

University of Florida
College of Public Health & Health Professions Syllabus

PSY4930: Special Topics in Psychology
Adherence and Self-Management in Pediatric Chronic Illness Populations

Honors; 3 credit hours
Location: HPNP G-114
Semester: Summer C 2022, Mondays 3:30pm-6:15pm
Delivery Format: In-person
Course Website: <https://eLearning.ufl.edu/> (Canvas)

Instructor Information

Instructor Name: Sarah Westen, Ph.D. (she/her)
Room (Office) Number: HPNP 3177
Phone Number: 352-273-6029
Email Address: westens@phhp.ufl.edu
Office Hours: By appointment
Preferred Course Communications: Canvas/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. Students will be provided an overview of how adherence-enhancing approaches are applied to the psychological treatment of pediatric chronic illnesses; and, will learn adherence assessment and promotion efforts through a review of psychological literature. This course will further emphasize the integration of science and practice when problem solving behavioral adherence barriers for children and families. A special focus will be on the interactive nature of adherence and health outcomes, with discussion on how this interactive relationship is compounded by factors such as health equity, access to care, socioeconomic status, race/ethnicity, and engagement in illness management.

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.
7. Acquired understanding of the interactive relationship between adherence and health outcomes is compounded by factors related to **diversity and inclusion such as health equity, access to care, socioeconomic status, race/ethnicity, and engagement in illness management.**

Instructional Methods

This course will be conducted in person. The course will be organized and instructional material provided via the UF Canvas system. All course content will be provided through assigned readings, 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 students cannot progress to the next module until completion of the prior one. Quizzes, assignments, and exams are locked by date, so it is *critically* important that students stay up to date and complete modules each week. 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 or described by 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. Students are strongly encouraged to participate in class discussions (e.g., 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 course offered in the Summer; however, due to two holidays (Memorial Day and Juneteenth), content delivery and examination will be condensed to 10-weeks. Therefore, the pacing of information is quite rapid with weekly student participation required.

The Respondus LockDown Browser

Use of The Respondus LockDown Browser will be required for all graded quizzes and exams in this course. Please see details below for requirements to use this service. 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.

The Respondus LockDown Browser:

For graded **quizzes and exams**, this course will use The Respondus LockDown Browser. If your quiz or exam 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 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 and exams 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. When taking a quiz or exam in the LockDown Browser, your computer will be disabled for all purposes except for taking the quiz or exam. 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 or exam. **You must bring a device with Respondus LockDown Browser installed to every class period with a quiz or exam.**

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.
- The instructor will provide blank scratch paper for exams only.
- Students must plan to take their quizzes and exams in person during the class period.

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.

Description of Course Content

Please refer to the Canvas course website which breaks down each week with a review of readings, quizzes, exams, and/or assignments due. Although in-person attendance is required unless otherwise specified, the instructor will record class lectures for study purposes. Links to recorded lectures and other resources will be provided under the appropriate week in Canvas. Readings, with the exception of the textbook, will be accessible via the Canvas website. Additional readings beyond those listed may be uploaded to Canvas 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 Canvas weekly for updates and announcements.

<u>Week</u>	<u>Dates</u>	<u>Topic</u>	<u>Readings</u>	<u>Quizzes/Exams</u>	<u>Assignments</u>
1*	5/15/23	Course Overview			
2*	5/22/23	Overview of Pediatric Psychology Introduction to Adherence Pediatric Asthma	See Canvas	Quiz 1	
3	5/29/23	HOLIDAY – NO CLASS			
4*	6/5/23	Pediatric Type 1 Diabetes Childhood Obesity	See Canvas	Quiz 2	Assignment 1 due 6/12/23 at 3:00pm
5*	6/12/23	Pediatric Cystic Fibrosis Pediatric Chronic Pain	See Canvas	Quiz 3	
6	6/19/23	HOLIDAY – NO CLASS			
7	6/26/23	SUMMER BREAK – NO CLASS			
8*	7/3/23	Pediatric Oncology Pediatric Sickle Cell Diseases Exam 1 Review		Quiz 4	
9	7/10/23	Exam 1		Exam 1	
10*	7/17/23	Pediatric Epilepsy Pediatric Spina Bifida Pediatric Inflammatory Bowel Disease & Gastrointestinal Disorders	See Canvas	Quiz 5	Assignment 2 due 7/24/23 at 3:00pm

11*	7/24/23	Pediatric HIV/AIDS Pediatric Solid Organ Transplant Pediatric Rheumatic Diseases	See Canvas	Quiz 6	Paper Due 7/31/23 at 3:00pm
12*	7/31/23	Pediatric Dermatological Disorders Pediatric Sleep Emerging Areas Exam 2 Review	See Canvas	Quiz 7	
13	8/7/23	Exam 2		Exam 2	

*An * next to the week number means that attendance and participation will be graded during this class period. Given Week 1 is during Add/Drop, a student may earn full attendance credit if they 1) attend the class live, or 2) watch the Course Introduction (video recording to be posted in the Week 1 Module in Canvas on 5/16/23) and send a message in Canvas to the instructor that they have done so by 5/22/23 at 3:00pm.

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). Challenges and approaches to assessing medication adherence in pediatric inflammatory bowel diseases. *Journal of Pediatric Gastroenterology and Nutrition*, 70(6), 759-761.
- 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.
- 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). Role of parents in body mass reduction in children with obesity—adherence and success of 1-year participation in an intervention program. *Medicina*, 56(4), 168.
- Valrie, C., Thurston, I., & Santos, M. (2020). Introduction to the Special Issue: Addressing Health Disparities in Pediatric Psychology. *Journal of Pediatric Psychology*, 45(8), 833-838.
- Vandermorris, A., Sampson, L., & Korenblum, C. (2020). 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). 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 copies may also be available for purchase online at Elsevier's website:
<https://www.elsevier.com/books/adherence-and-self-management-in-pediatric-populations/modi/978-0-12-816000-8>
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 Canvas 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. **Canvas/E-Learning:** Canvas (E-Learning) is the course management system that you will use for this course. Canvas is accessed by using your Gatorlink account name and password at eLearning.ufl.edu. There are several tutorials and student help links on the Canvas login site. Quizzes and exams will require use of Canvas' lock-down browser feature.
5. If you have technical questions with your electronic device or the Canvas 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" above for detailed information about system requirements during quizzes and exams.

Quizzes:

There will be seven quizzes in this course, each is worth 2% of your grade (for a total of 14%) of your final grade. The format of quizzes will be multiple choice and/or true/false. Quizzes will be administered during class using The Respondus Lockdown Browser. You must start the quiz when the instructor announces the quiz passcode. You must be physically present in class in order to take each quiz. There will be no make-up quizzes, except for documented excused absences (e.g., a medical reason with a valid medical excuse). If you miss a quiz without an approved excused absence, 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 are closed book, to be completed independently, and no notes are allowed.

Exams:

There will be two exams in this course, each exam is worth 20% of your grade (for a total of 40%) of your final grade. The format of exams will be multiple choice, true/false, and free response. Exams will be administered during class using Respondus Lockdown Browser. You must start the exam when the instructor announces the exam passcode. You must be physically present in class in order to take each exam. There will be no make-up exams, except for documented excused absences (e.g., a medical reason with a valid medical excuse). If you miss an exam without an approved excused absence, you will receive a score of zero on that exam. Exams are closed book, to be completed independently, and no notes are allowed.

Assignments Submitted to Canvas:

There will be two assignments in this course. Each assignment is worth 7.5% of your grade (for a total of 15%) of your final grade. Assignments will vary in nature; for example, they may 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 Canvas.

Paper Submitted to Canvas:

There will be one paper required in this course. This paper is worth 15% of the final grade. Instructions are presented below and will be provided in Canvas. The paper will be submitted electronically via Canvas 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 pediatric chronic illnesses covered in this course. Based on what you learned 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) Discuss the interactive relationship between adherence and health outcomes as compounded by factors related to diversity and inclusion in your chosen chronic illness. Discussion points may include factors such as health equity, access to care, socioeconomic status, and race/ethnicity. [.5 to 1 page]
- 4) 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 page]
- 5) 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 page]
- 6) 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. [.5 to 1 page]

Attendance:

There are 8 class periods where attendance will be taken in this course (Weeks 1, 2, 4, 5, 8, 10, 11, and 12). *An * next to the week number in the schedule above means that attendance and participation will be graded during this class period. Given Week 1 is during Add/Drop, a student may earn full attendance credit if they 1) attend the class live, or 2) watch the Course Introduction (video recording to be posted in the Week 1 Module in Canvas on 5/16/23) and send a message in Canvas to the instructor that they have done so by 5/22/23 at 3:00pm.

Attendance and participation during each of the indicated class periods is worth 2% of your grade (for a total of 16%) of your final grade. In order to earn full credit for attendance, participation during class is expected. If you know you will need to miss a class, please contact the instructor as early in advance during the semester as possible. Your attendance grade will not be impacted by excused absences (e.g., medical reason with an approved medical note), though you may be asked to make-up work at a later time (e.g., watch a lecture recording and make-up a quiz). If you are absent for an unexcused reason, quiz make-ups are at the discretion of the instructor. If you are absent for an unexcused reason, attendance and participation points will be forfeit, unless, at the discretion of the instructor, alternate arrangements are made to demonstrate your participation (e.g., substitute assignment).

Grading

Equitable Grading Practices:

This course includes a combination of assessment techniques, including engagement in class discussion (which evaluates critical thinking and creativity); quiz and exam questions (which include multiple choice, true/false, or free response essay questions); assignments (which may incorporate elements of groupwork or class discussion) and a written paper. This variety is purposeful to ensure varying student strengths may shine. Students are encouraged to attend optional office hours and/or exam review sessions if additional assistance is needed in preparing for graded material. In order to ensure equitable grading practices, the instructor will include a rubric in the instruction section for all graded material.

Snapshot View:

<u>Requirement</u>	<u>Number Throughout Semester</u>	<u>% of Final Grade</u>
Exams	2	40%
Quizzes	7	14%
Assignments	2	15%
Paper	1	15%
Attendance	8 classes	16%
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>

PHHP Inclusive Learning Environment Statement

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.

Instructor Inclusive Learning Environment Statement

My goal as an instructor is to create a safe learning environment that fosters open and honest dialogue. As your instructor, I will contribute to creating a respectful, welcoming, and inclusive environment for all students. Please contribute to this mission by engaging in class discussions that demonstrate honor, respect, and dignity to all members of the class. In order to allow intellectual engagement, disagreements should be handled respectfully and with care rather than with personal attacks or aggressions. Please note that some individuals in this course may live with a chronic health condition themselves and/or know someone living with a chronic health condition. Please be mindful that some topics discussed in this course may provoke emotions, particularly if the chronic health condition covered has impacted you or someone you know. Again, honest and open dialogue is encouraged in the course; please be sensitive to your classmates' feelings and needs. Please remember to practice self-care and contact the instructor or utilize the Support Services resources outlined below should you require additional assistance.

Invitation to Share Name Pronunciation and Preferred Pronouns

An optional feature called "NameCoach" is enabled in our Canvas E-Learning platform; you will find it on the left navigation column when you select viewing of this course. In NameCoach, you may record the pronunciation of your name and may add your preferred pronouns.

Policies

Exam Policy:

There will be 2 exams in this course. All exams will be completed during the scheduled time online in eLearning. Exams will consist of multiple choice, true/false, and free response questions. Exams focus on the course content covered since the previous exam or beginning of the course; that is, exams will not be cumulative, except for broad concept information, such as The Pediatric Self-Management Model. Each exam is worth 20% of your grade. Exams will be administered in-person in the classroom through Canvas in E-Learning using Respondus Lockdown Browser, 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:

You are expected to come prepared to class and 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 a class or 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 class or 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 the instructor 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** notify the instructor immediately in class and **MUST** e-mail the instructor the ticket number 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 for study purposes. Students who are unable to attend class live may watch a live recording feed; however, attendance points may be forfeited unless prior approval is discussed with the instructor. In the event class needs to be held online, 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 speak 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 notify the instructor prior to class and alternate arrangements for participation can be made (e.g., join the Zoom session while in-class and use "chat" feature, which allows students to type questions and comments live). The chat transcript may be shared with the class; please discuss concerns with the instructor if you'd like for your chat to remain private. 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, and/or for study purposes. Recordings will be made available in Canvas. If you miss a class meeting for any reason, make sure to communicate with the instructor.

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. 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 eLearning; 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.

Please note that you may not take quizzes outside of class unless previously approved by the instructor. Approval for quiz make-ups will be considered on a case-by-case basis.

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 eLearning. 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.phpup.ufl.edu/services/resourceguide/getstarted.htm>

Response/Feedback Policy:

Students may communicate with the instructor via eLearning, e-mail, or in-person during office hours (by appointment). Contact information is provided at the top of this syllabus. Messages sent via Canvas are preferred, unless you have an urgent concern, please e-mail the instructor with the subject line "Urgent." The instructor will reply within 48 business hours. Communication will be made with students if the instructor needs to be absent or on leave, resulting in any changes to this policy. Feedback time on quizzes, exams, and assignments will vary based on the length of assignments and amount of feedback provided; though, expected timeline for grading and feedback will typically not exceed two weeks. Raw scores on multiple choice quiz and exam questions will be available immediately in Canvas, with subsequent instructor review to verify accuracy and validity.

Student Expectations, Roles, and Opportunities for Input

Expectations Regarding Course Behavior:

- Students are expected to attend the entirety of live lectures and live course periods and to limit outside distractions.
- Students are expected to monitor eLearning for class announcements, changes to the course schedule, or other updates.
- Use of The Respondus LockDown Browser will be required for all graded quizzes and exams in this course. Please see details in this syllabus 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 this course integrates use of Canvas, devices will be allowed as part of course participation. Assignments are expected to be completed independently unless otherwise specified.

On Campus Face-to-Face:

We 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.

If specified by the university, you may be 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.

If specified by the university, each course may be 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/>).

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, eLearning, 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 eLearning course menu under GatorEvals, or via <https://ufl.bluer.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.

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/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>.