

University of Florida
College of Public Health & Health Professions Syllabus
Course Number HSC 4969: Bachelor of Health Science Honors Seminar (2 credit hours)
Spring: 2017
Delivery Format: On-Campus

Instructor Name: Lisa M. Clifford, Ph.D.
Room Number: HPNP G 201
Phone Number: 273-5123
Day/Time: Tuesday, Periods 3 and 4 (9:35 a.m. to 11:30 a.m.)
Email Address: lisa.clifford@phhp.ufl.edu
Office Hours: E-mail instructor to schedule an appointment.
Teaching Assistant: Phillip D. Hahn, BHS (phillip1105@ufl.edu)
Office Hours: E-mail TA to schedule an appointment.

Preferred Course Communications (e.g. email, office phone): E-mail

Prerequisites: 3.5 GPA, PHHP majors only, department permission

PURPOSE AND OUTCOME

Course Overview: This course is designed to introduce students to the philosophy and implementation of scientific work, including an introduction to faculty research. Provides the opportunity to explore and discuss potential honors thesis topics.

Relation to Program Outcomes

This course is a prerequisite to HSC 4970 Public Health and Health Professions Senior Honors Thesis Course. This course will aid in the development of skills that are central to the scientific inquiry and research development.

Course Objectives and/or Goals: Upon completion of this course, students will be able to:

1. Describe the BHS honors sequence and the responsibilities of honors student in the College of Public Health and Health Professions.
2. Describe research opportunities in the College of Public Health and Health Professions.
3. Demonstrate skills in professional communication by identifying and contacting faculty about research opportunities and honors thesis mentorship.
4. Critically evaluate research to identify a relevant topic area for further study.
5. Formulate a problem statement (working hypothesis or research question) for investigation.
6. Format a literature review paper using proper (APA) "style" and format.
7. Develop and write a literature review paper that will demonstrate a detailed understanding of a topic area that will serve as the basis of the student's honors project.
8. Develop and conduct a scholarly research presentation.
9. Critically evaluate and provide written feedback on research presentations to their peers.

Instructional Methods: Lectures, guest speakers, small group discussions and in-class activities will be used to accomplish the course's objectives. Attendance and active participation in class sessions is required.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings
1	1/10	Review of the Honors Program Sequence <u>Presenter:</u> Dr. Jamie Pomeranz; Director, Honors Program Introduction to BHS Honors Seminar (HSC 4969) <u>Presenters:</u> Dr. Lisa Clifford & Phillip Hahn, M.S.	TBA
2	1/17	HSC Library Resources & Conducting a Literature Review <u>Presenter:</u> Ariel F. Pomputius, HSC Assistant University Librarian DUE: Brief Survey about Student's Research DUE: Description of Faculty Research DUE: Application to Research Lab	TBA
3	1/24	NO CLASS: Visit CRC for CV development	TBA
4	1/31	APA Style <u>Presenter:</u> Jacki Donaldson DUE: Curriculum Vitae DUE: Confirmation of E-mail to faculty (dated by 1/27)	TBA
5	2/7	Creating a Bibliography & Writing a Literature Review DUE: APA Style Assignment	TBA
6	2/14	Creating a Poster DUE: Match with a faculty mentor DUE: Article Review Assignment	<ul style="list-style-type: none"> • Collins, J. (2004). Making a PowerPoint Presentation • Collins, J. (2004). Giving a PowerPoint Presentation: The art of communicating Effectively • Creating a Poster using Microsoft PowerPoint 2007 http://guides.uflib.ufl.edu/HSC4969/presentations
7	2/21	NO CLASS: Students to work on Poster presentation	TBA
8	2/28	HIPAA and IRB DUE: Student Poster - Draft DUE: HIPAA & Privacy – Research Training Certificate http://privacy.ufl.edu/privacy-training/hipaa-training/hipaa-privacy-for-research/	<ul style="list-style-type: none"> • Belmont Report • Code of Federal Regulations • IRB-01 Policies & Procedures • Researcher Responsibilities • http://irb.ufl.edu/irb01/irb-01/required-reading.html
9	3/7	NO CLASS: Spring Break	
10	3/14	Student Presentations DUE: Student Poster - Final DUE: Student Presentation Notes	
11	3/21	Student Presentations DUE: Student Presentation Notes	
12	3/28	Student Presentations DUE: Student Presentation Notes	
13	4/04	Student Presentations DUE: Student Presentation Notes DUE: Background Section	
14	4/11	Student Presentations DUE: Student Presentation Notes DUE: Honors Project Agreement Form, Signed DUE: IRB/ACUC Honors Statement	
15	4/18	Student Presentations DUE: Student Presentation Notes DUE: Course Evaluation	

Course Materials, Technology, & Resources

Required Text: American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Recommended Text: Strunk, W., & White, E.B. (1999). *The elements of style* (4th ed.). New York: Pearson Longman

Online APA Style Resources

Basics of APA Style Tutorial: <http://flash1r.apa.org/apastyle/basics/index.htm>

Nova Southeastern University APA Guide: <http://sherman.library.nova.edu/sites/apa>

Additional IRB information available:

NIH Protecting Human Research Participants training: <http://phrp.nihtraining.com/users/login.php>
-Concise overview, required for DHHS funded grants.

Collaborative Institutional Training Initiative (CITI): <https://www.citiprogram.org/>

-Greater detail, broken up into modules. In 2010 IRB-01 started requiring several modules as training for research staff. (CITI is required at the vast majority of institutions).

Reading and References for IRB presentation: <http://irb.ufl.edu/irb01/irb-01/required-reading.html>

-Variety of web resources providing background information on (a) the historical events that helped shape human research ethics and protections, (b) federal regulations, and (c) more modern articles demonstrating that ongoing protection is needed.

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>

Other helpful resources:

BHS Honors Program: <http://bhs.php.ufl.edu/college-honors-program/>

University Scholars Program: <http://bhs.php.ufl.edu/forms-2/university-scholars/>

Career Resource Center: <https://www.crc.ufl.edu/>

Location: Level One J. Wayne Reitz Union

Drop-in Hours: 9:00AM – 4:00PM

Busiest time: 12:00PM – 2:00PM

Health Science Center Library:

Library Liaison for HSC 4969 Honors Seminar: Ariel Pomputium

Libraries Guides for HSC 4969: Honors Seminar: <http://guides.uflib.ufl.edu/HSC4969>

ACADEMIC REQUIREMENTS AND GRADING

Assignments

- *Class participation and attendance* – 5 points for each of 14 class periods (Total = 70 points)
Each week, students will receive class attendance and participation points. To receive full credit for this participation component, students are expected to attend the full class period and to actively and respectfully participate in class activities. Due: Attendance taken at each class period.
- *Brief Survey about Student's Research* – 10 points
Students will complete a brief survey of their research experience. The survey is available on the Canvas website for the course. Students will submit completed form to Canvas. Due: January 17, 2017
- *Description of faculty research* – 10 points for each of 3 descriptions (Total = 30 points)

To help facilitate the process of identifying a research mentor and a topic area for the literature review, students will complete a ½ - 1-page double-spaced description of research for 3 faculty members. Each description will include information about the faculty member, their research, and points of interest for the student (e.g., *what about this faculty's research does the student find interesting?*). The following can be found on CANVAS: "Description of faculty research forms" and a list of faculty who are accepting BHS honors students into their labs. However, other faculty may also be willing to mentor a student through their honors thesis and may also be considered. All PHHP faculty members are listed on the College's website, by department (<http://phhp.ufl.edu/>, see the "Departments & Programs" tab). Faculty research is also listed by area of research topic at the UF Research Activities site (<http://research.phhp.ufl.edu/faculty-profiles/research-interests/>). Due: January 17, 2017.

- *Application to Research Lab* – 10 points for each of 3 applications (Total = 30-points)
Students will also complete 3 applications to work with research faculty. The applications will provide potential research mentors with some information about you including your research interests and research experience. The application can be located on Canvas. Students will submit 3 completed applications to Canvas. Due: January 17, 2017
- *Curriculum Vitae* – 20 points
Students will work with the Career Resource Center (CRC) to develop or re-fine their curriculum vitae (CV). Students will take a copy of their current CV or resume to the CRC and have their CRC counselor sign and date the document. Students will submit a copy of their signed original and a copy of their revised CV to Canvas. Due: January 31, 2017.
- *Confirmation of E-mail to faculty* - 10 points for each of 3 E-mails (Total = 30 points)
Students are encouraged to identify a mentor as soon as possible to ensure they have adequate time to complete their literature review and presentation. Therefore, students will identify and E-mail at least 3 faculty members they are interested in working with to ask about scheduling a meeting to discuss potential research and mentorship opportunities. E-mails to faculty will included a copy of the student's finalized CV and finalized application. Students will submit a printed copy of at least 3 E-mails sent to faculty inquiring about research and mentorship opportunities. E-mail to Faculty Due: January 27, 2017. Printed out confirmations of E-mails to Faculty Due: January 31, 2017.
- *APA Style Assignment* – 25 points
In class, APA Style will be discussed. Students will complete an assignment demonstrating their knowledge of APA style. Assignment details will be provided by the course Instructor or TA. Due: February 7, 2017
- *Article Review Assignment* - 25 points (Total = 25 points)
Students will complete one article review on research related to their topic area of interest, preferably authored by faculty with whom they'd like to work. Students will submit the following: 1) reference for a peer reviewed manuscript, 2) article review summary, and 3) a copy of the 1st page of the summarized article (this should include the journal information, the title of the manuscript, author information, and the study abstract). The format for the article review summary will be provided by the course Instructor or TA. Assignments should be double-spaced and reference should be formatted in APA style. Assignments should be uploaded to Canvas. Due: February 14, 2017.
- *Student poster presentation, Draft* – 50 points
Students will create a draft of a poster presentation of a peer-reviewed research article relevant to their honors thesis. Posters will be created using PowerPoint. The format and content of the poster will be

provided by the course Instructor or TA. Students will post 1 copy to Canvas and will bring 1 copy to class. Due: February 28, 2017.

- *Level 1: HIPAA & Privacy – Research online training (certificate)* - 10 points
 In class, issues pertaining to the ethical conduct of research with human participants including HIPAA and the Institutional Review Board, will be discussed. Students will complete the online training for HIPAA & Privacy-Research. The training can be found online at <http://privacy.ufl.edu/privacy-training/hipaa-training/hipaa-privacy-for-research/>. After completing the training, students will receive a certificate of completion that they should print. Due: February 28, 2017.
- *Student Poster- Final Draft* – 75 points
 Students will submit a finalized version of their poster presentation of their honors thesis. The final product should demonstrate the student’s knowledge of their topic area and serve as the basis for their honor’s thesis. The poster will be 1-page and printed on letter size 8 ½” x 11” paper. Further details regarding the structure, format, and content of the poster will be provided to students later in the course. Due: March 14, 2017
- *Student Poster Presentation to Class* – 175 points
 Students will deliver a 12-minute poster presentation of their honors project using PowerPoint. The poster presentation will serve as Part I of the final examination for the course. Details regarding the content and structure of the poster presentation will be provided at a later date. Due: March 14th – April 18th.
- *Student Presentation Notes* – 5 points for each of 36 students (Total = 180 points)
 During the final weeks of this course, each student will deliver a 12-minute poster presentation of their Literature Review paper. You will be provided with a packet containing “Student Presentation Notes” worksheets (provided by the course Instructor or TA). For each presenter you will complete a brief summary (~1/2 page) of their research and you will provide feedback to the presenter. Feedback should be constructive and include a description of strengths and weaknesses as well as suggestions for strengthening the presentation. The purpose of peer feedback is to promote good science, therefore overly negative and critical feedback will not receive credit. At the end of each presentation, students will have the opportunity to ask the presenter questions. Students are expected to use their notes to formulate questions for each presenter. Student Presentation Notes are due by the end of class at 11:30 AM, on the day of the presentation. Student Presentation Notes will be available for presenters at the following class period.
- *Honor’s Thesis Background Section* - 250 points
 Students will submit a finalized version of the background section of their Honors Thesis formatted in APA style. The final product will serve as Part II of the final exam for the course. The final product should demonstrate the student’s knowledge of their topic area and serve as the basis for their honor’s thesis. The background section will be 6-pages in length including 1 page for the title page, 1 page for the abstract, 2 pages for the background, and 2 pages for the reference section. Further details regarding the structure, format, and content of the review paper will be provided to students later in the course. A note regarding student’s honors projects: The general consensus of the PPHP faculty is that an honors project must involve research and/or scholarship that includes some type of evaluative component. However, honors research is meant to be broadly defined such that a student could use a community service project that included an evaluative component as a potentially acceptable honors project. This determination would be made by the faculty mentor and Dean’s representative. It would not be sufficient for a student to complete a community service project as an honors project without some type

of evaluative component as part of the project. Community service work can receive credit through our existing HSC 3801 Clinical Observation/Health Care Volunteer Work. Due: April 4, 2017

- *Signed HSC 4970 Honors Project Agreement Form* – 10 points
After identifying a research mentor, students will meet with the faculty who will be mentoring their honors project and together they will sign the “Honors Project Agreement Form” form. A copy of the form can be found on the BHS Honors Program Website <http://bhs.php.ufl.edu/files/2014/09/HSC-4970-Honors-Project-Agreement-Form.pdf>. Due: April 12, 2017
- *IRB/ACUC Honors Statement* – 10 points
This form is to be completed by your research mentor and can be found on the BHS Honors Website <http://bhs.php.ufl.edu/files/2014/09/IRB-IACUC-Honors-Statement-2014-2015-Online.pdf>. Due: April 12, 2017

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Class Participation and Attendance	Weekly, 1/10-4/18	70 points (5 points x 14 class sessions = 70 points)
Student Presentation Notes	Weekly, 3/14-4/18	180 points (5 points x 36 presentations = 180 points)
Student Poster Presentation to Class	Weekly, 3/14-4/18	175 points
Brief Survey about Student’s Research	1/17	10 points
Description of Faculty Research	1/17	30 points (10 points x 3 descriptions = 30 points)
Application to Research Lab	1/17	30 points (10 points x 3 applications = 30 points)
Curriculum Vitae	1/31	20 points
Confirmation of E-mail to faculty	1/31	30 points (10 points x 3 emails = 30 points)
APA Style Assignment	2/7	25 points
Article Review Assignment	2/14	25 points
Student Poster – Draft	2/28	50 points
Level 1: HIPAA & Privacy – Research online training (certificate) Training	2/28	10 points
Student Poster – Final Draft	3/14	75 points
Honor’s Thesis Background Section	4/04	250 points
Signed Honors Project Agreement Form	4/12	10 points
IRB/ACUC Honors Statement	4/12	10 points

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

Points earned	910-1000	900-909	890-899	810-889	800-809	790-799	700-789	690-699	610-689	600-609	0
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

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

You must include the letter grade to grade point conversion table below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

Letter Grade	A	A-	B+	B	B-	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	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:
<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy: For your final exam you will be required to do an in-class presentation and submit a literature review (Background section of Honor's Thesis).

Policy Related to Make up Exams or Other Work: Students who must miss class because of a conflicting professional or personal commitment must make prior arrangements with the instructor. Students are allowed to make-up work ONLY as the result of documented illness (e.g., doctor's note) or other unanticipated circumstances warranting a medical excuse that results in the student missing a project deadline. Late assignments not resulting from one of these circumstances and not pre-arranged and approved by the Course Instructor will not be accepted and will not receive credit for the assignment.

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

Policy Related to Required Class Attendance

Attendance is expected as a part of the student's professional training and will be recorded at each class on a sign-in sheet. Students are expected to arrive for class on time and to remain for the full class period. Students needing to miss class or arrive late/leave early should make prior arrangements with the instructor via E-mail. A participation grade of 0 will be assigned for missed classes, and the lowest participation grade can be dropped. If a student must miss more than one class, the student should work with the instructors to determine a make-up assignment. Two late arrivals, not previously discussed with and approved by the Course Instructor, will be counted as a missed class.

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>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Laptops: Laptops may be used in class for taking notes or for viewing or presenting relevant course material. The use of laptops during class for any other reason (including checking and responding to emails) is not permitted.

Cell Phones: The use of cell phones during class is not permitted. Cell phones should be turn-off or put on silent mode during class and should be put away during the class period. Urgent matters that require phone access/monitoring, should be discussed with the Course Instructor or TA prior to class.

Other Electronic Devices: Other electronic devices such as I-Pods or recording devices are not permitted in class.

Food/Beverages: To the extent permitted by facility rules and restrictions, you may bring food and/or beverages to class as long as it does not interfere with your ability to work and/or participate in class and as long as it does not interfere with or your classmates' ability to work and participate in class. You will be expected to clean-up after yourself and dispose of all trash before leaving the classroom.

Communication Guidelines

It is expected that E-mail communications and behavior with course faculty and other students enrolled in the course will be professional and respectful. Likewise, it is not appropriate to post information from class discussion regarding other students in the course on the internet in any fashion. It is also not appropriate to make negative statements regarding a student's skills sets to other students in the course. Concerns about another student should be directed to the Course Instructor.

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.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of

the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

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

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.
- 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.
