PSY4930, Section 18284: Special Topics in Psychology

Adherence and Self-Management in Pediatric Chronic Illness Populations

(3 credit hours)

Location: UF E-Learning
Semester: Summer C 2020
Delivery Format: Online
Course Website: https://elearning.ufl.edu/

Instructor Information
Instructor Name: Sarah Westen, Ph.D.
Room (Office) Number: HPNP 3177
Phone Number: 352-273-6029
Email Address: westens@phhp.ufl.edu
Office Hours: By appointment
Preferred Course Communications: E-Learning/Email

Prerequisites
PSY 2012 General Psychology; CLP 3144 Abnormal Psychology

Purpose and Outcome
Purpose:
This course is designed to provide students with a broad overview of Adherence and Self-Management in Pediatric Psychology. Contemporary theories, evidence-based assessments, and intervention approaches for common pediatric chronic illnesses will be covered. The course introduces with a summarization of the state of the field and provides a general foundation in adherence and self-management. Subsequent topics in the course focus on current psychological assessments and interventions unique to specific diseases. The course concludes with an emerging areas topic to illustrate the future of clinical and research work in adherence. This course will emphasize the integration of science and practice when solving behavioral adherence problems of children and families.

Relation to program outcomes:
This course serves as an upper-level course within clinical and health psychology at the University of Florida. The early-stage developmental focus will support learning objectives that are applicable to a range of clinical and health profession degrees including public health, psychology, pre-medicine, and early development undergraduate training programs.

Course Objectives and/or Goals
After successfully completing PSY4930, the student will have:

1. Gained a broad understanding of the **concept of adherence and self-management** as it relates to pediatric chronic illness management.
2. Acquired understanding of how adherence and self-management **impact disease outcomes** in common pediatric chronic illnesses.

3. Learned the role of pediatric psychologists in the **clinical assessment** of adherence and self-management, with an emphasis on disease-specific evidence-based concepts.
4. Learned the role of pediatric psychologists in the **clinical intervention** of adherence and self-management, with an emphasis on disease-specific evidence-based concepts.
5. Gained a broad understanding of **barriers that impact adherence and self-management** in pediatric chronic illness populations.
6. Acquired practice **reading and critiquing scientific literature** related to adherence and self-management in common pediatric chronic illnesses.

Instructional Methods

This course will be conducted online via the UF Canvas E-Learning system. All course content will be provided through assigned readings, video lectures, and other posted assignments or discussions. To ensure student understanding and attention to material, students will participate in lecture quizzes for several modules, two exams, and extend learning beyond course content through assignments and a written paper (see below for more information).

This is a highly structured and content-paced course, meaning that you cannot progress to the next module until you have completed the prior one. Quizzes, assignments, and exams are locked by date, so it is *critically* important that you stay up to date and complete your modules each week. Since this is an online course that is designed to be completed through the course website, it is expected that students will complete all quizzes, exams, and assignments on their own – with no outside help from others unless specifically discussed with the course instructor. There are no group assignments in this course – thus, you need to complete all tasks independently.

The format of this course will be primarily lectures, given primarily by the course instructor with occasional possible guest lecturers or selected videos. Case presentations and video demonstrations will also be used during this course, and these materials will be made available on the course website as well. Although the size and structure of this course somewhat limits class discussions, we strongly encourage students to ask questions, comment on, and discuss the material presented. Effort will be given to provide engaging and participatory lectures.

Finally, it is important for students to note that this course is designed to provide the *same amount of information* that would be given in a full 12-week, in-person course offered in the Summer. Therefore, the pacing of information is quite rapid with weekly student participation required.

The Respondus LockDown Browser and HonorLock Proctoring Services

Use of The Respondus LockDown Browser will be required for all graded quizzes in this course. Use of HonorLock Proctoring Services will be required for all graded exams in this course. Please see details below for requirements to use these services. It is important that you plan ahead to ensure you have met all system and technology requirements to successfully use these services prior to quiz and exam deadlines. A webcam and microphone are required for exams.

The Respondus LockDown Browser:
For graded **quizzes**, this course will use The Respondus LockDown Browser. If your quiz requires the use of this browser, it will say "requires use of the LockDown browser" in the title of the quiz and you will not be able to begin the quiz in a traditional browser. If you have not already installed the browser, you will be given a link to download the browser, or you may install the browser at any time from | this link. (All UF Computer Labs have LockDown browser installed.) Once you have installed the browser, you may use it for all future quizzes requiring the use of the LockDown browser. Once

you have installed the browser on your computer, open the LockDown browser. It will open directly to the E-Learning log-in page. Click **login** in the upper right corner and login using your gatorlink username and password. You will then be in E-Learning. Go to the course where the test is being given and begin the quiz. You want to make sure you have a strong, reliable internet connection when using LockDown browser. It is not recommended to take the quiz from a cafe or other open wireless connection. When taking a quiz in the LockDown browser, your computer will be disabled for all purposes except for taking the quiz. You cannot visit another website, open another application, copy/print any screen. The only way to get out of the LockDown browser is to submit your quiz.

HonorLock Proctoring Services:

For graded **exams**, this course will use HonorLock proctoring service. HonorLock ensures exam integrity and enables administration of remote online exams.

- There will not be proctoring fees for this course.
- No pre-scheduling is required. You can take your exam at any time during the window it is open in E-Learning.
    - 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 E-Learning 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.
- Instances of cheating or inappropriate behavior will be considered violations of the Student Honor Code and will result in disciplinary action.
- Students will need to have Google Chrome, a microphone and 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 exams. Inexpensive modem cables are available in most electronic stores and online.

HonorLock Set-Up:

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

1. Review the following HonorLock Student Information to obtain an overview of HonorLock:
- HonorLock Student Proctoring
- HonorLock Student Guide
- HonorLock Student Preparation Checklist

Taking Exams:

Again, no pre-scheduling is required. You can take your exam at any time during the window it is open in E-Learning. Please plan accordingly to *finish your exams* by the time indicated it will close in E-Learning.

- Please plan on extra time to complete your exams 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.
1. Keep the following in mind:
1. You must use Google Chrome browser with HonorLock.
2. When it is available open your exam in E-Learning.
3. Click "Get Started" and "Install Extension".
4. Click "Add extension" and then "Take the Quiz/Exam".
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.

Quiz and Exam Rules:

- Quizzes and exams will be administered as described in the course schedule.
- Quizzes and exams are closed book, closed notes.
- Quizzes and exams are to be completed independently.
- No extra materials are allowed (e.g., no blank paper).
- Students must plan to take their quizzes and exams in an environment where other people are not in the room during testing.
  - o HonorLock: You are required to pan your camera around the room and your desk and clear it of anything not allowed in the exams.

Support:

- **Respondus LockDown Browser:** If you encounter technical difficulties while taking a test using the LockDown browser, call the Help Desk (352) 392-4357 immediately. For more information, visit https://lss.at.ufl.edu/help/Student_Help.
- **HonorLock:** Call HonorLock at 855-828-4004 for 24/7 support assistance. Then contact your instructor to let them know you had an issue. If applicable, other emergency numbers are available in your course site.

Description of Course Content

Please refer to the E-Learning course website which breaks down each week with a review of readings, quizzes, exams, and/or assignments due. Links to recorded lectures and other resources will be provided under the appropriate week in E-Learning. Readings, with the exception of the textbook, will be accessible via the E-Learning website. Additional readings beyond those listed may be uploaded to E-Learning based on class interest, guest lecturers, or updates in research. It is highly suggested that readings are completed prior to viewing lectures. Lectures will serve as a summary and application of readings. This schedule is subject to change due to instructor planning. Check E-Learning weekly for updates and announcements.

Week	Dates	Topic	Readings	Quizzes/Exams	Assignments
1	**5/11/-5/17**	Syllabus Overview Introduction to Adherence and Self-Management in Pediatric Populations	Driscoll & Modi Chapter 1 Modi, Pai, Hommel . . . & Drotar (2012) Quittner, Modi, Lamanek . . . & Rapoff (2008)	Quiz 1 open 5/15 at 6:00am to 5/17 at 11:59pm	
2	**5/18-5/24**	Pediatric Asthma Childhood Obesity	Driscoll & Modi Chapters 2 & 4 Gray, Netz, McConville . . . & Schaefer (2018) Rahelic, Glabska, Guzek . . . & Krnic (2020)	Quiz 2 open 5/22 at 6:00am to 5/24 at 11:59pm	Assignment 1 Due 5/24 at 11:59pm
3	**5/25 (Holiday)-5/31**	Pediatric Type 1 Diabetes Cystic Fibrosis	Driscoll & Modi Chapters 3 & 5 Westen, Warnick, Albanese-O'Neill . . . & Janicke (2019) Hommel, Rausch, Towner . . . & Stallings (2019)	Quiz 3 open 5/29 at 6:00am to 5/31 at 11:59pm	
4	**6/1-6/7**	Chronic Pain Pediatric Oncology	Driscoll & Modi Chapters 6 & 7 Manworren & Stinson (2016) Morrison, Martsolf, Wehrkamp . . . & Pai (2017) Vandermorris, Sampson, & Korenblum (2020)	Quiz 4 open 6/5 at 6:00am to 6/7 at 11:59pm	Assignment 2 Due 6/7 at 11:59pm
5	**6/8-6/14**	Pediatric Sickle Cell Disease Midterm Exam Review	Driscoll & Modi Chapter 8 Badawy, Thompson, Holl . . . & Liem (2018)	Quiz 5 open 6/12 at 6:00am to 6/14 at 11:59pm	
	6/15-6/21	Midterm Exam		Midterm Exam open 6/18 at 6:00am to 6/19 at 10:00pm	
6	**6/22-7/5**	SUMMER BREAK			

7	**7/6-7/12**	Pediatric Epilepsy Spina Bifida	Driscoll & Modi Chapters 9 & 10 Gutierrez-Colina, Smith, Mara, & Modi (2018) Wagner, Modi, Johnson . . . & Smith (2017) Psihogios, Kolbuck, & Holmbeck (2015)	Quiz 6 open 7/10 at 6:00am to 7/12 at 11:59pm	Assignment 3 Due 7/12 at 11:59pm
8	**7/13-7/19**	Inflammatory Bowel Disease & Gastrointestinal Disorders HIV/AIDS	Driscoll & Modi Chapters 11 & 12 Barker, Shapiro, Lobato-Barrera . . . & Leleiko (2020) Piana, Danhof, & Pasqua (2017)	Quiz 7 open 7/17 at 6:00am to 7/19 at 11:59pm	
9	**7/20-7/26**	Solid Organ Transplant Rheumatic Diseases	Driscoll & Modi Chapters 13 & 14 Yazigi (2017) Brandelli, Chambers, Tetelman . . . & Wilson (2019)	Quiz 8 open 7/24 at 6:00am to 7/26 at 11:59pm	Assignment 4 Due 7/26 at 11:59pm
10	**7/27-8/2**	Dermatological Disorders Pediatric Sleep	Driscoll & Modi Chapters 15 & 16 Shah, Cortina, Ernst & Kichler (2015) Watach, Xanthopoulos, Afolabi-Brown . . . & Sawyer (2020)	Quiz 9 open 7/31 at 6:00am to 8/2 at 11:59pm	THINK AHEAD: Paper Due 8/10 at 11:59pm
11	**8/3-8/9**	Emerging Areas Final Exam Review	Driscoll & Modi Chapter 17 Plevinsky, Gutierrez-Colina, Carmody . . . & Modi (2020)	Quiz 10 open 8/7 at 6:00am to 8/9 at 11:59pm	THINK AHEAD: Paper Due 8/10 at 11:59pm
12	**8/10-8/14**	Final Exam		Final Exam open 8/13 at 6:00am to 8/14 at 10:00pm	Paper Due 8/10 at 11:59pm

Complete Listing of Additional Readings:

- Badawy, S. M., Thompson, A. A., Holl, J. L., Penedo, F. J., & Liem, R. I. (2018). Healthcare utilization and hydroxyurea adherence in youth with sickle cell disease. Pediatric Hematology & Oncology, 35(5-6), 297-308.
- Barker, D. H., Shapiro, J., Lobato-Barrera, D., McQuaid, E., & Leleiko, N. (2020, Epub ahead of print). Challenges and approaches to assessing medication adherence in pediatric inflammatory bowel diseases. *Journal of Pediatric Gastroenterology and Nutrition*.

- Brandelli, Y. N., Chambers, C. T., Tutelman, P R., Stinson, J. N., Huber, A. M., & Wilson, J. P. (2019). Parent pain cognitions and treatment adherence in juvenile idiopathic arthritis. *Journal of Pediatric Psychology, 44*(9), 1111-1119.
- Gray, W. N., Netz, M., McConville, A., Fedele, D., Wagoner, S. T., Schaefer, M. R. (2018). *Pediatric Pulmonology, 53,* 668-684.
- Gutierrez-Colina, A. M., Smith, A. W., Mara, C. A., & Modi, A. C. (2018). Adherence barriers in pediatric epilepsy: From toddlers to young adults. *Epilepsy & Behavior, 80*, 229-234.
- Hommel, K. A., Rausch, J., Towner, E. K., Schall, J., Maqbool, A., Mascarenhas, M., & Stallings, V. (2019). Adherence to nutritional supplementation in cystic fibrosis. *Journal of Pediatric Nursing, 47*, 18-22.
- Manworren, R. C. B. & Stinson, J. (2016). Pediatric pain measurement, assessment, and evaluation. *Seminars in Pediatric Neurology, 23*, 189-200.
- Modi, A. C., Pai, A. L., Hommel, K. A., Hood, K. K., Cortina, D., Hilliard, M., Guilfoyle, S. M., Gray, W., & Drotar, D. (2012). Pediatric Self-management: A framework for research, practice, and policy. *Pediatrics, 129*(2), 4473-e485.
- Morrison, C. F., Martsolf, D. M., Wehrkamp, N., Tehan, R., & Pai, T. L. H. (2017). Medication adherence in hematopoietic stem cell transplantation: A review of the literature. *Biology of Blood and Marrow Transplantation, 23*, 562-568.
- Piana, C., Danhof, M., & Pasqua O, D. (2017). Impact of disease, drug and patient adherence on the effectiveness of antiviral therapy in pediatric HIV. *Expert Opinion on Drug Metabolism & Toxicology, 13*(5), 497-511.
- Plevinsky, J. M., Gutierrez-Colina, A. M., Carmody, J. K., Hommel, K. A., Crosby, L. E., McGrady, M. E., Pai, A. L. H., Ramsey, R. R., & Modi, A. C. (2020) Patient-reported outcomes for pediatric adherence and self-management: A systematic review. *Journal of Pediatric Psychology, 45*(3), 340-357.
- Psihogios, A. M., Kolbuck, V., & Holmbeck, G. N. (2015). Condition self-management in pediatric spina bifida: A longitudinal investigation of medical adherence, responsibility-sharing, and independence skills. *Journal of Pediatric Psychology, 40*(8), 790-803.
- Quittner, A. L., Modi, A. C., Lemanek, K. L., Levers-Landis, C. E., & Rapoff, M. A. (2008). Evidence-based assessment of adherence to medical treatments in pediatric psychology. *Journal of Pediatric Psychology, 33*(9), 916-936.
- Rahelic, V., Glabska, D., Guzek, D., Pavic, E., Rumora Samarin, I. R., Bogdanic, A., Spehar Uroic, A., Rojnic Putarek, N., & Krnic, N. (2020, Epub ahead of print). Role of parents in body mass reduction in children with obesity—adherence and success of 1-year participation in an intervention program. *Medicina, 56,* 168.
- Vandermorris, A., Sampson, L., & Korenblum, C. (2020, Epub ahead of print). Promoting adherence in adolescents and young adults with cancer to optimize outcomes: A developmentally oriented narrative review. Pediatric Blood & Cancer, 67:e28128.
- Wagner, J. L., Modi, A. C., Johnson, E. K., Shegog, R., Escoffery, C., Bamps, Y., Austin, J K., Schultz, R. J., MapelLentz, S., & Smith, G. (2017). Self-management interventions in pediatric epilepsy: What is the level of evidence? *Epilepsia, 58*(5), 743-754.
- Shah, K. N., Cortina, S., Ernst, M. M., & Kichler, J. C. (2015). Psoriasis in childhood: Effective strategies to improve treatment adherence. *Psoriasis: Target and Therapy 5*, 43-54.
- Watach, A. J., Xanthopoulos, M. S., Afolabi-Brown, O., Saconi, B., Fox, K. A., Oiu, M., & Sawyer, A. M. (2020, Epub ahead of print). Positive airway pressure adherence in pediatric obstructive sleep apnea: A systematic scoping review. Sleep Medicine Reviews, 51:101273.
- Westen, S. C., Warnick, J. L., Albanese-O'Neill, A., Schatz, D. A., Haller, M. J., Entessari, M., & Janicke, D. M. (2019). Objectively measured adherence in adolescents with type 1 diabetes on multiple daily injections and insulin pump therapy. *Journal of Pediatric Psychology, 44*(1), 21-31.
- Yazigi, N. A. (2017). Adherence and the pediatric transplant patient. *Seminars in Pediatric Surgery, 26*, 267-271.

Course Materials and Technology

1. *Required Textbook*: Modi, A. C., & Driscoll, K.A. (2020). *Adherence and Self-Management in Pediatric Populations*. (1st Edition). London: Elsevier Inc. ISBN # 978-0-12-816000-8

   This text has been ordered through the UF Text Adoption service and should be available at the bookstore. Electronic (e.g., Kindle or e-text) copies may also be available for purchase online.

2. *Additional readings:* Assigned readings, as listed above, will be available for download on the course website for use with Adobe Acrobat Reader.

3. *Electronic Device*: Given this is an online course, an electronic device with internet and E-Learning capabilities is required. Please contact the UF Computer Help Desk (contact information below) if you have questions or concerns regarding your device's capabilities.

4. *E-Learning*: E-Learning is the course management system that you will use for this course. E-Learning is accessed by using your Gatorlink account name and password at elearning.ufl.edu. There are several tutorials and student help links on the E-Learning login site. Quizzes and exams will require use of E-Learning's lock-down browser feature.

5. If you have technical questions with your electronic device or the E-Learning website, call the UF Computer Help Desk at 352-392-HELP or send email to helpdesk@ufl.edu. You are responsible for checking your account prior to each class to determine how you should prepare for the upcoming class.

   For technical support for this class, please contact the UF Help Desk at:
   - Learning-support@ufl.edu
   - (352) 392-HELP - select option 2
   - https://lss.at.ufl.edu/help.shtml

Academic Requirements and Grading

Please review the section titled "The Respondus LockDown Browser and HonorLock Proctoring Services" above for detailed information about system requirements during quizzes and exams.

Quizzes:
There will be ten quizzes in this course, each will be worth 2% (for a total of 20%) of the final grade. Quizzes will be administered during a specific open period on E-Learning using The Respondus Lockdown Browser. Quizzes must be submitted prior to the end of the open period. The format of quizzes will be multiple choice and/or free response. There will be no make-up quizzes, except for documented medical reasons (i.e., physician note); other documented emergencies may or may not be approved pending decision by the instructor. If you miss a quiz, you will receive a score of zero on that quiz. Quizzes will not be cumulative and will cover material from readings, lectures, assignments, and discussions during the week they are assigned. Quizzes not completed during the open period or missed due to unexcused absences will be given a zero. Quizzes are closed book, to be completed independently, and no notes are allowed.

Exams:
There will be two exams in this course, each will be worth 25% (for a total of 50%) of the final grade. Exams will be administered during a specified open period on E-Learning using HonorLock Proctoring Services. Exams must be submitted prior to the end of the open period. The format of exams will be multiple choice and free response. There will be no make-up exams, except for documented medical reasons (i.e., physician note); other documented emergencies may or may not be approved pending decision by the instructor. If you miss an exam, you will receive a score of zero on that exam. Students who are unable to complete either exam on the date/time specified may request arrangements to take the exam early, pending approval by the instructor. Such requests should be submitted in writing to the instructor as early as possible in the semester; these

arrangements must be made early in the semester or they will not be considered. Exams will not be cumulative and will cover material from readings, lectures, assignments, quizzes, and discussions. Exams are closed book, to be completed independently, and no notes are allowed.

Assignments Submitted to E-Learning:
There will be four assignments in this course. Assignments will vary in nature; for example, they will include online discussion board posts or follow-up work that reflects application of readings and course lectures. Detailed instructions for each assignment will be provided in E-Learning. These assignments will each be worth 5% of your grade (for a total of 20%) of the final grade.

Paper Submitted to E-Learning:
There will be one paper required in this course. This paper will be worth 10% of the final grade. Instructions are presented below and will be provided in E-Learning. The paper will be submitted electronically via E-Learning as an assignment. Papers are to be 4 to 6 pages in length (as specified below), double spaced, 12-point font, with 1-inch margins.
Paper Instructions:
Choose one of the common pediatric chronic illnesses covered in this course. Based on what you learn about this disease, via lecture, textbook, and additional reading content, your goals are to:
1) Briefly describe the disease and the importance of disease-specific adherence and self-management. [.5 to 1 page]
2) Discuss potential barriers to adherence and self-management. [.5 to 1 page]
3) Describe how the assessment methods addressed in the course measure these disease-specific barriers to adherence. If the assessment of barriers is not addressed in the content covered, describe a hypothetical questionnaire you could create to measure these barriers. If the measurement of barriers is addressed, describe how you could strengthen the described questionnaire(s) to expand upon measurement of these barriers. [1 to 1.5 pages]
4) Describe how the intervention methods addressed in the course could address and treat these disease-specific barriers to adherence. You may cite current interventions, and/or describe hypothetical interventions you think may be beneficial to improve treatment adherence. [1 to 1.5 pages]
5) Be sure to discuss how you would measure improvement of adherence (i.e., how would you know someone improved? Think about both psychological and physical health outcomes). Discuss the potential use of patient-reported outcomes measurement. [1 page]

Grading
Snapshot View:

Requirement	Number Throughout Semester	% of Final Grade
Exams	2	50%
Quizzes	10	20%
Assignments	4	20%
Paper	1	10%
Total		100%

Detailed View:

Requirement		Open Period	Total Points (% of Final Grade)
Exams	*Exams will be closed note, administered on E-Learning during the specified open window. HonorLock Proctoring Services is required.*		**50%**
Midterm Exam		Midterm Exam open 6/18 at 6:00am to 6/19 at 10:00pm	**25%**
Final Exam		Final Exam open 8/13 at 6:00am to 8/14 at 10:00pm	**25%**
Quizzes	*Quizzes will be closed note, administered on E-Learning during the specified open window. Respondus LockDown Browser is required.*		**20%**
Quiz 1		Quiz 1 open 5/15 at 6:00am to 5/17 at 11:59pm	**2%**
Quiz 2		Quiz 2 open 5/22 at 6:00am to 5/24 at 11:59pm	**2%**
Quiz 3		Quiz 3 open 5/29 at 6:00am to 5/31 at 11:59pm	**2%**
Quiz 4		Quiz 4 open 6/5 at 6:00am to 6/7 at 11:59pm	**2%**
Quiz 5		Quiz 5 open 6/12 at 6:00am to 6/14 at 11:59pm	**2%**
Quiz 6		Quiz 6 open 7/10 at 6:00am to 7/12 at 11:59pm	**2%**
Quiz 7		Quiz 7 open 7/17 at 6:00am to 7/19 at 11:59pm	**2%**
Quiz 8		Quiz 8 open 7/24 at 6:00am to 7/26 at 11:59pm	**2%**
Quiz 9		Quiz 9 open 7/31 at 6:00am to 8/2 at 11:59pm	**2%**
Quiz 10		Quiz 10 open 8/7 at 6:00am to 8/9 at 11:59pm	**2%**
Assignments	*Assignments are to be submitted in E-Learning.*		**20%**
Assignment 1		Assignment 1 Due 5/24 at 11:59pm	**5%**
Assignment 2		Assignment 2 Due 6/7 at 11:59pm	**5%**

Assignment 3		Assignment 3 Due 7/12 at 11:59pm	**5%**
Assignment 4		Assignment 4 Due 7/26 at 11:59pm	**5%**
Paper	*Paper is to be submitted in E-Learning.*		**10%**
Paper		**Paper Due 8/10 at 11:59pm**	**10%**
Total			**100%**

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

Example:

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 the Bachelor of Health Science Program. A minimum grade of C is required for general education course credit.

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

More information on UF grading policy may be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades

Policies

Quiz and Exam Policy:

There will be ten quizzes and two exams in this course. Quizzes and exams may consist of multiple choice and/or free response questions. Exams focus on the course content covered since the previous exam; that is, exams will not be cumulative. However, application of material in the Final Exam will require a broad knowledge of concepts learned from the beginning of the course. Each quiz is worth 2% of your grade. Each exam 25% of your grade. Quizzes and exams are closed-book and no notes will be allowed. All quizzes and exams must be completed during the scheduled time, via E-Learning, using Respondus Lockdown Browser (quizzes) and HonorLock Proctoring Services (exams). Please see detailed guidelines and policies above.

Policy Related to Make up Exams or Other Work:

You are expected you to complete all course readings, assignments, and quizzes/exams. You are expected to view all course lectures. Personal issues with respect to fulfillment of course

requirements will be handled on an individual basis. If you must miss an exam because of a foreseeable conflict (i.e., professional conference, athletic competition, religious observance, etc.) you are expected to notify the instructor immediately to set-up alternative arrangements *prior* to the exam date. If a student misses an exam due to an illness or medical emergency, they will be required to provide a statement from their healthcare provider documenting the illness or medical emergency. A make-up exam will be provided the first day the student returns to their normal class schedule or at the earliest convenience of the instructor. Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Excused absences must be consistent with university policies in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance) and require appropriate documentation.   Additional information can be found here:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Reporting illnesses and family emergencies:
In the event you experience an unexpected illness, family, or otherwise personal emergency please notify us immediately to set-up alternative arrangements.

The UF Religious Holidays Policy is available at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#religious

For University of Florida **s**tudents, the following guidelines apply:

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

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.

<div align="center">

Policy Related to Required Class Attendance:

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You are required to participate fully in the course modules by consuming the content provided, completing quizzes and exams when available, and submitting assignments by their due dates online. Students must monitor E-Learning for posted announcements and course updates. Participation (viewing of course lectures, participating in online discussion posts) is considered an integral part of the learning experience. Lectures and/or discussion posts will include valuable material covered in the examinations that is not otherwise covered in the textbook. If you have any difficulty in completing any portion of the course, please alert the instructor as soon as possible.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Student Expectations, Roles, and Opportunities for Input

Expectations Regarding Course Behavior:

- Students are expected to monitor E-Learning for class announcements, changes to the course schedule, or other updates.
- Use of The Respondus LockDown Browser will be required for all graded quizzes in this course. Use of HonorLock Proctoring Services will be required for all graded exams in this course. Please see details below for requirements to use these services. It is important that you plan ahead to ensure you have met all system and technology requirements to successfully use these services prior to quiz and exam deadlines.
- Laptop, Cell Phone, and Newspaper Policy: Given that class lectures are available online, laptops will be allowed as part of course participation. Assignments are expected to be completed independently (that means, without any help from peers or others). Your cooperation is appreciated.

Academic Integrity:

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

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

Communication Guidelines

Students are expected to engage in respectful communication with the instructor and other classmates during class an on online platforms (email, E-Learning, etc.). Please view the Netiquette Guidelines here:
http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:
http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

Online Faculty Course Evaluation Process:

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

Policy Related To Guests Attending Class:
Only registered students are permitted to view course content on E-Learning.
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.phhp.ufl.edu/services/resourceguide/getstarted.htm

Support Services

Students Requiring Accommodations:

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. 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.

Campus Resources

Health and Wellness:

U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or http://www.police.ufl.edu/.

Academic Resources:

E-learning technical suppor*t*, 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.