

University of Florida
College of Public Health & Health Professions
PHC 6003: Epidemiology and Prevention of Chronic Disease and Disability (3 credit hours)
Fall 2023
Delivery Format: In-person and remote
Syllabus

Instructor Names: Stephen Kimmel, MD, MSCE; Hung Luu, MD, PhD

Email Addresses: skimmel@ufl.edu; hung.luu@ufl.edu

Graduate Assistants: Kevin Bitsie, Upuli Dissanayake

Preferred Course Communications: Email: correspondence should copy both Dr. Kimmel and Dr. Luu.

Prerequisites

Introductory Epidemiology Course preferred or by consent of instructor.

Course Overview

This course will focus on the distribution and determinants of major chronic diseases and their risk factors. Chronic diseases have been the leading cause of mortality for over 100 years and contribute to the majority of disability and health care visits in the US and the rest of the industrialized world. The list of individual chronic diseases of public health importance is extensive. This course will focus on conceptual and methodological issues related to the study of most chronic diseases. Cardiovascular disease and cancer will be the models for many of the epidemiologic examples used in this course, due to the extensive and established nature of their evidence base. The concepts and methods illustrated are pertinent to most other chronic diseases, and individual courses on their epidemiology can be taken for disease-specific content.

Course Objectives and/or Goals

1. To understand the multifactorial etiology and pathophysiology of chronic diseases.
2. To know the various epidemiologic study designs and their strengths/weaknesses in the study of etiology and natural history of chronic diseases.
3. To be able to define incident and prevalent cases of select chronic diseases, using traditional and clinical epidemiologic research methods.
4. To understand the concept of "risk factor" as it pertains to chronic diseases and the means to define them.
5. To be able to assess the evidence base for interventions at the individual and community levels which reduce the risk of chronic disease incidence and mortality.
6. To understand how epidemiologic studies of chronic disease are translated into diagnosis, treatment and prevention programs and policies.
7. To be able to read, interpret, and critique published reports of epidemiologic studies of chronic disease.

Instructional Methods

1) **Lectures:** This is an online, synchronous course that includes weekly lectures, take home essays, final essay, and participation in a team presentation.

2) **Readings:** Assigned readings in the required textbook or published literature are intended to supplement the lectures. Additional readings may be added during the course.

3) Assignments:

a) In-class discussion: Students will be required to engage in the discussions during classes.

b) Take home essay tests. Two take home essays will be required but following their grading and review, will also be the topic of discussion.

c) Leadership of Class Discussion on Papers: Student groups will present critique of assigned reading each week (unless that week is used for other purpose). They will present a formal overview of the paper and then provide questions for the class to answer based on their presentation (using online survey tool, Kahoot!) followed by a question and class debate on whether the class believes the paper adequately answers the study hypothesis

d) Team presentations: This will be the final exam presentation for the course. In teams of 2-4 students, a twenty-minute presentation will focus on a topic regarding a major chronic disease. The student teams will obtain preapproval of the topic by course director/graduate assistant and submit an organized twenty-minute presentation. Each student should participate equally in the presentation.

e) Final essay: The final essay will consist of review of a scientific paper.

PHC 6003: Epidemiology of Chronic Disease and Disability Topical Outline/Course Schedule

<i>Week/Date</i>	<i>Topic</i>	<i>Lecturer</i>	<i>Required Readings</i>	<i>In-Class Discussion</i>
Week 1 Aug 24	A. Course Introduction B. Review of Syllabus	Kimmel / Lu, Student Intros	Course Syllabus	
Week 2 Aug 31	A. Global Burden of Chronic Disease B. Biology of Chronic Disease: Atherosclerosis	Kimmel	US Burden of Disease (1) Harris R., Chapter 1, 3	Dwyer-Lindgren, L, Bertozzi-Villa A, et al. US County-Level Trends in Mortality Rates for Major Causes of Death, 1980-2014. JAMA 2016; 316:2385-2401 (2)

Week 3 Sept 7	A. How do we know that chronic disease is preventable? B. Interrupted Time Series C. Florida Population Databases and UF Libguide	Kimmel Kimmel	Harris R., Chapter 2	Gupta et al. Association of the Hospital Readmissions Reduction Program Implementation With Readmission and Mortality Outcomes in Heart Failure (3)
Week 4 Sept 14	A. Smoking B. Epidemiology of Smoking and CVD/Cancer A. Second-hand smoke	Kimmel Kimmel Kimmel	Harris R., (chapter 13) Hackshaw et al. The accumulated evidence on lung cancer and environmental tobacco smoke. BMJ. 1997 Oct 18; 315(7114):980-8.	Wills TA et al. E-cigarette use and respiratory disorders: an integrative review of converging evidence from epidemiological and laboratory studies. Eur Respir J. 2021 Jan 21;57(1):1901815. O'Brien D et a Association between electronic cigarette use and tobacco cigarette smoking initiation in adolescents: a systematic review and meta-analysis. BMC Public Health. 2021 Jun 3;21(1):954.
Week 5 Sept 21	A. Randomized Clinical Trials B. Randomized trial in CAD C. Selection of Topic for Team Report	Pepine TA	CANTOS Trial (7) Harris R. (chapter relevant to team report)	Critique of CANTOS Trial (7) Ridker PM, et al. Antiinflammatory Therapy with Canakinumab for Atherosclerotic Disease NEJM 2017; 377:1119-1131 Identify team and topic Take home essay #1 assignment provided and discussion of Take Home Essay
Week 6 Sept 28	A. Exercise B. Triggering of MI C. Exercise and sudden death	Kimmel Kimmel Kimmel		TAKE HOME ESSAY Due Discussion of Mittleman (8) Mittleman MA et al. Triggering of acute myocardial infarction by heavy physical exertion. Protection against triggering by regular exertion. Determinants of Myocardial Infarction Onset Study Investigators. N Engl J Med. 1993 Dec 2;329(23):1677-83.
Week 7 Oct 5	C. Addressing Health Disparities in HIV	Canidate	<u>Required:</u> Baral, S., et al. (2013). Modified social ecological model: a tool to guide the assessment of the risks and risk contexts of HIV epidemics. BMC public health, 13,	Discussion of Forde Forde AT et al. Discrimination and Hypertension Risk Among African Americans in the Jackson Heart Study. Hypertension. 2020 Sep;76(3):715-723.

			<p>482. https://doi.org/10.1186/1471-2458-13-482</p> <p>Sullivan, P. S., et al. (2021). Epidemiology of HIV in the USA: epidemic burden, inequities, contexts, and responses. <i>Lancet (London, England)</i>, 397(10279), 1095–1106. https://doi.org/10.1016/S0140-6736(21)00395-0</p> <p><u>Recommended:</u> Canidate, S. S. et al. (2021). The Relationship of Alcohol to ART Adherence Among Black MSM in the U.S.: Is it Any Different Among Black MSM in the South?. <i>AIDS and behavior</i>, 25(Suppl 3), 302–313. https://doi.org/10.1007/s10461-021-03479-3</p> <p>Canidate, S. S. et al. (2020). Recruitment, experience, and retention among women with HIV and hazardous drinking participating in a clinical trial. <i>BMC public health</i>, 20(1), 1169. https://doi.org/10.1186/s12889-020-09233-z</p>	
<p>Week 8 Oct 12</p>	<p>A. Cancer Biology B. Introduction to Cancer Epidemiology C. Cancer burden - Cancer Registry and Surveillance</p>	<p>Luu Luu Luu</p>	<p>Harris R, (Chapters 11, 12)</p> <p>Cancer Staging, Chapter 14 (Cancer Registry Management, Principles and</p>	<p>Discussion of Take Home Essay #1</p>

			<p>Practices for hospitals and central registries, third edition)</p> <p>Bray F, Znaor A, Cueva P, Korir A, Swaminathan R, Ullrich A, Wang SA, Parkin DM. Planning and developing population-based cancer registration in low-and middle-income settings. International Agency for Research on Cancer, 2014.</p> <p>http://publications.iarc.fr/Book-And-Report-Series/larc-Technical-Publications/Planning-And-Developing-Population-Based-Cancer-Registration-In-Low--And-Middle-Income-Settings-2014</p>	
<p>Week 9 Oct 19</p>	<p>A. Social Determinants of Health</p> <p>B. Cardiovascular Disease and Socioeconomic Correlates</p> <p>C. Take Home Essay #1</p>	Vaddiparti	<p>Min Yi, et al. Cardiovascular Disease Burden and Socioeconomic Correlates: Findings From the Jackson Heart Study. J Am Heart Assoc. 2017 Aug 4;6(8)</p>	<p>Hands-on experience with Florida Cancer Incidence</p> <p>https://www.flhealthcharts.gov/ChartsReports/rdPage.aspx?rdReport=NonVitalInd.DataViewer&cid=460</p>
<p>Week 10 Oct 26</p>	<p>A. Obesity, Body Composition and Metabolic Conditions with Cancers</p>	<p>Luu</p> <p>Luu</p>	<p><u>Required:</u> Harris R., Chapter 42</p> <p><u>Suggested:</u> Kyrgiou M, Kalliala I, Markozannes G, Gunter MJ, Paraskevaidis E, Gabra H, et al. Adiposity and cancer at major anatomical sites: umbrella review of the literature. BMJ. 2017; 356: j477.</p>	<p>Paper Critique and Discussion</p> <p>Kuchiba A, Morikawa T, Yamauchi M, Imamura Y, Liao X, Chan AT, et al. Body mass index and risk of colorectal cancer according to fatty acid synthase expression in the nurses' health study. J Natl Cancer Inst. 2012;104(5):415-20.</p>

			<p><u>Allott EH and Hursting SD.</u> Obesity and cancer: mechanistic insights from transdisciplinary studies. <i>Endocr Relat Cancer.</i> 2015; 22(6):R365–R386.</p> <p><u>Wojciechowska J, Krajewski W, Bolanowski M, Kręcicki T, Zatoński T.</u> Diabetes and Cancer: a Review of Current Knowledge. <i>Exp Clin Endocrinol Diabetes.</i> 2016;124(5):263-75.</p>	
<p>Week 11 Nov 2</p>	<p>A. Nutrition, diet and cancers</p> <p>B. Dietary intake measurement</p>	<p>Luu</p> <p>Luu</p> <p>Kimmel/Luu</p>	<p>Willett W and Lenart E. Reproducibility and validity of food frequency questionnaires. In <i>Nutritional Epidemiology.</i> Walter Willett. 3rd Edition. Oxford University Press. New York, NY. 2013.</p> <p>Willett WC, Stampfer MJ. Total energy intake: Implications for epidemiologic analyses. <i>Am J Epidemiol</i> 1986;124:17–27.</p> <p>Harris R., Chapters specific to student presentations</p>	<p>Take Home Essay #2 Assignment</p> <p>Paper Critique and Discussion Lüchtenborg M, Weijenberg MP, deRoemen GM, et al. Meat and fish consumption, APC gene mutations and hMLH1 expression in colon and rectal cancer: a prospective cohort study (The Netherlands). <i>Cancer Causes Control.</i> 2005;16(9):1041-54. Goeij AF, Wark PA, Brink M,</p>
<p>Week 14 Nov 9</p>	<p>Chronicity X3: Mental Health Disorders Are, Increase Risk for and Accompany Chronic Diseases (CD)Mental health epi (Striley)</p>	<p>Striley</p>	<p>Solis EC, et al. The 9-year clinical course of depressive and anxiety disorders: New NESDA findings. <i>J Affect Disord.</i> 2021;295:1269-1279. doi:10.1016/j.jad.2021.08.108</p> <p>Perry BI, et I.</p>	<p>Take Home Essay #2 Due</p>

			<p>Dysglycaemia, Inflammation and Psychosis: Findings from the UK ALSPAC Birth Cohort. <i>Schizophrenia Bulletin</i>. 2019;45(2):330-338. https://doi.org/10.1093/schbul/sby040</p> <p>Liu NH, et al. Excess mortality in persons with severe mental disorders: a multilevel intervention framework and priorities for clinical practice, policy and research agendas. <i>World Psychiatry</i>. 2017;16(1):30-40. doi:10.1002/wps.20384</p>	
<p>Week 12 Nov 16</p>	<p>C. Nutrition, diet and cancers</p> <p>D. Dietary intake measurement</p>	<p>Luu</p> <p>Luu</p> <p>Kimmel/Luu</p>	<p>Willett W and Lenart E. Reproducibility and validity of food frequency questionnaires. In <i>Nutritional Epidemiology</i>. Walter Willett. 3rd Edition. Oxford University Press. New York, NY. 2013.</p> <p>Willett WC, Stampfer MJ. Total energy intake: Implications for epidemiologic analyses. <i>Am J Epidemiol</i> 1986;124:17-27.</p> <p>Harris R., Chapters specific to student presentations</p>	<p>Paper Critique and Discussion Lüchtenborg M, Weijenberg MP, deRoemen GM, et al. Meat and fish consumption, APC gene mutations and hMLH1 expression in colon and rectal cancer: a prospective cohort study (The Netherlands). <i>Cancer Causes Control</i>. 2005;16(9):1041-54. Goeij AF, Wark PA, Brink M,</p>
<p>Week 13 Nov 30</p>	<p>A. Viruses and Cancer (and/or Endocrine related cancers)</p> <p>B. Hormones and Breast Cancer</p> <p>C. Take home essay #2</p> <p>D. Team Report #3, #4</p>	<p>Luu</p> <p>Luu</p> <p>Falise</p> <p>Kimmel/Lu</p>	<p>Harris R., Chapter 24</p> <p>Harris R., Chapter 21</p> <p>Harris R., Chapters specific to student presentations</p>	<p>Discussion of Take Home Essay #2</p> <p>Paper Critique and Discussion Nyitray AG, Carvalho da Silva RJ, Baggio ML, Smith D, Abrahamsen M, Papenfuss M, et al. Six-month incidence, persistence, and factors associated with persistence of anal human papillomavirus in men: the HPV in men study. <i>J Infect Dis</i>. 2011;204(11):1711-22.</p>

Week 15				
Dec 14	A. Final Team Project Presentations B. Final Essay Due Dec 15			A. Team Projects – Presentation Date

Course Instructors and Invited Lecturers

- Stephen E. Kimmel, MD, MSCE
- Hung Luu, PhD
- Carl Pepine, MD
- Krishna Vaddiparti, PhD, MPE, MSW
- Shantrel Candidate, PhD, MPH
- Catherine Striley, PhD, MSW, MPE

Course Materials and Technology Requirements

The required text is: Epidemiology of Chronic Diseases: Global Perspectives, Randall E. Harris, Publisher: Jones & Bartlett Learning, ISBN: 9781449653286

Completion of the assigned readings from this text is mandatory. Other readings will be selected from articles published in peer reviewed journals. Lecture presentations will highlight, review, and expand upon the most important aspects of the assigned reading materials. Students are still responsible for mastering any content from the assigned readings, exercises, or assignments that is NOT covered in a lecture presentation.

Articles and other resources will be posted on e-Learning.

1. The US Burden of Disease Collaborators. The State of US Health, 1990-2016. JAMA 2017; 319:1444-1472.
2. Dwyer-Lindgren, L, Bertozzi-Villa A, et al. US County-Level Trends in Mortality Rates for Major Causes of Death, 1980-2014. JAMA 2016; 316:2385-2401
3. Gupta et al. Association of the Hospital Readmissions Reduction Program Implementation With Readmission and Mortality Outcomes in Heart Failure. JAMA Cardiol. 2018 Jan 1;3(1):44-53
4. Hackshaw et al. The accumulated evidence on lung cancer and environmental tobacco smoke. BMJ. 1997 Oct 18; 315(7114):980-8.
5. Wills TA et al. E-cigarette use and respiratory disorders: an integrative review of converging evidence from epidemiological and laboratory studies. Eur Respir J. 2021 Jan 21;57(1):1901815.
6. O'Brien D et al. Association between electronic cigarette use and tobacco cigarette smoking initiation in adolescents: a systematic review and meta-analysis. BMC Public Health. 2021 Jun 3;21(1):954.
7. Ridker PM, et al. Antiinflammatory Therapy with Canakinumab for Atherosclerotic Disease NEJM 2017; 377:1119-1131

8. Mittleman MA et al. Triggering of acute myocardial infarction by heavy physical exertion. Protection against triggering by regular exertion. Determinants of Myocardial Infarction Onset Study Investigators. *N Engl J Med.* 1993 Dec 2;329(23):1677-83.
9. Cancer Staging, Chapter 14 (Cancer Registry Management, Principles and Practices for hospitals and central registries, third edition)
10. Bray F, Znaor A, Cueva P, Korir A, Swaminathan R, Ullrich A, Wang SA, Parkin DM. Planning and developing population-based cancer registration in low-and middle-income settings. International Agency for Research on Cancer, 2014.
11. Planning and Developing Population-Based Cancer Registration in Low- and Middle-Income Settings. <http://publications.iarc.fr/Book-And-Report-Series/Iarc-Technical-Publications/Planning-And-Developing-Population-Based-Cancer-Registration-In-Low--And-Middle-Income-Settings-2014>
12. Min YI, et al. Cardiovascular Disease Burden and Socioeconomic Correlates: Findings From the Jackson Heart Study. *J Am Heart Assoc.* 2017 Aug 4;6(8)
13. Discrimination and Hypertension Risk Among African Americans in the Jackson Heart Study. *Hypertension.* 2020 Sep;76(3):715-723.
14. Kyrgiou M, Kalliala I, Markozannes G, Gunter MJ, Paraskeva E, Gabra H, et al. Adiposity and cancer at major anatomical sites: umbrella review of the literature. *BMJ.* 2017; 356: j477
15. Allott EH and Hursting SD. Obesity and cancer: mechanistic insights from transdisciplinary studies. *Endocr Relat Cancer.* 2015;22(6):R365–R386.
16. Wojciechowska J, Krajewski W, Bolanowski M, Kręcicki T, Zatoński T. Diabetes and Cancer: a Review of Current Knowledge. *Exp Clin Endocrinol Diabetes.* 2016;124(5):263-75
17. Kuchiba A, Morikawa T, Yamauchi M, Imamura Y, Liao X, Chan AT, et al. Body mass index and risk of colorectal cancer according to fatty acid synthase expression in the nurses' health study. *J Natl Cancer Inst.* 2012;104(5):415-20.
18. Willett W and Lenart E. Reproducibility and validity of food frequency questionnaires. In *Nutritional Epidemiology.* Walter Willett. 3rd Edition. Oxford University Press. New York, NY. 2013.
19. Willett WC, Stampfer MJ. Total energy intake: Implications for epidemiologic analyses. *Am J Epidemiol* 1986;124:17–27
20. Lüchtenborg M, Weijenberg MP, deRoemen GM, et al. Meat and fish consumption, APC gene mutations and hMLH1 expression in colon and rectal cancer: a prospective cohort study (The Netherlands). *Cancer Causes Control.* 2005;16(9):1041-54.
21. Nyitray AG, Carvalho da Silva RJ, Baggio ML, Smith D, Abrahamsen M, Papenfuss M, et al. Six-month incidence, persistence, and factors associated with persistence of anal human papillomavirus in men: the HPV in men study. *J Infect Dis.* 2011;204(11):1711-22
22. Solis EC, et al. The 9-year clinical course of depressive and anxiety disorders: New NESDA findings. *J Affect Disord.* 2021;295:1269-1279. doi:10.1016/j.jad.2021.08.108
23. Perry BI, et al. Dysglycaemia, Inflammation and Psychosis: Findings from the UK ALSPAC Birth Cohort. *Schizophrenia Bulletin.* 2019;45(2):330-338. <https://doi.org/10.1093/schbul/sby040>
24. Liu NH, et al. Excess mortality in persons with severe mental disorders: a multilevel intervention framework and priorities for clinical practice, policy and research agendas. *World Psychiatry.* 2017;16(1):30-40. doi:10.1002/wps.20384

Required Equipment

Computer with high-speed internet access and use of a supported browser. Please refer to the student computing requirements listed on the Online Student Resources page. This course is delivered entirely online using the University of Florida's e-Learning in Canvas Course Management System. To access this course, you will use your Gatorlink ID and password to login to the course (via Canvas).

Technical Support

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/>

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 Student

ACADEMIC REQUIREMENTS AND GRADING

The evaluation of student performance in PHC 6003 will consist of four parts:

Final essay: (25%) The final essay will consist of review of a scientific paper.

Two take-home essay tests: (20% total -10% each) This will be an open-book test with essay format. These essays will test comprehension and skill objectives for the course. Individual essays will be graded with comments and a discussion for student questions will be held two weeks after the examination is submitted.

Leadership of Class Discussion on Papers: (20%) Student groups will present critique of assigned reading each week (unless that week is used for other purpose). They will present a formal overview of the paper and then provide questions for the class to answer based on their presentation (using online survey tool, Kahoot!) followed by a question and class debate on whether the class believes the paper adequately answers the study hypothesis.

Team presentations: (20%) These will be a 20 minute oral presentation by teams of 2-4 students. Team will be asked to present a formal discussion of an issue in the chronic disease of their choice, according to those chapters in the Harris et al textbook. The same grade will be given to all members of the team unless all students do not contribute to the presentation. This will assess the comprehension skills and learning objectives.

Class Discussion: (15%) This will assess engagement of the student in discussion of the assignments, essays, and team presentations.

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

Points earned	93%-100%	90%-92%	87%-89%	83%-86%	80%-82%	77%-79%	73%-76%	70%-72%	67%-69%	63%-66%	60%-62%	Below 60%
Letter Grade	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.

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 Grading and Grade Policies posted by the Registrar's Office.

Exam Policy

Policy Related to Make up Essays or Other Work

Students will be allowed to make-up quizzes, assignments, and discussion board activities for acceptable reasons as described in the Graduate Catalog. See:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>

If you are unable to submit an assignment on time, it is your responsibility to contact the instructor through email as soon as possible to request an alternate arrangement and due date. If an alternate arrangement is not requested or offered then no credit will be given for the assignment. Any approved make-up assignments should be submitted to the instructor through email.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS 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 Attendance

This is an in-person/online hybrid course and therefore, attendance means you are expected to complete the course learning activities so that you meet the established deadlines. Please note all faculty are bound by the UF policy for excused absences.

Students are expected to be present, on time, and to participate in all class sessions. Students who know they will need to miss a class session should discuss this with the instructor prior to the date of the class or on the day of the absence for illness or emergency. According to the UF Catalog (link below): "In general, acceptable reasons for absences from class include illness, serious family emergencies, special curricular requirements, 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. Other reasons also may be approved." If student arrive 10 minutes late or leave 10 minutes before the end of class, without prior permission, this will be reflected in their class discussion grade.

For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students who wish to drop from the course must do so by the drop/add deadline established by the Office of the University Registrar. Students must not assume they will be automatically dropped if they fail to participate in the course learning activities.

Classroom Policy

Recordings. 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.

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. 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>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Communication Guidelines

The preferred mode of communication with the course instructors is via email feature on Canvas. While emailing instructors, please make sure to copy both instructor and graduate assistant on the mail and always check the box, ‘Send an individual message to each recipient’. This way we can ensure prompt response to your emails.

Participation

Professional and respectful behavior is expected of all students participating in this course. Please be aware that all assignments and homework are due on the specified date and time.

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.

Use of unauthorized assistance resources

As graduate students at the UF, you are expected to present your own work for grading. Unauthorized sources of help, including commercially available software and services are not allowed. Even though the students will not be graded on their grammar, it is expected that as graduate students you will have sufficient English language skills to convey your thoughts in organized and understandable manner. If the assignment is unreadable, it will not be graded and will be assigned zero points. Use of unauthorized assistance sources will result in zero points on the written assignment and a report to the Dean of Student’s Office. If you need assistance with English language and/or writing, you may visit the UF Writing Program Website to learn about available help. Online Faculty Course

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 /](https://gatorevals.aa.ufl.edu/public-results/).

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. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U 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>
- **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.](#)

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

Campus Resources:
[Academic Resources](#)

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>.