PHASE 6935: INTRODUCTION TO MEDICAL BIOETHICS

3 CREDIT HOURS

FALL 2013

Ethics is knowing the difference between what you have a right to do and what is right to do. – Potter Stewart

INSTRUCTOR:

Tonia Werner, M.D.
Assistant Professor
Forensics Chief
Department of Psychiatry
twerner@ufl.edu

Michael Nias, J.D., M.S.W.
Assistant Professor
Department of Psychiatry

OFFICE HOURS:

Given the online nature of this course, there are no in-person office hours, although appointments can be made by contacting the instructor or course coordinator via email.

COURSE COORDINATOR:

Amanda Marie Balkhi
 Graduate Student
Department of Clinical and Health Psychology
Department of Psychiatry
Amanda.m.roberts@phhp.ufl.edu

COURSE WEBSITE:

http://lss.at.ufl.edu

COURSE COMMUNICATIONS:

You can contact the Course Coordinator, Amanda Marie Balkhi, regarding any issues or questions related to the content of the course or grading. It is preferred that you contact her directly at Amanda.M.Roberts@phhp.ufl.edu.

REQUIRED TEXT:
COURSE DESCRIPTION:

Medical Bioethics provides students with a very intensive review of the dynamic field of Bioethics in the areas of medical practice and research. Online lectures presented by various experts as well as the recommended readings, offer students the opportunity to learn about many biomedical ethics issues facing our nation and world and the impact of these issues in medicine and research. This course conveys the importance of the integrated and collaborative research and professionalism that one can expect to encounter within the health care and scientific communities. This course will hopefully be one of the many educational experiences that prepare undergraduates for professional studies in the medical sciences.

PREREQUISITE KNOWLEDGE AND SKILLS:

As a graduate level course, it is expected that all students will have the ability to write in a thoughtful manner using unbiased language. It is also expected that all students will be able to read and comprehend presented research articles.

PURPOSE OF COURSE:

The purpose of this course is to allow students to thoughtfully consider current issues in medical bioethics in an environment where communication is open and free. Students are encouraged to work with the course coordinator and each other to explore all sides of each topic presented to allow for an enriching experience for all students.

COURSE GOALS AND/OR OBJECTIVES:

By the end of the course, students will be able to:

1) Construct thoughtful opinion papers regarding current issues in medical bioethics
2) Critically evaluate the positions of all parties involved in the medical decision making process
3) Be knowledgeable and respectful of cross-cultural opinions of medical bioethics
4) Communicate effectively with patients and other health care providers regarding bioethical issues in the workplace

TEACHING PHILOSOPHY:

The educational philosophy of Medical Bioethics is to provide students a learning environment that is current, interactive, and supportive. The online and unconventional nature of the course provides students with flexibility for listening to lectures, submitting assessments, writing essays, and completing a research paper. The class can be completed without ever setting foot on the University of Florida campus or ever leaving home.

With this freedom comes responsibility and expectations. The course is accredited for 3 UF credits and as a result, it requires at least 1 hour per week in direct “contact,” as well as 2 additional hours to complete assignments and course-related research. Due to the online nature of the
course, the contact hours have been replaced with online lectures and readings. In total, this course should require up to 3 hours per week, just as any other 3-credit course would normally require. Students are asked to check their email at least twice a week (preferably on Monday and Fridays) and to keep an account of all due dates.

COURSE POLICIES:

SAKAI POLICY:

Problems with the website (such as not being able to log in, not being able to attach a document, not being able to click on a link, or not being able to view a video or reading) should be directed to the UF computing Help Desk at 352-392-HELP. If there is a problem with a video, please 1) alert UF Help, 2) Email the course coordinator, and then 3) attempt the quiz without the video.

All enrolled students must navigate to UF’s ELearning server found at http://lss.at.ufl.edu and login with their Gatorlink username and password. In order for the course to be delivered properly to your computer, it must be configured. This includes:

1) installing the latest JAVA program

2) configuring your Internet and security settings properly

3) disabling pop-up blockers (pop-ups must be allowed).

Detailed instructions on how to do this are available on the ELearning website above and a configuration-checker is available on the login screen. Failure to configure your computer may result in problems such as: not being able to view videos, not being able to click links and/or readings, or not being able to submit written or extra credit assignments. Only work submitted through the website can be accepted and we will not accept work submitted via email. Please only email submissions to the coordinator after 1) alerting UF Help and 2) taking a screen shot of the difficulty.

As a student in a distance learning course or program you have access to the same student support services that on campus students have. For course content questions contact your course coordinator. For any technical issues you encounter with your course please contact the program IT support person Narasi at marasi@ufl.edu. You may also contact the UF computing Help Desk at 392-392 4357. For Help Desk hours visit http://helpdesk.ufl.edu

For a list of additional student services links and information please visit http://www.distance.ufl.edu/student-services

PRINTING IN SAKAI:

To print the module page(s): Click on Lessons Link - click on the printer icon next to the module you wish to print. A window will be displayed with links to each module page, click on the link to the page you wish to print. The page will be displayed select ‘File’ -> Print or click on the printer icon.

To print the module page(s): Click on Lessons Link - click on the page you wish to print - with the page displayed, right click on the page - an option window will be displayed - select ‘This Frame’ --
MAKE-UP POLICY:

As previously mentioned, by waiting until the last minute to begin working you may run the risk of computer problems. Websites being down or your personal computer giving you technical problems is not an excuse for late work. For this reason, we strongly suggest working on all assignments and quizzes at least 1-2 days ahead of time to avoid such issues.

Since students are informed of topic areas and deadlines at the beginning of the semester, it is difficult for us to accept late assignments. Nevertheless, every semester we hear the stories of why you couldn’t turn in an assignment you knew about months in advance. If you sincerely believe that you have a legitimate reason for missing work then you may request an extension from the Course Coordinator BEFORE the deadline passes or submit a doctor’s note within 72 hours of due date. These will, however, be verified so please learn from your colleagues mistakes and do not falsify them as you will fail and answer to the honor court.

Students are allowed to make up work only as the result of illness or other unanticipated circumstances or religious exemptions. In the event of such emergency, documentation will be required in conformance with university policy. Work missed for any other reason will earn a grade of zero.

UF POLICIES:

FEE PAYMENT AND COURSE WITHDRAWL DEADLINE:

DEADLINE IS AUGUST 27, 2013

Course payment and course cancellation deadline is August 27th, 2013 @ 11:59 E.S.T.

If you still need to pay your tuition, we have a system that will take your credit card payment online via a secure site. Please click on the following link and login with your gatorlink username and password to the “Registrations” area: https://xms.dce.ufl.edu/myxms/. There you will see your courses and a link to make a payment if you have an outstanding balance.

Please note:

If you need to cancel your course(s) please send an email to Marlina at marlina.romano@ufl.edu.

If you have financial aid or military assistance and have not yet informed us this term, please email Marlina marlina.romano@ufl.edu.

If you already mailed a check, please email Marlina to let her know.

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the
student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.

COMPLAINTS:

Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

NETIQUETTE: COMMUNICATION COURTESY:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Those found to be disrespectful of others in their assignments or communications with students run the risk of point deduction for biased language. A guide for appropriate communication can be found here: http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf

GETTING HELP:

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

** 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 your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at http://www.distance.ufl.edu/getting-help for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.
GRADING POLICIES:

The course is divided into 15 modules. Each lesson introduces and overviews a major bioethical issue. A typical lesson topic consists of a lecture, multiple readings, a short answer quiz, and a web-post essay assignment. The course also consists of a research paper that includes three separately scored components: a rough draft, a peer review, and the final draft. A full pacing schedule can be found under the section entitled “Course Schedule.” All quiz assessments and web-posted essay assignments are due on the specified dates by 8:00 AM EST. Thus, BEFORE each Saturday deadline you should submit your quiz and your response to the posted essay question. There are three occasions that you should submit assignments related to the research paper BEFORE the specified deadlines listed below. Be sure to continue to check your email for updates and announcements.

<table>
<thead>
<tr>
<th>Component</th>
<th>Due Dates</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>Mondays at 8:00AM EST</td>
<td>160 (10 each)</td>
<td>32%</td>
</tr>
<tr>
<td>Essays</td>
<td>Monday at 8:00AM EST</td>
<td>160 (10 each)</td>
<td>32%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>---</td>
<td>180 (4 parts)</td>
<td>36%</td>
</tr>
<tr>
<td>Topic Selection</td>
<td>Tuesday 9/3/13 at 8:00AM EST</td>
<td>(20)</td>
<td>---</td>
</tr>
<tr>
<td>Rough Draft</td>
<td>Tuesday 9/24/13 at 8:00AM EST</td>
<td>(60)</td>
<td>---</td>
</tr>
<tr>
<td>Peer Review</td>
<td>Tuesday 10/15/13 at 8:00AM EST</td>
<td>(40)</td>
<td>---</td>
</tr>
<tr>
<td>Final Draft</td>
<td>Tuesday 11/12/13 at 8:00AM EST</td>
<td>(60)</td>
<td>---</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>500</td>
<td>100%</td>
</tr>
<tr>
<td>Extra Credits</td>
<td>10/28/13 &amp; 12/10/13</td>
<td>10 (5 each)</td>
<td>+2%</td>
</tr>
</tbody>
</table>
GRADING SCALE:

Grades are calculated based on total points earned out of the 500 potential points. Points and percentages are not rounded. Percentages and corresponding points are outlined below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>93+</td>
<td>92-90</td>
<td>89-87</td>
<td>86-83</td>
<td>82-80</td>
<td>79-77</td>
<td>76-73</td>
<td>72-70</td>
<td>69-65</td>
<td>&lt;64</td>
</tr>
<tr>
<td>Point Value</td>
<td>465+</td>
<td>464.9-450</td>
<td>449.9-435</td>
<td>434.9-415</td>
<td>414.9-400</td>
<td>399.9-385</td>
<td>384.9-365</td>
<td>364.9-350</td>
<td>349.9-325</td>
<td>≤324.9</td>
</tr>
</tbody>
</table>

Additional information regarding grades as they relate to the calculation of grade point average can be found at the following,

https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Quiz-Assessments: All of the lessons contain a quiz located in the Assessments Tab consisting of 5 short answer questions each worth 2 pts. Most questions can be answered from watching the video lectures but some are based on the readings and web links. They are designed to not only ensure that you have viewed the lecture and completed the readings, but to also test your ability to apply what you have learned.

If you are asked to express your opinion, then you will be evaluated on your justification and not on your commentary. Unless you are asked to list facts or terms, you should always try to answer in complete sentences. Submit your quiz EARLY or by Saturday at 8:00AM EST to avoid the late penalties. Working in small groups is discouraged and copying and cheating is strictly forbidden.

All quizzes should be graded shortly after the deadline has passed. You should then be able to view your score and the class statistics. If you find any of the questions ambiguous or if you have a conflict with the scoring, then you may contact the Course Coordinator via email.

Web Posted Essay Assignments: Each week you will also be given the task of composing a one page essay in response to a question (located in the Assignments Tab) pertaining to one of the main themes from the lesson. We designed the prompts to test your ability to think critically, construct a valid argument, and successfully articulate your thoughts into words. You will be graded on a scale of 1-10 points based on written expression and on your efforts to research the topic but NOT on your viewpoints of the issues. A rubric will be provided each week in the description of the assignment.
Students are expected to justify their opinions and perspectives that are supported by citing at least two appropriate references. All references MUST come from a peer reviewed journal article. Supplementary citations (i.e. any citation over 2) can be from any source. Using websites like Wikipedia or citing the video lecture as a source does NOT qualify towards the minimum requirement! You MUST indicate the usage of a reference by inserting a parenthetical citation in APA style whether it involves a direct quotation or paraphrase. All citations in this course should be in APA style.

The length of each essay should be between 500-600 words. You can either paste from MS Word or type directly in the text box. You will only be graded on what is INSIDE the text box. We will NOT accept attachments unless specified otherwise. Take the time to proofread your essay prior to submission. Check to be sure that there is one full line of spacing between paragraphs, that any specialized text symbols appear correctly, and that the citations are formatted appropriately. Submit your essay EARLY or by Saturday at 8:00AM EST to avoid the late penalties and zeros! Plagiarism and group work is expressly forbidden; we have unfortunately had to fail students for ethics code violations and plagiarism and will not hesitate to do it again if needed.

Your essay will be evaluated based on organization, quality of content, integration and selections of citations, grammar and spelling, originality, and creativity. A rubric is provided in the text of each assignment. You should be able to view your score and the comments within two weeks after the submission deadline. If you find any of the feedback ambiguous or if you have a conflict with the scoring, then you may contact the Course Coordinator via email.

**Research Paper:** You must choose a topic related to Medical Bioethics from the list provided below. Post your choice on the wiki located under the Wiki Tab. You can also find more information and other specified guidelines in this location. Each topic can only be selected by one student in the class, however, you may either choose a Pro or Con viewpoint. We recommend that you claim your topic as early as possible to ensure that you are granted your first choice but we cannot guarantee this for all. Be sure to periodically check your Sakai email account and course announcements updates! If you prefer to choose a topic not on the list, you must have PRIOR APPROVAL from the course coordinator so that a unique number can be assigned to you and the topic will then be added to the syllabus.

Your term paper must have a length between 5,000 and 8,000 words. A minimum of 12 references is required, and when used it should be inserted as a parenthetical citation in the order in which it appears. All citations should be in APA style. Similar to the webpost essay assignments, **we emphasize that you use quality sources such as peer-reviewed journals and not web sites** such as Wikipedia! The cover page should include your UF ID and the complete title of your topic. The ONLY acceptable font is size 12 in either Times New Roman or Arial.

**NOTE:** You will be submitting the term paper in the Assignments Tab and you can view associated scores and comments in a response document. On the title page, include
your UF ID but not your name. This is to protect your anonymity, ensure fair grading, and facilitate the peer review process.

You will receive comments on your rough draft in categories such as content, grammar, references and formatting. We will be placing close attention to your efforts to address these comments when grading your revised final draft. We recommend that you submit your paper EARLY and avoid the late penalties. Once again, we warn you of the risks associated with plagiarism (see below). In total, the research paper is worth 180 points with five components:

1) Topic Selection (20pts) - Due **Tuesday, September 3**nd, 2013
2) Rough Draft (60pts) - Due **Tuesday, September 24**th, 2013
3) Peer Review (40pts) - Due **Tuesday, October 15**th, 2013
4) Final Draft (60pts) - Due **Tuesday, November 12**th, 2013

**Peer Review:** You will be assigned to review the rough draft of one of your peers and you are expected to write an evaluation consisting of approximately 800-1100 words. You should address formatting issues with bullets and suggest grammatical revisions by attaching the RD using the function “track changes”. You should offer constructive feedback about the quality of content and specific suggestions for improvement in standard paragraph writing style (single spacing). You will be submitting and viewing these peer reviews in the **Assignments Tab**. Include a cover page but insert your UF ID and not your name at the top. Note that we are trying to keep the authors and reviewers anonymous. The Course Coordinator will keep the list that matches each student to topic #. A review of what a “good” review is will be provided in the course materials.

**Possible Research Paper Topics:** Consider the alternatives and consequences of each topic, but take one strong stance Pro/Con.

1. There are some religious doctrines that prohibit undergoing invasive medical procedures. Should society intervene and impose a modernized cultural view in the event that a child needs urgent medical treatment? (Pro/Con)

2. Does any governing body have the authority to place restrictions on an individual’s reproductive capacity within the society that it oversees? (Pro/Con)

3. Should school officials be allowed to offer contraception to teenagers without parental consent? (Pro/Con)

4. Do the benefits of stem cell research outweigh the consequences of stem cell research, and thus should research on embryonic stem cells continue? Make sure to differentiate in your answer whether you are addressing **embryonic or induced pluripotent (Adult)** stem cells. (Pro/Con)
5. Should the Federal Government increase regulations involving the applications of biotechnology to our Agricultural Industry? (Pro/Con)

6. Individuals with eating disorders and Body Dysmorphic Disorder frequently engage in activities that harm their short and long-term health in order to look a particular way. Should these patients be involuntarily committed for the things they do to appear a particular way? (Pro/Con)

7. Should every person in the United States, not just legal citizens, automatically be considered organ donors unless specified otherwise? (Pro/Con)

8. Should homeless or other indigenous patients without health insurance be allowed to consent and participate in clinical trials by being compensated with free medical care? (Pro/Con)

9. Legally, information that minors share is open for disclosure to their parents, yet many health care providers encourage minors to reveal information that is not only embarrassing, but has potential legal ramifications (e.g. underage drinking, risky sexual behavior). Should providers be compelled to tell the parents of minors everything their children say in an appointment? (Pro/Con)

10. During WWII, the Nazis forced Jewish prisoners to participate in cruel and dangerous medical experiments. Many of the nurses and staff claimed that they were simply following orders. Should ALL research personnel (i.e. beyond the PI or main physician) be held accountable for such illegal practices? (Pro/Con)

11. With medical malpractice insurance steadily increasing the cost of health care in the U.S, what steps should be taken (if any) legally, medically, and/or by providers to curb the costs. Discuss several viewpoints from each party involved, and whether or not reform is necessary in each sector to increase the quality of health care to the American public. (Pro/Con)

12. Should prisoners receive an equivalent and free access to quality Healthcare? (Pro/Con)

13. Can the United Nations enforce other sovereign nations to comply with “Green” regulations designed to maintain a healthier global environment? (Pro/Con)

14. Traditionally, white males have dominated the healthcare professions. However, recently the number of women entering medical school has been almost equal. The number of minorities in the field of medicine has also dramatically risen. Within the medical community, is the practice of affirmative action in hiring personnel or in admitting students still needed, or is it now unnecessary and unethical? (Pro/Con)

15. Peter Fox, a leading Bioethicist, claims that “cultural competence” is a historically rooted issue, fashioned recently into a modern-day concern in medical education. Do you believe that incorporating the practice of ethnomedicine will allow healthcare
professionals to better understand a patient’s explanatory model and thus overcome cultural sensitivity issues? (Pro/Con)

16. While privacy laws such as HIPAA guarantee the confidentiality of personal health information and the Genetic Information Nondiscrimination Act prohibits disclosure of test results to insurance agencies and employers, American companies and insurance agencies could certainly make use of such an additional "risk assessment" measure during difficult economic times. Should the act of sharing data obtained from the results of such genetic tests become legalized and established as a common practice in the near future? (Pro/Con)

17. Should more states allow other licensed medical professionals besides MD’s (such as Psychologists, Physician Assistants, and Nurse Practitioners) to authorize prescriptions for the patients treated within their areas of expertise? (Pro/Con)

18. Internationally, the Hippocratic Oath is recognized as a standard testimonial to pledge prior to starting a career in the medical field. But within the bureaucracy and business of healthcare, conflicts of interest may arise. Is it ethically justifiable for a health professional to misrepresent a clinical diagnosis or not fully disclose patient information to an insurance company in order to facilitate payment for procedures that would otherwise not be covered and thus not be treated? (Pro/Con)

Extra Credit: There will be a 5 point extra credit assignment that involves writing a 1 page essay in response to a prompt regarding Medical Emancipation. There will also be a 5 point extra credit assessment asking you to evaluate the course. It will be become available in the last week of the course. Attempting these extra credits does not guarantee that you will earn a full bonus. You must complete the tasks thoroughly as if they were one of the weekly assignments. These are the only extra credit assignments offered for a max of 10 points.

COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Wk#</th>
<th>Lecturer</th>
<th>Topic</th>
<th>Due by 8:00AM EST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Power Point Presentation</td>
<td>Course Introduction and Syllabus</td>
<td>09/02/13</td>
</tr>
<tr>
<td>2</td>
<td>Steven Gold, JD/MPH/MBE</td>
<td>Principles of Bioethics Philosophy</td>
<td>09/02/13</td>
</tr>
<tr>
<td>3</td>
<td>Steven Gold, JD/MPH/MBE</td>
<td>IRB Regulations of Human Participation</td>
<td>09/09/13</td>
</tr>
<tr>
<td>4</td>
<td>Mark Swope, Fr/MBE</td>
<td>Religious and Multicultural Values</td>
<td>09/16/13</td>
</tr>
<tr>
<td>5</td>
<td>Course Coordinator</td>
<td>The Research Paper</td>
<td>09/23/13</td>
</tr>
<tr>
<td>6</td>
<td>William Allen, JD</td>
<td>Beginning Life Issues (Abortion &amp; Stem)</td>
<td>09/30/13</td>
</tr>
<tr>
<td></td>
<td>Cells)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>7</td>
<td>Steven Gold, JD/MPH/MBE</td>
<td>End-of-Life Issues (PAS &amp; Euthanasia)</td>
<td>10/07/13</td>
</tr>
<tr>
<td>8</td>
<td>Sally Satel, MD</td>
<td>Organ Donation and Procurement</td>
<td>10/14/13</td>
</tr>
<tr>
<td>9</td>
<td>Mark Sylvester, MD</td>
<td>Clinical Communication</td>
<td>10/21/13</td>
</tr>
<tr>
<td>10</td>
<td>William Allen, JD</td>
<td>Involuntary Psychiatric Commitment</td>
<td>10/28/13</td>
</tr>
<tr>
<td>EC1</td>
<td>Extra Credit #1</td>
<td>Medical Emancipation</td>
<td>10/28/13</td>
</tr>
<tr>
<td>11</td>
<td>William Allen, JD</td>
<td>Genetics and Society</td>
<td>11/4/13</td>
</tr>
<tr>
<td>12</td>
<td>Vijay Antharam, PhD</td>
<td>DNA Biotechnology and Cloning Humans</td>
<td>11/18/13</td>
</tr>
<tr>
<td>13</td>
<td>Tom Walsh, PhD</td>
<td>IACUC Regulations of Animal Research</td>
<td>11/18/13</td>
</tr>
<tr>
<td>14</td>
<td>Autumn Fiester, PhD</td>
<td>Animal Biotechnology and Cloning Animals</td>
<td>11/25/13</td>
</tr>
<tr>
<td>15</td>
<td>Charles Wood, PhD &amp; Course Coordinator and TAs</td>
<td>Lab Organization and Management &amp; Applications and Summary</td>
<td>12/03/13</td>
</tr>
<tr>
<td>EC2</td>
<td>Extra Credit #2</td>
<td>Course Evaluation and Surveys</td>
<td>12/10/13</td>
</tr>
</tbody>
</table>

Disclaimer: Please note that sometimes the professionals being videotaped or the author of an assigned article may offer an opinion about healthcare, perhaps even a controversial one. We wish to encourage open-minded thinking, evaluation, and critiquing in this course and so we also have web-posts to voice your own opinions. However, it is important to recognize that the opinions expressed by the course lecturers/authors do not necessarily reflect those of the Course Professors, Teaching Assistants, the College of Medicine, the Department of Psychiatry, or the University of Florida. This syllabus represents current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.