

University of Florida
College of Public Health & Health Professions Syllabus

PSY4930, Section 17140: Special Topics in Psychology
Adherence and Self-Management in Pediatric Chronic Illness Populations
(3 credit hours)

Location: UF Canvas (e-Learning)
Semester: Summer C 2021
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.
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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 UF Zoom and 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.

The format of this course will be primarily lectures, given primarily by the course instructor with occasional possible guest lecturers or selected videos. Although the size and structure of this course somewhat limits class discussions, I 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 in-person course offered in the Summer. Therefore, the pacing of information is quite rapid with weekly student participation required.

Description of Course Content

Please refer to the UF Canvas E-Learning course website which breaks down weekly modules with a review of readings, quizzes, exams, and/or assignments due. Links to recorded lectures and other resources will be provided under the appropriate module. Readings, with the exception of the textbook, will be accessible via the UF Canvas E-Learning website. Additional readings beyond those listed may be uploaded based on class interest, guest lecturers, or updates in research. It is required 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 UF Canvas E-Learning weekly for updates and announcements.

<u>Week</u>	<u>Class Date</u>	<u>Topic</u>	<u>Modi & Driscoll Textbook Readings</u> (to be completed before class)	<u>Additional Readings</u> (to be completed before class) <i>Additional readings may be uploaded to Canvas based on class interest, guest lecturers, or research</i>	<u>Quizzes/Exams</u> (online) <i>Quizzes will be administered on Canvas in a lockdown browser during class. You must be present for the respective class period to receive credit on quizzes. Exams will be administered on Canvas</i>	<u>Assignments</u> (submit in Canvas)

				<i>updates. Please check Canvas.</i>	<i>using HonorLock.</i>		
1	5/10/21	Course Overview Overview of Pediatric Psychology			Syllabus Quiz (not graded but required) Due: 5/15/21 at 11:59pm		
2	5/17/21	Introduction to Adherence and Self-Management in Pediatric Populations Pediatric Asthma	1, 2	Modi et al (2012) Quittner et al (2008) Gray et al (2018)	Quiz 1		
3	5/24/21	Pediatric Type 1 Diabetes Childhood Obesity Cystic Fibrosis	3, 4, 5	Westen et al (2019) Rahelic et al (2020) Hommel et al (2019)	Quiz 2	Assignment 1 due 5/28 at 11:59pm	
4	5/31/21 [Holiday]	Holiday – No Class					
5	6/7/21	Chronic Pain Pediatric Oncology	6, 7	Manworren & Stinson (2016) Morrison et al (2017) Vandermorris et al (2020)	Quiz 3		
6	6/14/21	Pediatric Sickle Cell Disease Midterm Exam Review	8	Badawy et al (2018)	Quiz 4		
	6/17/21	Midterm Exam			Exam open 6/17/21 from 5:00pm to 7:45pm ET *This is to account for 2 Monday holidays this semester; please contact instructor by		

					5/15/21 if you have a conflict	
7	6/21/21 [Summer Break]	Summer Break – No Class				
8	6/28/21	Pediatric Epilepsy Spina Bifida	9, 10	Gutierrez-Colina et al (2018) Wagner et al (2017) Psihogios et al (2015), Barker et al (2020)	Quiz 5	Assignment 2 due 7/2/21 at 11:59pm
9	7/5/21 [Holiday]	Holiday – No Class				
10	7/12/21	Inflammatory Bowel Disease & Gastrointestinal Disorders HIV/AIDS Solid Organ Transplant	11, 12, 13	Piana et al (2017) Yazigi (2017)	Quiz 6	
11	7/19/21	Rheumatic Diseases Dermatological Disorders	14, 15	Brandelli et al (2019) Shah et al (2015)	Quiz 7	Get Ahead: Final Paper Due 8/6/21 at 11:59pm
12	7/26/21	Pediatric Sleep Emerging Areas Final Exam Review	16, 17	Watach et al (2020) Plevinsky et al (2020)	Quiz 8	
13	8/2/21	Final Exam			Exam open 8/2/21 from 3:30pm-6:15pm ET	Final Paper Due 8/6/21 at 11:59pm

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 below, 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>

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., Martsof, 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.
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- 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.

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 eight quizzes in this course, each will be worth 3% of your final grade. Your lowest quiz grade will be dropped; making quizzes worth a total of 21% of your final course grade. Quizzes will be administered during a specific open period on UF Canvas E-Learning using The Respondus Lockdown Browser. Quizzes must be submitted prior to the end of the open period. 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 20% (for a total of 40%) of the final grade. Exams will be administered during a specified open period on UF Canvas E-Learning using HonorLock Proctoring Services. Exams must be submitted prior to the end of the open period. 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 two assignments in this course. Detailed instructions for each assignment will be provided in UF Canvas E-Learning. These assignments will each be worth 10% 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]

Attendance:

Attendance will be taken during class on weeks 1, 2, 3, 5, 6, 8, 10, 11, and 12, unless modified by the instructor throughout the course. Each of these class period's attendance is worth 1% of your final course grade; attendance counts for a total of 9% of your final course grade. Given that this is an upper-level elective course, class attendance is expected, not optional. You are required to be present each week and participate in the live Zoom lecture and discussion to mark your class attendance. If you do miss a class, it will be your responsibility to makeup missed work and to schedule office hours as needed to discuss content from that class. You are expected to arrive to class on time and stay until dismissed in order to earn your attendance credit.

Grading

Snapshot View:

<u>Requirement</u>	<u>Number Throughout Semester</u>	<u>% of Final Grade</u>
Attendance (Weeks 1, 2, 3, 5, 6, 8, 10, 11, 12)	9 (1% each)	9%
Exams	2 (20% each)	40%
Quizzes	8 (3% each; lowest quiz dropped)	21%
Assignments	2	20%

	(10% each)	
Paper	1	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>

The Respondus LockDown Browser and HonorLock Proctoring Services

Use of The Respondus LockDown Browser will be required for the syllabus quiz, and 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 <http://www.respondus.com/lockdown/information.pl?ID=364713981> (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 Canvas log-in page. Click login in the upper right corner and login using your gatorlink username and password. You will then be in Canvas. 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 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.
- 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 : https://honorlock.com/students](https://honorlock.com/students)
 - [HonorLock Student Guide : https://drive.google.com/file/d/1ZXoedXeIDOWvnu2nISikk7WW9Q4ey3d/view](https://drive.google.com/file/d/1ZXoedXeIDOWvnu2nISikk7WW9Q4ey3d/view)
 - [HonorLock Student Preparation Checklist : http://phhp-mph-studentlife-online.sites.medinfo.ufl.edu/wordpress/files/2019/01/StudentPreparationLinks.pdf](http://phhp-mph-studentlife-online.sites.medinfo.ufl.edu/wordpress/files/2019/01/StudentPreparationLinks.pdf)

Taking Exams:

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

- 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:
 2. You must use Google Chrome browser with HonorLock.
 3. When it is available open your exam in Canvas.
 4. Click “Get Started” and “Install Extension”.
 5. Click “Add extension” and then “Take the Quiz/Exam”.
 6. Click “Launch Proctoring” and “Allow” (HonorLock to use your camera).
 7. Take the required photo by clicking “Take Photo” and click “Accept” if there is a clear image of you on screen. Otherwise “Redo”.
 8. Take the required photo of your picture ID.
 9. “Begin the Room Scan” by clicking and then scan the room with your camera. Click “I’m done once complete.
 10. Take the exam as normal.
 11. 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.
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- 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.

Policies

Exam Policy:

There will be 2 exams in this course. All exams will be completed during the scheduled time online in UF Canvas eLearning. Exams will consist of multiple choice, true/false, and/or short answer questions. Exams focus on the course content covered since the previous exam; that is, exams will not be cumulative. Each exam is worth 20% of your grade. Exams will be administered through UF eLearning Canvas using HonorLock Proctoring Services, thus a compatible electronic device will be required to take the exam. Exams will be set-up such that you cannot access other browsers or windows on your device while the exam is in session. Exams are closed-book, to be completed independently, and no notes will be allowed.

Policy Related to Make up Exams or Other Work:

We expect you to attend and to be prepared to participate in all class sessions. 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 us immediately to set-up alternative arrangements *prior* to the exam date. If a student is not in class for 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 Students, 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.

Policy Related to Recording of Lectures:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Policy Related to Required Class Attendance:

Recordings are not intended to be a replacement or substitute for attending synchronous sessions. They are intended to be a stop-gap for those who miss class due to illness or life events that are unfortunately common during the pandemic. Recordings will be made available in Canvas. As soon as links are available, I will post these. If you miss a class meeting for any reason, make sure to communicate with me.

Attendance is considered an integral part of the learning experience as class discussions and lectures will include valuable material covered in the examinations that is not otherwise covered in the textbook. Thus, class attendance will be taken, and students are expected to attend all classes and participate in class discussions to have exposure to this information. Class attendance will be calculated into your final grade in the course through attendance taken during class. **NOTE THAT STUDENTS WHO ARE NOT PRESENT IN CLASS MAY NOT RECEIVE CREDIT FOR TURNING IN AN ASSIGNMENT BASED ON AN IN-CLASS ACTIVITY OR AN IN-CLASS QUIZ ON CANVAS.** If students must be absent, they will be responsible for any missed material by acquiring lecture notes from other students who attended. You can expect that class slides will, in most cases, be on Canvas; however, not every lecture has slides that will accompany it and not all information will be on slides. Some material presented in lectures, during in-class discussions, or as provided in supplemental readings will not be in the texts and will be included on examinations. Thus, reduced attendance can be expected to result in a lower course grade.

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>.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

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

Policy Related to Guests Attending Class:

Only registered students are permitted to attend the course and view course content on Canvas. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors)

may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are not permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

Student Expectations, Roles, and Opportunities for Input

Expectations Regarding Course Behavior:

- Students are expected to turn on their video and mute themselves (unmute when speaking) during live lectures
- Students are expected to attend the entirety of live lectures and live course periods and to limit outside distractions.
- Students are expected to monitor Canvas 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.
- Media Policy: Given that class lectures are available online, devices will be allowed as part of course participation. Assignments are expected to be completed independently unless otherwise specified.
- The 5 P's of Student Responsibility for HyFlex Attendance during the Pandemic:
 - Patience: Be patient with the faculty, TAs and peers! This is new. There will be tech challenges.
 - Preparation: Be prepared for class! This applies to both the content and having your computer & headset/mic set-up ready to go.
 - Participation: Stay focused. The more you focus and participate the more you learn. Ask questions! Whether you are in person or online / remote — ask questions. You are responsible for your own learning. Attending the synchronous sessions as scheduled and participating in the learning activities will facilitate your ability to succeed in this course.
 - PPE and PHA (Personal Protective Equipment and Public Health Awareness): Follow UF guidelines and wear your mask if you are on campus in the classroom and in all face-to-face interactions. Stay home if you are ill, have any of the symptoms on the UF screening tool, or think you have been exposed to COVID. (See official policies below.)

On Campus Face-to-Face:

If you will have face-to-face instructional sessions to accomplish the student learning objectives of a course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.

Each course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.

If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

Remote and Online Synchronous Sessions:

Class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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 and on online platforms (email, Canvas, 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 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/>.

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:

Canvas 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>.