

University of Florida
College of Public Health & Health Professions Syllabus
HSC 4064: Wearable Technology, Robotics, and Artificial Intelligence for Health
(3 credits)
Semester: Fall 2025
Date and Time: Monday, 12:50-3:50 PM
Location: HPNP G307
Delivery Format: On-Campus (In-person) & Blended Learning

INSTRUCTORS

Instructor Name: Hongwu Wang, PhD **Phone:** (352) 273-9934
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Office hours: Mondays 11a – 12p or by appointment,
Office address: HPNP 2164
Preferred communications: Messages via Canvas, UFL email

PURPOSE AND OUTCOMES

Prerequisites: PSY2012 or equivalent or permission from the instructor. This course is open to all PHHP undergraduate students. Undergraduate students from other colleges are invited to register with the approval of the instructor.

Course Overview

This course explores wearable technology, robotics, and artificial intelligence (AI) integration in health. Students will gain an in-depth understanding of how these technological advancements are revolutionizing health, improving patient care, and enabling health professionals to deliver more efficient and effective services. Students will learn through lectures, hands-on exercises, a field trip, journal clubs, and a collaborative group project.

Relation to Program Outcomes

This course was designed to meet several Student Learning Outcomes (SLOs) outlined in the Bachelor of Health Science degree in the College of Public Health and Health Professions at the University of Florida.

- Students will explore the landscape of healthcare technology and understand the structure of the US healthcare system
- Students will describe major chronic illnesses and disabilities and leverage technology for chronic disease management
- Students will describe public health core functions and their intersection with technology
- Students will apply knowledge and core bioethical principles in wearables, robotics, and AI healthcare applications

Course Objectives and/or Goals

By completion of this course, a student will be able to:

- Assess the specific integration pathways of wearable technology, robotics, and artificial intelligence within the US healthcare system, quantifying their impacts on healthcare delivery and patient outcomes.
- Evaluate and quantify the effectiveness of wearable technology, robotics, and AI in preventing, managing, and enhancing the quality of life for individuals with major chronic illnesses and disabilities.
- Quantify and assess the precise role and impact of wearable technology, robotics, and AI in facilitating data collection, surveillance methods, and interventions to address public health challenges.
- Evaluate and quantify the ethical dilemmas and privacy concerns linked to the integration of wearable technology, robotics, and AI in healthcare, while making responsible innovation decisions guided by bioethics principles.
- Demonstrate proficiency in effectively conveying complex technical information pertaining to wearable technology, robotics, and AI within healthcare domains, ensuring clarity and comprehension among patients, colleagues, and stakeholders.

Instructional Methods

The course will include in-person sessions once per week (1-1.5 hours of lecture and 1.5-2 hours of interactive activities or group work), a field trip, and online content via Canvas. Lectures focus on practical applications, supplemented by case studies, hands-on activities, and discussions. A field trip provides exposure to real-world technologies. Course materials, including slides, readings, and assignment details, are posted on Canvas (<http://elearning.ufl.edu/>). The material (including this syllabus) will be processed through SensusAccess to ensure it complies with Federal, State, and University accessibility policies and governance.

Blended Learning

This course uses a blended learning approach, with online content (readings, videos) provided before class to prepare students for in-person activities. In-class time focuses on critical thinking, problem-solving, and collaboration through case studies, group work, and hands-on exercises. Students are expected to complete online assignments before class to engage effectively in higher-order learning activities.

Student Expectations:

- Actively participate in class discussions, activities, and the field trip.
- Complete all online and in-class assignments on time.
- Collaborate effectively in group projects and communicate respectfully.
- Check Canvas regularly for announcements, materials, and deadlines.

DESCRIPTION OF COURSE CONTENT

Topical Outline

Week	Topical Outline
Weeks 1-8	<ul style="list-style-type: none"> • Students will advance their knowledge in wearables, robotics, and AI in health. • Students will be oriented on how to assess technology applications via case studies. • Students will start the group project.
Weeks 9-14	<ul style="list-style-type: none"> • Students will hone their knowledge in wearables, robotics, and AI through participating in case study analysis and working on a group project.
Weeks 15-16	<ul style="list-style-type: none"> • Students will complete a report of the completed project and prepare for dissemination.

Course Schedule and Activities

Week	Date	Topic	Readings (full citations in the end)	Assignment Due (11:59 PM EST)
1	Aug 25	<p>Lecture: Course introduction and overview</p> <p>Activities: Group project overview, assign project groups, and start on the proposal</p>	<p>Izmailova et al., 2018</p> <p>Garci-Gonzalez et al., 2022</p> <p>Chapters 1, 3</p>	<p>HW 1 assigned</p> <p>Project Title & Idea assigned</p>
2	Sep 1	<p>No Class – Labor Day Holiday</p>	None	HW1 due (Sep 2, Tuesday)
3	Spe 8	<p>Lecture: Introduction to Wearable Technology, Robotics, and AI</p> <p>Activities: Interactive demo of technologies, working on the literature review, the needs, and the significance of the project</p>	<p>Maddox et al., 2019</p> <p>Wu and Luo, 2019</p> <p>Kyranini et al., 2021</p> <p>Chapters 4, 7</p>	<p>HW2 assigned</p> <p>Project Title & Idea due (Sep 7)</p> <p>Design Objective assigned</p>
4	Sep 15	<p>Lecture: Chronic Illnesses, Disabilities, and Technological Solutions</p> <p>Activities: Working on clinical scenarios for the project, objectives, and matrix/outcomes</p>	<p>Phillips et al., 2018</p> <p>Di et al., 2021</p> <p>Chapters 5, 6</p>	<p>HW2 due (Sep 14)</p> <p>Quiz 1</p>
5	Sep 22	<p>Field Trip: UF Gator Smart House</p>	None	Field Trip Reflection assigned
6	Sep 29	<p>Lecture: Wearable Technology in Healthcare</p> <p>Activities: Hands-on with wearables, working on approaches for the group project</p>	<p>Mizuno et al., 2021</p> <p>Tran et al., 2019</p> <p>Shi et al., 2020</p>	<p>Field Trip Reflection due (Sep 28)</p> <p>Design Objective due (Sep 28)</p> <p>HW3 assigned</p>
7	Oct 6	<p>Lecture: Robotics in Healthcare</p> <p>Activities: Robotics demo, working on expected results for the group project</p>	<p>Varghese et al., 2018</p> <p>Ahn et al., 2017</p> <p>Bakas et al., 2018</p>	HW3 due (Oct 5)
8	Oct 13	<p>Lecture: AI Integration in Healthcare</p>	Farhani et al., 2022	Quiz 2

		Activities: Generative AI fun, working on clinical implications for the group project, working on mid-term PPT presentation	Halder and Kumar, 2023 Nahavandi et al., 2022 Chapters 2, 8, 9	
9	Oct 20	Mid-term Project Presentation	None	Midterm Project Report due (Oct 19)
10	Oct 27	Case Study Analysis 1: Wearable Technology Applications Activities: working on group project prototyping	Sony mSafety Fitbase Stanford MyPHD Johnson et. al, 2024	Midterm Reflection & Peer Feedback due (Oct 26) HW4 assigned
11	Nov 3	Case Study Analysis 2: Robotics in Healthcare Activities: working on prototyping and internal evaluation	InMotion Lokomat Kinova Hohl et al., 2022	HW4 due (Nov 2)
12	Nov 10	Case Study Analysis 3: AI in Wearables and Robotics Activities: working on group project prototype evaluation and final report	NIH Bridge2AI Consirtium Banerjee et al, 2020 Chapters 12, 13, 14	Quiz 3
13	Nov 17	Lecture: Ethical Considerations in Healthcare Technology Activities: Ethical dilemmas role-playing; Working on the PPT presentation	Segura et al., 2018 lenca et al., 2017 Alami et al., 2020 Chapter 10	None
14	Nov 24	No Class-Holiday		Final Group Project Report due (Nov 23)
15	Dec 1	Final Group Presentations & Demonstrations	Johnson et. al, 2024 Banerjee et al, 2020	Presentation Slides/Video due (Nov 30)
16	Dec 8	No Class – Reading Days (Finals Week)	None	Reflection and peer evaluation due (Dec 5)

Notes:

Weekly individual progress reports for the group project are due by the end of each Monday class (Weeks 1, 3–4, 6–8, 10-13; 10 reports total).

All assignments are submitted via Canvas. Rubrics and detailed instructions are posted at the start of the semester.

The field trip date (Sep 22) is tentative and subject to confirmation. Any changes will be announced via Canvas.

No class on Sep 1 (Labor Day) or Nov 27–28 (Thanksgiving Break, affecting Week 14). Assignments due during holidays are scheduled for the preceding Sunday or the following Tuesday.

COURSE MATERIAL AND TECHNOLOGY

Course slides. Provided by the course instructor and posted online.

Textbook(s):

Required Course Materials & Textbooks:

Razmi R.M. (2024) AI Doctor: The Rise of Artificial Intelligence In Healthcare - A Guide For Users, Buyers, Builders, And Investors. Wiley.

Required journal article readings, links for materials, and learning activities will be posted on the Canvas course website in the corresponding weekly and topic module <http://elearning.ufl.edu/>

Recommended (optional) textbooks/resources:

Tong, R. (Ed.). (2018). Wearable technology in medicine and health care. Academic Press.

Boubaker, O. (Ed.). (2023). Medical and Healthcare Robotics: New Paradigms and Recent Advances.

Van Wynsberghe, A. (2016). Healthcare robots: Ethics, design and implementation. Routledge.

Reading materials. Provided by the course instructor and posted online.

Hardware: Webcam and Microphone will be required for out-of-class activities. We may use laptop built-in webcams, and students will be required to move the camera during use. Additional technical requirements are outlined at <https://it.php.ufl.edu/php-computer-requirements/>

e-Learning in Canvas site: There will be an online site for this course in Canvas, the learning management system supported by the University. Log in at <https://lss.at.ufl.edu/> and go to course site for PHC3793: Fall 2022. The syllabus, out-of-class course content, assignments, and other course materials will be posted here. The course site will also allow for discussions/chats among the students and course leaders. You will also turn in assignments through this site. It will be your responsibility to check the site on a routine basis to keep up with announcements, emails, and content modifications.

Software. Generative AI tools such as ChatGPT, Miro whiteboard, and Google Diagflow.

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

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

Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): 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.

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

Assignments and Grading Breakdown

Requirement	Due Date	Points	% of Total Grade
Weekly Homework (4 assignments, 5 points each)	Sundays, 11:59 PM (Weeks 1, 3, 6, 10)	20	20%
Quizzes (3 open-book quizzes, 5 points each)	Wednesdays, 11:59 PM (Weeks 4, 8, 12)	15	15%
Field Trip Reflection	Sep 28, 11:59 PM	10	10%
Group Project	Various (see below)	30	30%
- Project Title & Idea	Sep 7, 11:59 PM	(5)	
- Design Objective	Sep 28, 11:59 PM	(5)	
- Midterm Report	Oct 19, 11:59 PM	(5)	
- Midterm Reflection & Peer Feedback	Oct 26, 11:59 PM	(5)	
- Final Report	Nov 23, 11:59 PM	(5)	
- Reflection and peer evaluation (Individual turn in)	Dec 5, 11:59 PM	(5)	
Group Project Presentation	Nov 30 (slides), Dec 1 (performance)	10	10%
- Presentation Slides/Video/Poster	Nov 30, 11:59 PM	(5)	
- Presentation Performance	Dec 1, in class	(5)	
Weekly Individual Progress Reports (10 reports, 1 point each)	Mondays, end of class (Weeks 1, 3–4, 6–8, 10-13)	10	10%
Class Participation	Ongoing (in-class and field trip)	5	5%
Total		100	100%

Notes:

- **All times are in EST.**
- **Rubrics for all assignments are posted on Canvas at the start of the semester.**
- **If 80% of students complete the GatorEvals course evaluation, 1 bonus point is added to all final grades. If 100% complete it, 2 bonus points are added.**

Assignment Details

- **Homework (20 points, 20%):** Four assignments (Weeks 1, 3, 6, 10) include case studies, short-answer questions, or data interpretation related to weekly topics. Submit via Canvas.
- **Quizzes (15 points, 15%):** Three low-stakes quizzes (Weeks 4, 8, 12) test lecture and reading content via multiple-choice, true or false, and matching questions. Administered via Canvas.
- **Field Trip Reflection (10 points, 10%):** A 2-page research report on one technology observed during the field trip (Sep 22). Describe its features, user characteristics, potential impact, funding

sources, and a relevant legislative mandate. Use 12-point font, single-spaced, 1-inch margins. A sample report and rubric are on Canvas.

- **Group Project (30 points, 30%):** In groups of 3-4, students evaluate an existing healthcare technology and propose improvements. Deliverables include a title/idea, design objective, midterm report, reflection/peer feedback, and final report. Use generative AI tools (e.g., ChatGPT) for research and visualization, with clear documentation of their use. A project roadmap and rubrics are on Canvas.
- **Group Project Presentation (10 points, 10%):** A 15-minute presentation (Dec 1) with 5-10 minutes of Q&A. Describe the project objectives, technologies applied/developed, their strengths/weaknesses, user benefits, and clinical applications. Submit slides/video by Nov 30. Rubrics are on Canvas.
- **Weekly Progress Reports (10 points, 10%):** Brief reports (100-150 words) submitted after each Monday class (Weeks 1, 3-7, 10-12, 14) detailing group project progress, tasks, and challenges for each team member. Submit via Canvas.
- **Class Participation (5 points, 5%):** Engage in discussions, case studies, hands-on activities, and the field trip. Attendance and active contribution are assessed via a rubric on Canvas.

GRADING SCALE

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

Points earned	93.0-100	90.0-92.9	87.0-89.9	83.0-86.9	80.0-82.9	77.0-79.9	70.0-76.9	67.0-69.9	63.0-66.9	60.0-62.9	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

Letter Grade	A	A-	B+	B	B-	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	1.33	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>

COURSE POLICIES

Late Assignments

Each late assignment will receive a penalty of 25% deduction per day from the total correct score. In the event of excused absences that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon as possible. Such cases will be dealt with on an individual, case-by-case basis.

Absences should be discussed with the instructor in advance when possible. Late arrivals to class start time and early departures before class ends are discouraged, as they have the potential to disrupt the class. However, extenuating circumstances occur and sometimes these things are necessary. If necessary, please make such instances as minimally disruptive as possible out of courtesy to the rest of the class.

Please note: Any requests for make-ups due to technical issues should be accompanied by the ticket number received from UF Computing Help Desk (helpdesk@ufl.edu) when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail the instructor, as applicable, within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Make up Work

Make-up work will be determined on a case-by-case basis. Please send an email to the instructor.

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

Policy Related to Required Class Attendance

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/UGRD/academic-regulations/attendance-policies/>

Attendance at all scheduled course activities is expected. Additionally, students will be responsible for additional out-of-class activities as part of a partially blended classroom environment (described above). Further, the assignments outlined will be completed outside of class. Students will be required to meet with their term project groups outside of class and may find it beneficial to attend other events or have additional scheduled meetings, depending on the topic selected by their working group outside of the in-person course meetings.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/>

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. Please consult UF guideline: <https://catalog.ufl.edu/UGRD/academic-regulations/>

Policy Related to AI Use in This Course (optional)

When authorized by the course director, students may use AI technologies in the completion of coursework as long as they cite all such use by naming the technology and how it was employed. Students assume full responsibility for all content, including errors and omissions. Assistive technology authorized as part of an accommodation for a disability is always permitted.

Course instructors may adjust limitations on AI assistive technology use and must communicate any limitations to students sufficiently in advance of the assignment due date. Failure to cite the use of AI assistive technology, or use of the technology disregarding specific course limitations is considered academic misconduct. **The use of AI on assignments, essays/reflection papers, exams, and quizzes when prohibited by course or college instructions is considered cheating** and students are violating the UF Regulations 4.040 [Student Honor Code](#) and [Student Conduct Code](#).

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

false information and to cite non-existent sources. Also, because AI-generated text mines people's intellectual property without appropriate credit, this raises ethical concerns.

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

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

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

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Please refer to the expectations for the course below. These behavior expectations are guidelines to foster a positive and conducive learning environment. Students are expected to adhere to these standards throughout the course to create an environment conducive to learning and collaboration.

Expectations	Description
Attendance and Punctuality	Attend all sessions on time. Notify the instructor of absences in advance.
Active Participation	Engage in discussions, activities, and group work. Respect diverse viewpoints.
Preparation and Readiness	Complete readings and online assignments before class. Be ready to contribute.
Respect and Professionalism	Show respect to all. Maintain professional communication in class and on field trips.
Engagement with Course Material	Critically engage with content. Seek clarification on unclear concepts.
Adherence to Academic Integrity Policies	Avoid plagiarism and cheating. Cite sources properly. UF Honor Code applies.
Timely Submission of Assignments	Submit assignments by the deadlines. Request extensions for extenuating circumstances.
Technology Use in Class	Use devices for class purposes only. Avoid distractions.
Collaboration and Teamwork	Work effectively in groups. Resolve conflicts respectfully.
Feedback and Communication	Provide constructive feedback. Use Canvas or email for queries.
Flexibility and Adaptability	Adapt to schedule changes or new tools/technologies.

Communication Guidelines

The communication guidelines are a collaborative agreement between the all of the students and the instructor (and TA, as applicable). Email messages are expected to be sent through UF email or the Canvas system. Students should expect a response within 2 business day (48 hours).

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

Further, please see the university's Netiquette Guidelines:

<https://biostat.ufl.edu/current-students/e-learning-resources/e-learning-basics/etiquette-online/>

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.

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/>.

If 80% of students submit the online faculty evaluation, 1 additional point will be applied to the final grade of all students. If 100% of students submit the online faculty evaluation, 2 additional points will be applied to all student's final grade.

Recording Within the Course

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

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation,

assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

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

SUPPORT SERVICES

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/> . 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.

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

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

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity

and culture, and we respect differing personal, spiritual, religious, and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

FULL CITATIONS FOR READINGS:

1. Izmailova ES, Wagner JA, Perakslis ED. Wearable devices in clinical trials: hype and hypothesis. *Clinical Pharmacology & Therapeutics*. 2018 Jul;104(1):42-52.
2. Garcia-Gonzalez A, Fuentes-Aguilar RQ, Salgado I, Chairez I. A review on the application of autonomous and intelligent robotic devices in medical rehabilitation. *Journal of the Brazilian Society of Mechanical Sciences and Engineering*. 2022 Sep;44(9):393.
3. Maddox TM, Rumsfeld JS, Payne PR. Questions for artificial intelligence in health care. *Jama*. 2019 Jan 1;321(1):31-2.
4. Varghese RJ, Freer D, Deligianni F, Liu J, Yang GZ, Tong R. Wearable robotics for upper-limb rehabilitation and assistance: A review of the state-of-the-art challenges and future research. *Wearable technology in medicine and health care*. 2018 Jan:23-69.
5. Farhani G, Zhou Y, Jenkins ME, Naish MD, Trejos AL. Using Deep Learning for Task and Tremor Type Classification in People with Parkinson's Disease. *Sensors*. 2022 Sep 27;22(19):7322.
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