responsible for ensuring that they meet all deadlines that have been set. Students who participate in University approved activities are expected to complete all online work (assignments and quizzes) by established deadlines. Quizzes are open for 4 days and the deadline is Sunday prior to class at 11:59 pm for

Foundation Quiz. Make-ups for quizzes and in-class assignments will not be typically offered, except in line with university policy for extenuating medical or other circumstances (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>).

Since this class only meets once per week and entails group work, students who are absent from class must inform their group and instructor within 24 hours or a 0 will result. Students can miss one class with *no excuse* needed and this first absence will result in a 0 that will be dropped at the end of the semester. The first unexcused absence (e.g., vacation, oversleeping, work training, etc.) must utilize this option.

If you cannot attend class due to illness, please submit a clinician's note so that you can request a make-up assignment. If students miss a second class time due to illness or another reason, there will be an option to submit an individual assignment with 2 points deducted but you need to contact your instructor and group. There are limited opportunities to submit additional make-ups unless there are unusual circumstances.

If you are unable to take the sectional 1 or 2 exams during class time, contact your instructor. ANY conflicts should be discussed with the instructor as soon as you know about it. Since exams are during class times, there should be few conflicts.

Policy Related to Required Class Attendance

Half of this class can be scheduled at your own convenience. **Attendance in face-to-face portion is required and taken weekly.** Activities require group effort as the in-class portion is designed for small group discussion/assignment to delve deeper into issues. Many assignments can be completed during the in-class session but sometimes you will need to finish your group work outside of class. You are responsible for any material covered in class.

Please contact your group AND your instructor if you cannot make class. Communication is essential and is part of developing professional behavior.

In the event that you have a contagious disease, stay home and take care of yourself. However, do contact your instructor and group members (as soon as possible) to inform them so that arrangements can be made. Understand that a portion of this course is designed as an in-person and NOT remote 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 Related to AI Use in this Course

The use of ChatGPT is not permitted as I am interested in you working as a team to respond to all prompts- it is expected that you review original articles and then summarize in your own words. Answering prompts in your group will aid in documenting patient notes, reports and enhance your written communication skills. **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. To be clear, **the use of AI on assignments, essays/reflection papers, exams, and quizzes for this course will be considered cheating** and students are violating the UF Regulations 4.040 [Student Honor Code](#) and [Student Conduct Code](#).

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

Expectations Regarding Course Behavior

One objective of the Bachelor of Health Science/Public Health programs is to facilitate the development of professional behavior of students who will most likely go on to graduate programs and/or who will work in the healthcare field. Therefore, the following pre-professional behavioral objectives are as important as your mastery of the content of the course. These are the minimum behavioral standards that I expect to see in this class and some examples of how each behavior might be evaluated.

As pre-professional students, you are expected to:

- Prepare each week by completing all assigned videos and readings PRIOR to class. You can better prepare for the weekly assignment by reviewing preparation tips on Canvas and watching videos/reading articles under additional lesson resources.
- Arrive on time for class sessions and remain in class for entire period.
- Engage actively in class. Active participation includes sharing verbally, contributing content and ideas to group work and discussion, and actively listening to others.
- Use electronic devices only for classroom activities. Refrain from emailing, texting, or browsing the internet during class time unless course related. **Keep phone in backpack** to allow full concentration and collaboration with group. Phone should not be in sight as that may distract you and others around you.
- Keep conversations focused on class-related content and activities while in your group. The instructor will periodically join you. Feel free to request assistance at any point.
- Work collaboratively with group members. Your instructor will check in with groups at several times during the semester to determine if groups are working collegially. If there are any issues, please contact your instructor. If a group member is not contributing or is distracting others, an improvement plan may be developed. *In severe cases, the instructor reserves the right to deduct points from the group assignment.*
- Communicate as needed with the instructor and your group members before and after class. Respect different points of view by being courteous to instructors, TAs, support staff, guest speakers.
- Act honorably by citing other people's work when not your own and not using technology or other sources when taking quizzes, exams or completing weekly assignments. Quizzes and exams are NOT open book and are NOT to be taken with help from other students.

Communications Guidelines

Please refer to Netiquette guidelines when communicating with others via email and online communications:

<https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx>

Recording of lectures (regarding House Bill 233):

“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.”

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://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

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

Professionalism and Safety Precautions regarding the coronavirus

As students pursuing a path in the health professions or public health, it is essential to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies (e.g., COVID pandemic) given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are available (may be no cost) and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. The CDC states that people have lower risk of severe COVID disease when they are up-to-date with the vaccine.

If you do contract coronavirus: The CDC has recommended in the recent past that you “stay home and away from others until, for 24 hours, your symptoms are getting better AND you are fever-free (without meds). Then take added precaution (e.g., wearing a mask) for the next 5 days.”

Source: https://www.cdc.gov/respiratoryviruses/guidance/?CDC_AAref_Val=https://www.cdc.gov/respiratory-viruses/guidance/respiratory-virus-guidance.html

Online Faculty Course Evaluation Process

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

Policy Related to Guests Attending Class

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

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office (<http://www.dso.ufl.edu>) within the first week of class or as soon as you believe

that you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which then will be given to me as the instructor of the course, to receive accommodations. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

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

- U Matter, We Care: If you or someone you know is in distress, 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 352-273-450.

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.

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

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

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."
