

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC6002: Epidemiology of Infectious Disease (3 credit hours)**  
**Summer: 2021**

**Delivery Format: Online**  
**Course: [elearning.ufl.edu](http://elearning.ufl.edu)**

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**Instructor Name: Jerne Shapiro, MPH**  
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**Office Hours: Please see the course website**

**Teaching Assistant(s):** Please see the course website  
**Email:** UF account or through course website  
**Office Location:** Please see the course website  
**Office Hours:** Please see the course website

**Preferred Course Communications:** You have email on the course site under the "Inbox" tool. This is the preferred method of communication, and this is how I will contact you if necessary. You can adjust the settings to have all course mail forwarded to your regular UF email account so that you don't miss anything or forget to check. If you have questions, please contact me using this email option. If you are having problems and cannot use the course Inbox option, you may email me directly.

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## **PREREQUISITES**

PHC 6001 Principles of Epidemiology and PHC 6050 Statistical Methods for Health Science 1 (or its equivalent)

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## **PURPOSE AND OUTCOME**

### **Course Overview**

COVID-19, Ebola, Salmonella, Measles, Malaria- want to learn more on how they spread? This is an intermediate level course, which will introduce the student to the unique aspects of infectious disease and epidemiological methods used in their study, prevention and control. The student will gain knowledge through lectures, case studies, simulated outbreaks, readings, exercises, and an individual project.

### **Relation to Program Outcomes**

This course reinforces the following competencies:

1. Identify and understand the historical context of epidemiology, epidemiologic terminology, study designs and an introduction to the methodology
2. Identify key sources of epidemiologic data and data collection methodology
3. Demonstrate the ability to analyze and interpret epidemiologic data
4. Explain and communicate current epidemiologic and public health problems for informing scientific, ethical, economic and political discussions of health problems

### **Course Objectives and Goals**

At the end of the semester the student will be able to:

1. Illustrate the historical impact of infectious diseases on society.

2. Integrate the modes of transmission and pathogenesis of infectious disease and the host, organism and environment relationship as they apply to infectious disease epidemiology.
3. Identify the usual approaches to an outbreak investigation and create a hypothesis.
4. Apply strategies for diagnosis, prevention, and control of infectious agents.
5. Discuss the application of epidemiological methods to the study of infectious disease and their importance in the prevention of morbidity and mortality.
6. Recognize selected infectious diseases, with knowledge of the nature, agent, and route of contagion of each disease.

### **Instructional Methods**

- 1) Lectures: are for general orientation. Students are responsible for all the material presented in the course and assigned readings.
- 2) Readings and Resources. In addition to the required text, supplementary readings and resources will be posted in the course. The reading list may be supplemented during the course.
- 3) Assessments: A variety of assessments will be used in this course, including but not limited to discussions, assignments, and exams.

### *What is expected of you?*

You are expected to actively engage in the course throughout the semester. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

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## **DESCRIPTION OF COURSE CONTENT**

### **Getting Started**

To start this course, you **MUST** complete the getting started materials on the home page. In order to successfully complete this activity, you **MUST** earn a 100% score on the Syllabus Quiz and post your introduction. The other course modules will **NOT** open until you have done this. If you do not receive a 100% score, please review the feedback on your quiz attempt and retake as soon as possible. This is an important element to ensure that all students are aware of the curriculum requirements for this course.

The first assignment in this course is a Discussion Board where you 'Introduce Yourself'. This is a graded assignment to allow the instructor and students to get to know each other better. Please complete this as soon as possible.

After successful completion of the Getting Started Module, the remaining modules will open. Please scroll down the home page and start with "Week 1". This section of the home page is where you will find the course materials that will take you through to the last week of the course.

**Readings and Discussions:** Students should read the assigned readings prior to viewing course lectures.

**Examinations:** Students are expected to take the examinations on the scheduled date and time. There will be three two-hour exams. Exams will be administered in Canvas with a proctoring service.

**Discussion Boards:** There is a mandatory discussion board due the first week of class; this is for you to introduce yourself to the class. There are also optional discussion boards; it is your choice to post to these. If you do choose to post it must be something that is appropriate to the topic. These discussion boards are not for grades but to assist you in the course.

**Class exercises:** There will be a total of six class exercises due. Each exercise is worth 5% of your course grade (total 30%). See more information, and due dates, on these assignments via the Assignment tool in the left-hand menu of the course site.

**Surveillance Project:** Please read the detailed description for the project posted on the course website in the “Assignments” tool on the left-hand menu. This is an individual assignment, however, each student will be required to read and post comments on fellow student’s reports. This is a graded and mandatory discussion board.

### Course Materials

**Lectures** - provide a general overview of each topic.

### Required Text, Readings, and Materials

- A. Heymann, David, MD. Control of Communicable Diseases Manual (CCDM), 20th Edition. Washington DC: American Public Health Association, 2014. It is also available with a mobile and web application. Refer to the [APHA website](#) for more information on the web application.
- B. Supplemental readings will also be assigned for lectures and are posted by topic under the course schedule.

### Additional Resources you should sign up for the following by (Monday, May 17th)

- A. [Infectious Disease Pro-med list serve](#). Complete the requested information and click on the subscribe link. (HINT: sign up only for the “Pro-Med Digest A consolation of Posts” only)
- B. [Morbidity and Mortality Weekly Report](#) click on the subscribe button.
- C. (Optional) Emerging Infectious Diseases. Subscribe to the [Emerging Infectious Diseases e-mail list](#). Click on the subscribe button and choose the electronic version of the publication. You will also be asked if you would like to receive other information from the CDC, choose what feels appropriate to your interests.
- D. (Optional) Desowitz, Robert. New Guinea Tapeworms and Jewish Grandmothers: Tales of Parasites and People. New York: W.W. Norton & Co., 1987.
- E. (Optional) Contagion. Directed by Steven Soderberg. Warner Brothers, 2011.

### DESCRIPTION OF COURSE CONTENT

Dates	Theme and Lectures	Activities, Assignments, and Assessments
May 10 – May 17	<p><b>Introduction to Infectious Disease Epidemiology</b></p> <p><b>Lectures</b> Introduction History of Infectious Diseases Outbreak Investigations</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CDC: Steps in an Outbreak Investigation- Lesson 6 Section 2</a></li> <li>• <a href="#">A Large Outbreak of Salmonellosis Associated with Sandwiches Contaminated with Multiple Bacterial Pathogens Purchased via an Online Shopping Service by Sung-His Wei</a></li> <li>• Control of Communicable Disease Manual (CCDM):               <ul style="list-style-type: none"> <li><input type="checkbox"/> Smallpox</li> <li><input type="checkbox"/> Plague</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Syllabus Quiz</b> – See “Quizzes” tool in course site - take until you score a 100% then the course material will open</li> <li>• <b>Discussion Board:</b> Introduction: Please introduce yourself to your fellow classmates. (Mandatory discussion board for all students)</li> <li>• <b>Assignment 1</b> Complete the built-in questions in the Assigned Reading “Steps in an Outbreak”. {see the assignment tool}</li> <li>• <b>List serves</b> Sign up for the required List serves</li> </ul>

May 18 - 24	<p><b>Lectures</b> Immunology Vaccine Epidemiology</p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>National Update on Measles Cases and Outbreaks — United States, January 1–October 1, 2019 Weekly / October 11, 2019 / 68(40); 893–8968. Morbidity and Mortality Weekly Report (MMWR)</li> <li>Laboratory Diagnosis and Immunology: An Overview</li> <li>CCDM: <ul style="list-style-type: none"> <li><input type="checkbox"/> Measles</li> <li><input type="checkbox"/> Pertussis</li> <li><input type="checkbox"/> Polio</li> </ul> </li> </ul> <p><b>What to know more?</b></p> <ul style="list-style-type: none"> <li><i>HPV vaccine linked to work in Galloway lab.</i> An interview and review of the discovery of the HPV vaccine, 2005. <a href="https://www.fredhutch.org/en/news/center-news/2005/11/HPV-vaccine.html">https://www.fredhutch.org/en/news/center-news/2005/11/HPV-vaccine.html</a></li> <li>The Cost of Measles (~8min), Planet Money, April 15, 2019. Measles can cause serious long-term harm, to individuals and to the economy. On this podcast, they examine how high the costs can go, and where they are incurred. <a href="https://www.npr.org/sections/money/2019/04/15/713645707/the-cost-of-measles?utm_medium=RSS&amp;utm_campaign=business">https://www.npr.org/sections/money/2019/04/15/713645707/the-cost-of-measles?utm_medium=RSS&amp;utm_campaign=business</a></li> </ul>	No Assignment
May 25-May 31	<p><b>Lectures</b> Diarrheal Diseases</p> <p>Podcast- Food Scare Squad (22min)</p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>Estimates of the global, regional, and national morbidity, mortality, and aetiologies of diarrhoea in 195 countries: a systematic analysis for the Global Burden of Disease Study 2016, The Lancet, Infectious Diseases. 9/19/18. <a href="https://www.thelancet.com/journals/laninf/article/PIIS1473-3099(18)30362-1/fulltext">https://www.thelancet.com/journals/laninf/article/PIIS1473-3099(18)30362-1/fulltext</a></li> <li>CCDM: <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Vibrio cholera</i></li> <li><input type="checkbox"/> <i>Salmonella</i></li> <li><input type="checkbox"/> <i>E. Coli</i></li> <li><input type="checkbox"/> <i>Rotavirus</i></li> <li><input type="checkbox"/> <i>Giardia lamblia</i></li> </ul> </li> </ul> <p>Want to know more?</p> <ul style="list-style-type: none"> <li><a href="#">Effects of Climate Change on Salmonella Infections by Luma Akil. Foodborne Pathogens and Disease.</a></li> <li>A review on prediction of seasonal diseases based on climate change using big data. <i>Materials today. Proceedings</i>, 37, 2648–2652. 2021. <a href="https://doi.org/10.1016/j.matpr.2020.08.517">https://doi.org/10.1016/j.matpr.2020.08.517</a></li> </ul>	<p><b>Assignment 2</b> CDC Solve the Outbreak Select any mission and solve the outbreak! {see the assignment tool}</p>
June 1- 7	<p><b>Lectures</b> Zoonotic Diseases Vector Borne Diseases</p>	<p><b>Exam 1</b> <b>Open June 2-3rd</b> <b>Covers all material up to this date (new material from this week will not be included)</b> <b>**Make sure to set up and test HonorLock prior to taking the exam**</b></p>

	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Explore the CDC website on Travelers' Health</a> (this is a great website to use for overseas travel information).</li> <li>• GUINEA WORM WRAP-UP #274 <a href="https://www.cartercenter.org/resources/pdfs/news/health_publications/guinea_worm/wrap-up/274.pdf">https://www.cartercenter.org/resources/pdfs/news/health_publications/guinea_worm/wrap-up/274.pdf</a></li> <li>• Carroll D, Watson B, Togami E, et al. Building a global atlas of zoonotic viruses. <i>Bull World Health Organ.</i> 2018;96(4):292–294. doi:10.2471/BLT.17.205005 <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5872013/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5872013/</a></li> <li>• CCDM: <ul style="list-style-type: none"> <li><input type="checkbox"/> Dracunculiasis</li> <li><input type="checkbox"/> Lyme Disease</li> <li><input type="checkbox"/> Malaria</li> <li><input type="checkbox"/> Rabies</li> </ul> </li> </ul> <p><b>What to know more?</b></p> <ul style="list-style-type: none"> <li>• <i>Why aren't we curing the world's most curable diseases?</i> The Conversation, October 24, 2017. A cure for many tropical diseases was discovered 30 years ago. The drug is donated by its manufacturer. Why are we still dealing with neglected tropical diseases? <a href="https://theconversation.com/why-arent-we-curing-the-worlds-most-curable-diseases-84177">https://theconversation.com/why-arent-we-curing-the-worlds-most-curable-diseases-84177</a></li> <li>• Episode 35 Lyme Disease: I'd like to check you for ticks. This Podcast will kill you. Sept 3, 2019. <a href="http://thispodcastwillkillyou.com/2019/09/03/ep-35-lyme-disease-id-like-to-check-you-for-ticks/">http://thispodcastwillkillyou.com/2019/09/03/ep-35-lyme-disease-id-like-to-check-you-for-ticks/</a></li> </ul>	
June 8-14	<p><b>Lectures</b> Tuberculosis with Michael Lauzardo, MD, MPH</p> <p>Hospital Infection Prevention and Control with Miranda Williams, MPH</p>	<p><b>Assignment 3</b> TB Case Study {see the assignment tool}</p>
	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Notes from the Field: Effects of the COVID-19 Response on Tuberculosis Prevention and Control Efforts — United States, March–April 2020 <a href="https://www.cdc.gov/mmwr/volumes/69/wr/mm6929a4.htm">https://www.cdc.gov/mmwr/volumes/69/wr/mm6929a4.htm</a></li> <li>• Global Epidemiology of Tuberculosis and Progress Toward Meeting Global Targets — Worldwide, 2018. <i>Weekly / March 20, 2020</i> <a href="https://www.cdc.gov/mmwr/volumes/68/wr/mm6811a3.htm?s_cid=mm6811a3_e">https://www.cdc.gov/mmwr/volumes/68/wr/mm6811a3.htm?s_cid=mm6811a3_e</a></li> <li>• CCDM: <ul style="list-style-type: none"> <li><input type="checkbox"/> Tuberculosis</li> </ul> </li> </ul> <p><b>Want to learn more?</b></p> <ul style="list-style-type: none"> <li>• <a href="#">A Tuberculosis Outbreak Fueled by Cross-Border Travel and Illicit Substances: Nevada and Arizona</a>, Kiren Mitruka, MD, MPH. <i>Public Health Reports.</i> 2014 Jan-Feb; 129(1): 78–85.</li> </ul>	
June 15- June 21	<p><b>Lectures</b> Surveillance</p>	<p><b>Assignment 4</b> Complete the built-in questions in the Assigned Reading. {see the assignment tool}</p>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Principles of Epidemiology in Public Health Practice. Read Lesson 5: Surveillance only. <a href="https://www.cdc.gov/csels/dsepd/ss1978/lesson5/index.html">https://www.cdc.gov/csels/dsepd/ss1978/lesson5/index.html</a></li> </ul>	

	<p><b>Want to learn more?</b></p> <ul style="list-style-type: none"> <li>First Identified Cases of SARS-CoV-2 Variant P.1 in the United States — Minnesota, January 2021. Weekly / March 12, 2021. <a href="https://www.cdc.gov/mmwr/volumes/70/wr/mm7010e1.htm?s_cid=mm7010e1_w">https://www.cdc.gov/mmwr/volumes/70/wr/mm7010e1.htm?s_cid=mm7010e1_w</a></li> </ul>	
June 22-July 28	<b>Summer Break!</b>	
June 29-July 5	<p><b>Exam 2</b> Open June 29-30 Covers all material up to this date</p>	
July 6-12	<p><b>Lectures</b> Influenza</p>	<p><b>Assignment 5</b> Let's flip the table and see how good you are at being a bio-terrorist. {see the assignment tool}</p>
	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>Manual for Surveillance of Vaccine Preventable Disease - Influenza <a href="https://www.cdc.gov/vaccines/pubs/surv-manual/chpt06-influenza.html">https://www.cdc.gov/vaccines/pubs/surv-manual/chpt06-influenza.html</a></li> </ul> <p><b>Want to know more?</b></p> <ul style="list-style-type: none"> <li>Decreased Influenza Activity During the COVID-19 Pandemic — United States, Australia, Chile, and South Africa, 2020. Weekly / September 18, 2020 <a href="https://www.cdc.gov/mmwr/volumes/69/wr/mm6937a6.htm">https://www.cdc.gov/mmwr/volumes/69/wr/mm6937a6.htm</a></li> </ul>	
July 13-19	<p><b>Lectures</b> Emerging Infectious Diseases with Glenn Morris, MD, MPH, TM</p>	<p><b>Assignment 6</b> A Multistate Outbreak of Cyclosporiasis {see the assignment tool}</p>
	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li><a href="http://apps.frontline.org/zika/">The Spread of Zika by Frontline</a> <a href="http://apps.frontline.org/zika/">http://apps.frontline.org/zika/</a></li> <li>Morens, D. M., &amp; Fauci, A. S. (2020). Emerging Pandemic Diseases: How We Got to COVID-19. Cell, 182(5), 1077–1092. <a href="https://doi.org/10.1016/j.cell.2020.08.021">https://doi.org/10.1016/j.cell.2020.08.021</a> <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7428724/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7428724/</a></li> </ul> <p><b>Want to learn more?</b></p> <ul style="list-style-type: none"> <li><b>Podcast-</b> A Stabbing, A Possible Ebola Outbreak, And A 'Time Bomb' by Hidden Brain. (25min) <a href="https://www.npr.org/2016/12/06/504462924/a-stabbing-a-possible-ebola-outbreak-and-a-time-bomb">https://www.npr.org/2016/12/06/504462924/a-stabbing-a-possible-ebola-outbreak-and-a-time-bomb</a></li> </ul>	
July 20-July 26	<p><b>Lectures</b> STIs HIV and AIDS</p>	<p><b>Surveillance Project using FLHealthCHARTS</b> See more information on this assignment in the Assignment tool on the course website. This project requires interviewing a DOH employee, please give yourself 7 days to complete the assignment.</p>
	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li><a href="https://www.pbs.org/wgbh/pages/frontline/aids/virus/origins.html">How it Began by Frontline</a> <a href="https://www.pbs.org/wgbh/pages/frontline/aids/virus/origins.html">https://www.pbs.org/wgbh/pages/frontline/aids/virus/origins.html</a></li> <li><a href="#">Oncology Dietitian Exposes Fraud in CDC's HPV Vaccine Effectiveness Study.</a> This internet link shows an opposing view on the HPV vaccine. I am including this article, so you can have an understanding of what parents can find during a Google search for “HPV vaccine effectiveness”.</li> </ul>	

	<p><b>Want to learn more?</b></p> <ul style="list-style-type: none"> <li>• <b>Video-</b> The Age of AIDS Part I and Part II- Frontline, 2006. (1.5hrs x 2) Reviews the history of HIV and its politics. <a href="https://www.pbs.org/wgbh/frontline/film/aids/?as=1#video-1">https://www.pbs.org/wgbh/frontline/film/aids/?as=1#video-1</a></li> <li>• <b>Podcast-</b> 'All That Heaven Allows' Examines Rock Hudson's Life As A Closeted gay man and how his HIV diagnosis changed public awareness of the epidemic- Terry Gross on Fresh Air. (48min) <a href="http://www.capradio.org/news/npr/story?storyid=673696589">http://www.capradio.org/news/npr/story?storyid=673696589</a></li> </ul>
July 27- Aug 2	<b>Surveillance Project Due and Discussion Board posting required</b>
Aug 2- 6	<b>Exam 3 open from Aug 2-3</b>

## Technology

Required Equipment: Computer with high-speed internet access and use of a supported browser. Please refer to the student computing requirements listed at <http://studentlife.online.mph.ufl.edu/e-learning/e-learning-in-canvas-technical-requirements/> for additional information. This course is delivered entirely online using the University of Florida's e-Learning in the Canvas Course Management System at <http://elearning.ufl.edu/>. To access this course, you will use your Gatorlink ID and password to login to the course (via Canvas).

- When to Post to the Support Discussions:  
<http://studentlife.online.mph.ufl.edu/when-to/when-to-post-to-a-support-discussions/>
- When to Contact the UF Computing Help Desk:  
<http://studentlife.online.mph.ufl.edu/when-to/when-to-contact-the-uf-computing-helpdesk/>

For technical support for this class related specifically to Canvas, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

## Technical Skills Needed for the Course

1. UF Canvas account
2. Use email with attachments
3. Creating and submitting files in commonly used word processing program formats
4. Copying, pasting, print screen, and snipping tool
5. Downloading and installing software
6. Using presentation and graphics programs

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## ACADEMIC REQUIREMENTS AND GRADING

### Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Class Discussion	May 17	5%
Assignments x 6 1- Outbreak investigation questions 2- CDC Solve the Outbreak 3- TB Case Study 4- Surveillance questions 5- Let's flip the table 6- A Multistate Outbreak of Cyclosporiasis	5/17 6/1 6/14 6/21 7/12 7/19	Total: 30% (5% each)
Surveillance Project	7/27	15%
Exams x 3 1 Exam 2 Exam 3 Exam	6/2-6/3 6/29-6/30 8/2-8/3	50% (16.7% each)

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

<i>Points earned</i>	93 - 100	90 - 92	87 - 89	83 - 86	80 - 82	77 - 79	73 - 76	70 - 72	67 - 69	63 - 66	60 - 62	Below 60
<i>Letter Grade</i>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program does not use C- grades.

**Letter grade to grade point conversions are fixed by UF and cannot be changed.**

<i>Letter Grade</i>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
<i>Grade Points</i>	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 [Grading and Grade Policies](#) posted by the Registrar's Office.

## Communication Guidelines

**Instructor Response Time:** I routinely check the course for postings or emails, Monday- Friday. You can anticipate a 24 to 48-hour response from me, Monday – Thursday. Assignments and Homework should be returned within one week and exams within 3-4 days.

**Please keep the following things in mind when emailing the Instructor or your TA.**

1. **Be Formal-** Use a proper salutation when emailing and finishing with a “Thank you” is always appreciated. This is true for other professors and/or employers.
2. Use a **subject line**, please don't leave it blank.
3. **Specify** who you are by first and last name, and specify which class you are taking before diving into the specifics. I often teach multiple classes per semester and usually have hundreds of students to serve. **State your name, the class you are taking and the course section** (I might teach three sections of your course and will need to know which one you attend).
4. **Be thorough-** Any time you send a message, you should have two things in mind: goal and audience. Your audience here is me, your professor. Your goal could be any number of things, from clarifying the reading assignment to asking for an extension. Whatever your goal may be, you'll want to anticipate any questions I may have and incorporate the information into your message.
5. **Be kind-** Professors are people, too. We have friends, families, hobbies and favorite foods. So, when you email a professor, remember that you are not writing to an anonymous entity, a building or a computer — you are communicating with a real person. Be kind, be thankful and don't come across as demanding.
6. **Allow time-** If you need advice or clarification on an assignment, avoid emailing the night before it is due. You might not get a timely reply.
7. **Proofread-** The final step, proofreading ensures that you come across as professional and caring. An email full of errors and faulty sentence structure may distract from your message.

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

**Requirements:** Students are responsible for all course material, including reading all required materials prior to each lecture. The course is conducted in eLearning and all assignments, course lectures, discussions, emails, and exams will be delivered in this medium. Students are **required** to print a copy of the syllabus from the syllabus tool in the course. You must take a syllabus quiz and score 100%. See the “Getting Started” section above. Students should also read your e-mail 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 this mail at <http://webmail.ufl.edu> regularly also. Students should also reference the calendar in the course to keep up with weekly deadlines.

**Make-Ups:** If you are unable to meet a deadline in this course for a reason approved above and have given prior notification to the instructor when possible, you will be given adequate time to make up any coursework missed. All other missed or late work will receive a grade of zero. Make-up exams will be provided only in cases of excused absences or conflict during final exams per University policy and **MUST** be discussed with the instructor in advance. Make-up exams will differ from the regularly scheduled exam.

### **Policy Related to Technical Issues**

Any requests for make-ups due to technical issues **must** be accompanied by the ticket number received from the UF Computing Help Desk created when the problem was reported to them. The ticket number will document the time and date of the problem. You **must** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

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

**Attendance Policy:** 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. Even though this is an online course, students are expected to log on regularly and participate in the course.

All faculty are bound by the UF policy for excused absences. For greater detail on excused absences, see the [Attendance Policies](#) posted by the Registrar's Office.

### Academic Integrity

Instances of cheating or inappropriate behavior will be considered violations of the Student Honor Code and will result in disciplinary action.

- Cheating; includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member. This includes sharing questions and material covered on the exam.
- Plagiarism; includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment. You can also self-plagiarize, this is where you use your own work a second time. If you want to self-check your work, use Turn It In.
- Unauthorized Possession or Disposition of Academic Materials; includes the unauthorized selling, trading, or purchasing of exams or other academic work (including papers, homework and activities); stealing another student's work; unauthorized entry to or use of material in a computer file; and using information from or possessing exams that an instructor did not authorize for release to students.
- Falsification; any untruth, either verbal or written, in one's academic work.
- Facilitation; knowingly assisting another to commit an act of academic misconduct.

### Exam Policy

This course will be using HonorLock, a proctoring service for graded exams. HonorLock ensures exam integrity and enables administration of remote online exams. All exam sessions will be reviewed as part of your final grade. Instances of cheating or inappropriate behavior will be considered violations of the Student Honor Code and will result in disciplinary action and a zero on the exam.

### HonorLock Set-up

HonorLock is a user-friendly system, but you must follow these guidelines to register and take your exams:

- No pre-scheduling is required. You can take your exam at any time during the window it is open in Canvas.
  - However, I caution you not to wait until the last minute, because you will run the extreme risk of having the exam close out automatically before you have had your full number of allowed minutes. The exam will close out at the time set in Canvas regardless of how many minutes you have left to take the exam, and you will not be able to finish.
- HonorLock will record and audit your entire exam session.
- All recorded exam sessions will be reviewed as part of your final grade.
- Students will need to have **Google Chrome**, a microphone, and a webcam in place during the test-taking period. An inexpensive webcam and microphone should work fine. Students will NOT be allowed to take an exam without a webcam.
- Students will need to have some administrative rights on the computer they are using for the exam to enable the proctoring service to function.

- It is recommended that students not use a wireless Internet connection for exams. Please consider wire connecting your wireless laptop to your modem for a more reliable Internet signal during the exam. Inexpensive modem cables are available in most electronic stores and online.

Review the following HonorLock Student Information to obtain an overview of HonorLock:

- [HonorLock Student Proctoring](#)
- [HonorLock Student Guide](#)
- [HonorLock Student Preparation Checklist](#)

### Support:

Call HonorLock at 855-828-4004 for 24/7 support assistance. If applicable, other emergency numbers are available in your course site.

### Taking Exams

Again, no pre-scheduling is required. You can take your exam at any time during the window it is open in Canvas. However, as mentioned before, I caution you not to wait until the last minute, because you will run the extreme risk of having the exam close out automatically before you have had your full number of allowed minutes. The exam will close out at the time set in Canvas regardless of how many minutes you have left to take the exam, and you will not be able to finish.

- Please plan on extra time to complete your exam to accommodate connection time and any technical issues that arise.
- No human proctor will appear. You will take your exam with your camera recording the entire session.
- Once you finish and submit your exam, you will log out, and the exam session will be audited at HonorLock. If your account is flagged for any reason, I will manually review the recorded video.

#### Keep the following in mind:

1. You must use Google Chrome browser with HonorLock
2. When it is available open your exam in Canvas.
3. Click "Get Started" and "Install Extension".
4. Click "Add extension" and then "Take the Quiz".
5. Click "Launch Proctoring" and "Allow" (HonorLock to use your camera).
6. Take the required photo by clicking "Take Photo" and click "Accept" if there is a clear image of you on screen. Otherwise "Redo".
7. Take the required photo of your picture ID.
8. "Begin the Room Scan" by clicking and then scan the room with your camera. Click "I'm done once complete.
9. Take the exam as normal.
10. Finish the exam, and HonorLock will automatically save and close as well.

### Exam Rules

Rules related to exams.

- Exams will be administered as described in the course schedule.
- Exams are closed book, closed notes unless otherwise documented.
- Exams may be taken at a student's home. Students must plan to take their exam in an environment where other people are not in the room during the exam.

- You are required to pan your camera around the room and your desk and clear it of anything not allowed in the exam.

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## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

#### Communication Guidelines

Preferred Course Communications: You have email on the course site under the "Inbox" tool. This is the preferred method of communication, and this is how I will contact you if necessary. You can adjust the settings to have all course mail forwarded to your regular email account so that you don't miss anything or forget to check. If you have questions, please contact me using this email option. If you are having problems and cannot use the course Inbox option, you may email me directly.

#### 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 Codes](#) information at the Dean of Students Office website or the [Academic Expectations](#) information at the Graduate School website for additional details.

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 feedback on the quality of instruction in this course by completing online [Faculty Course Evaluations](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. [Summary Results](#) of these assessments are available to students.

#### 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.phphp.ufl.edu/services/resourceguide/getstarted.htm>

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## SUPPORT SERVICES

### Accommodations for Students with Disabilities

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

### Counseling and Student Health

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

[The Counseling and Wellness Center](#) (352-392-1575) offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Online and in-person assistance is available.

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 [Student Health Care Center](#) website.

Crisis intervention is always available 24/7 from the [Alachua County Crisis Center](#) at (352) 264-6789.

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.

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## INCLUSIVE LEARNING ENVIRONMENT

Public health and health professions are based on 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 the 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 an inclusive learning environment, please see your instructor or refer to the [Office of Multicultural & Diversity Affairs](#) website.