

Online POP Course Syllabus

PHA6799: Medication Safety and Quality Program Evaluation

3 credit hours

This is a draft syllabus and is subject to change.

The final syllabus will be posted on the course Canvas page.

Class Meeting Times

Sundays, 6:00-8:00 pm Eastern

Class Meeting Location

Class meetings are held in Zoom, which can be accessed via the course Canvas site. If you have trouble accessing the course Canvas site, please contact Distance Education Support Services at DESS@ahc.ufl.edu.

Instructor

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Office Hours: By Appointment
Office Location: Virtual/Zoom

Course Description

Medication Safety and Quality Program Evaluation explores how patient safety and quality improvement studies are designed and executed. Program evaluation includes identifying quality or safety deficits, examining the root causes for these deficits, examining interventions that could address the root causes for the deficits, engaging stakeholders to determine what they value, establishing the appropriate methods to implement and assess the fidelity of the intervention, selecting a feasible study design, determining what data to collect, collecting and analyzing the data, drawing the appropriate conclusions, and then communicating the results to stakeholders.

Course Objectives

Upon completion of this course, the student will be able to:

1. Evaluate health services related to patient safety and quality in medication use
2. Develop evaluation questions
3. Design program evaluations and selection of optimal study design

Online POP Course Syllabus

4. Explain threats to validity and reliability of measurement
5. State sampling techniques
6. Perform sample size determinations
7. Identify appropriate data collection methods for program evaluations
8. Identify data analysis techniques for program evaluations
9. Interpret and determine the proper use of results
10. Critique literature regarding program evaluations

Relationship to Program Outcomes

This course pertains to the following program outcomes:

1. Identify, interpret, and utilize core knowledge across the spectrum of Pharmaceutical Sciences.
2. Analyze and apply material from foundation courses in the curriculum, interpret data, and synthesize a response to a complex problem or case.
3. Deliver a presentation of a discipline-specific topic related to Pharmaceutical Sciences for internal academic review. These presentations will be clear in providing information at an appropriate level to the audience, complete in providing the necessary and relevant background from the literature, and will utilize appropriate audiovisual aids that are clearly constructed.

Required Textbooks and/or Software

Grembowski, David. *The Practice of Health Program Evaluation*, Second Edition. Sage Publications (2015), ISBN 978-1-4833-7637-0.

Recommended Materials

None

Course Pre-Requisites

None. If possible, it is best to take this course near the end of your program.

Online POP Course Syllabus

Course Schedule

Dates	Materials	Discussion Session
May 8th (Welcome)	Course Introduction	-Student introductions -Overview of the course -Writing your final paper
Module 1: Patient Safety and Quality; Introduction to Evaluation		
May 15th (Week 1)	Ch. 1: Health Program Evaluation: Is it Worth It? Ch. 2: The Evaluation Process as a Three-Act Play Quality Deficits in Healthcare [video] Quality Improvement and Research Goals [video] IHI Open School: PS101; Lesson 1 – Understanding Adverse Events and Patient Safety IHI Open School: PS201; Lesson 1 – Preparing for Root Cause Analyses and Actions IHI Open School: PS201; Lesson 2 – Conducting Root Cause Analyses	-Deficits or gaps in systems -Understanding the root causes of deficits -RCA's relationship to program evaluation
Module 2: Program Evaluation; Interventions; and Study Designs		
May 22 nd (Week 2)	Ch. 3: Developing Evaluation Questions Ch. 4: Evaluation of Program Impacts Quality Improvement Interventions [video] Quasi-experimental Study Designs [video]	-Formatting the problem statement -Studying the problem
Module 3: Evaluation of Program Implementation; Sampling		
May 29th [±] (Week 3)	Ch. 6: Evaluation of Program Implementation Ch. 7: Population and Sampling Principles of Causal Inference [video] Descriptive Statistics [video]	-Process measures for the intervention -Final Paper Interim Assignment #1
May 31 st -June 1 st	Midterm Exam	
Module 4: Measurement, Data Collection, and Analysis		
June 5th (Week 4)	Chapter 8: Measurement and Data Collection Chapter 9: Data Analysis Measurement of Outcomes [video] Random Error & Common Statistical Tests [video] Applying Statistics [video]	-Types of measures -Analyzing Data -Final Paper Interim Assignment #2
Module 5: Using Evaluations in Decision Making; Cost-Effectiveness; Case Studies in Patient Care		

Online POP Course Syllabus

June 12th (Week 5)	IHI Open School: QI 104; Lesson 1 How to Display Data on a Run Chart IHI Open School: QI 104; Lesson 2 How to Learn from Run Charts and Control Charts Chapter 10: Disseminating the Answers to Evaluation Questions Chapter 5: Cost-Effectiveness Analysis How to Estimate the Impact of a Quality Improvement Program [video]	-Final paper discussions -Presenting your results
Module 6: Final Presentations		
June 19th (Week 7)	Final Papers Due Final Presentations in Class	-Present and discuss final papers

IHI = Institute for Healthcare Improvement. Access Open School and register for free as a UF student.
‡Class will be held live, but attendance will be optional because of the Memorial Day Holiday. Listening to the recorded class session is highly recommended.

Evaluation Methods

Evaluation of Course Grades

	% of grade
Weekly Quizzes* <i>Six multiple-choice/drop the lowest grade</i>	20%
Homework Questions <i>Five assignments grades, drop the lowest grade</i>	20%
Midterm Exam <i>Short answer and essay</i>	20%
Interim Paper Assignments <i>Two assignments @ 10% each</i>	20%
Final Paper	20%

*Syllabus quiz and five weekly quizzes

Participation in the live online classroom sessions is mandatory. These sessions are an essential part of this course. Students may be permitted to submit a makeup assignment for one excused absence. (See Class Attendance Policy)

Online quizzes: This course will involve mandatory readings, online assignments, and pre-recorded lectures that must be reviewed before each weekly quiz. Weekly quizzes will be available for at least 3 days before each class. Quizzes will include 10 multiple-choice or short-answer questions over 15 minutes. There will be six

Online POP Course Syllabus

quizzes [including the syllabus quiz], and the lowest quiz grade will be dropped. The purpose of the quizzes will be to assess readiness for the weekly discussions and understanding of the course materials. The quiz average will contribute 20% towards the final grade in this course (i.e., each quiz will contribute 4% towards your final grade).

Class participation: Class participation is mandatory. When approved, students may listen to and view the class recording if they cannot attend. Students will be required to write a summary of what they learned from the session instead of attendance.

Final Paper: Each student will be required to complete a proposal for an evaluation of a patient safety or quality intervention. The basic concepts of the papers will be discussed during many of the discussion sessions. The course coordinator must approve the project topic. The proposal for this project should be 7–10 pages and be formatted following the POP Online Graduate Program: Style Guide for Writing Assignments. The instructions that follow divide the proposal content into its different components. Use these headings to structure the proposal. References used to support your proposal should be sequentially numbered, listed as a superscript at the end of a sentence, and listed at the end of the document. If a reference cited earlier in the paper is used later, use the original citation number.

The Final Paper will present the entire proposal. The paper is divided into phases to keep students on schedule and to ensure that students understand the assignment. There will be two interim assignments that must be submitted via Canvas. These will be one-page summaries related to your intended final paper. These papers will be submitted via Canvas and graded based on whether you followed the instructions and summarized the listed information. After the scheduled discussion sessions, you should update this information.

Interim Final Paper Assignment #1:

Submit a summary stating the prevalence/relevance of your topic, a quality deficit associated with this topic, potential causes for this deficit, your evaluation question, the proposed setting for your evaluation, and your proposed program or intervention.

This submission should be supported by the quality deficit identified and the logic of why your intervention should address program issues based on the root causes of the quality gaps. Students should assess the current practice for the chosen topic. Information on deficits should be extracted from literature searches or other relevant resources that publish quality assessments and improvement data. Major deficits (i.e., shortfalls in specific health care services related to the disease state) should be identified.

Students should then propose a patient safety or quality improvement program (intervention) that has demonstrated effectiveness. The intervention may include more than one evidence-based component. Some published interventions include more than one part. This is because the investigators are committed to improving quality and include more than one improvement element to show an essential change in care. This is good for enhancing quality and safety, but it makes assigning cause and effect to one component challenging. Thus, if studies that use multiple components are used as justification for your intervention, you must include all elements in your intervention.

Online POP Course Syllabus

Justification for selecting the proposed intervention(s) should be based on evidence supporting the intervention's effectiveness. Note that interventions are typically not as rigorously tested as drugs or other medical services. Thus, finding a randomized controlled trial (RCT) supporting the selected intervention(s) is not necessary. However, students should address what information convinced them that the intervention may work and why. Articles that evaluate the performance of interventions must be critiqued, providing the strengths and weaknesses of the evidence. Innovative and creative ideas will be rewarded, i.e., students are encouraged to modify existing interventions or add novel components. An example of an innovative intervention would be something that has been shown to address the root of the problem from nonmedical evidence (e.g., behavioral psychology, educational, or marketing research). It is essential that the rationale for selecting the intervention is communicated and appears reasonable.

Interim Final Paper Assignment #2:

Re-submit interim assignment #1 with any revisions and a summary explaining your choice of study design [with a rationale for your choice], your outcome measures, your primary outcome [and explain the endpoint], a process measure to assess the adherence to the intervention(s), your anticipated effect from your intervention, your data analysis methods, and explain your sample selection.

The final paper applies and reinforces study design concepts learned in this class. It would be best if you aimed to select the most robust study design that is feasible. For example, blinding may not work for many interventions. Likewise, randomization may be difficult for some interventions and settings. The choice of the study design should be briefly explained and explain how biases may be avoided or addressed.

You should briefly describe how the strength and consistency of the intervention could be monitored during the study. Like compliance/adherence/persistence measures for the use of a study drug, it is possible to introduce a process measure that reflects the degree of implementation of the intervention during the evaluation period.

Based on the selected intervention, students should choose outcomes or process measures appropriate to evaluate the impact of the intervention. The selection of measurements should be based on various considerations. Data for the measurements should be feasible to collect. The selected process and outcome measures should be reliable and valid (e.g., patient self-reporting might work for specific data elements while it may be entirely unreliable for others). The selected measurements should be relevant to clinical outcomes, i.e., their association with these outcomes (morbidity and mortality) should be strong. The chosen measures should be sensitive to detect improvements over time. For example, mortality measures may not be sensitive enough to show an improvement over time because the sample sizes are likely too small to affect mortality dramatically.

Whenever possible, benchmarks should be available for at least the primary measure or data on a similar measure that could function as a benchmark. It is advisable to select an outcome (surrogate or clinical outcome) and a process measure. While outcome measures make the most persuasive case for the impact on patient health, process measures are more closely related to the intervention. They may strengthen the

Online POP Course Syllabus

association between the intervention and the outcome. The selected measures should be operationalized. Students should explain how the collected data will be summarized (e.g., the proportion of patients below or above a certain threshold or mean values), how data are collected, and in the case of proportions, the numerator and denominator are stated. If multiple measures are chosen, the primary outcome measure (similar to the primary endpoint for RCTs) should be highlighted and used for the sample size calculation. If the measurements are derived from established evidence (studies, quality organizations), these sources should be quoted in the paper to support the selection.

Statistical comparisons for the sample size calculation should be simple (i.e., between-group or within-group comparison of proportions or means with the appropriate inferential statistics such as Chi² or T-Test). The choice of the type of statistical comparison will depend on the type of measure (continuous versus nominal) and the study design. If a control group is used, then between-group comparisons are appropriate. When no control group is used, then within-group comparisons (pre-/post) are appropriate. Once the data analysis method(s) is selected, students should provide a sample-size calculation to determine the sample size needed. A sample size (power) calculator should be used. Cite the source of the calculator used. If you think confounders should be considered for multivariate analysis, just state this qualitatively with a list of the variables that would be included in this analysis.

The Final Paper

The Final Paper is due on 6/19/2022 at 4:00 pm Eastern Time. This paper will be the complete proposal for evaluating a patient safety or quality improvement program, demonstrating your ability to apply the material in the course.

Each proposal's end is a short paragraph on its anticipated impact. This section aims to "sell" the study to potential supporters (e.g., stakeholders, the administration of the health care setting, or funding agencies). It provides an opportunity to express why this proposal is essential for the specific health care setting. One element that can stress study significance is its economic impact. For this class, we will focus on public health impact, i.e., the projected impact on the utilization of health care resources, morbidity, quality of life, and mortality. Still, you are encouraged to add an estimate of cost-benefit. A financial analysis may result in extra credit points being awarded. These projections should be based on the selected effect size and its effect on the utilization of health care resources, patient morbidity, and mortality. Forecasts should be reproducible and based on published evidence, which should be referenced appropriately. This section should require up to two pages of your paper.

INTRODUCTION/PROBLEM STATEMENT

1. State the Prevalence/Relevance of Your Topic.
2. List a Quality Deficit.
3. List Potential Causes for this Quality Deficits.

Online POP Course Syllabus

4. State Your Evaluation Question.

METHODS

5. State the Setting of Your Evaluation.

6. State and Explain Your Program or Intervention.

- a. Provide Literature Support for Your Program or Intervention.
- b. Link Your Selected Program/Intervention to the Root Cause of Your Selected Quality Deficit.
- c. Designate and Explain a Process Measure that will Measure Adherence to Your Program or Intervention.

7. State and Explain Your Evaluation Design with the Rationale for Your Choice.

- a. Describe the Comparison Group in Your Study [if applicable].

8. Select Your Outcome Measures (Specify Your Primary Outcome).

- a. Explain Your Outcome Measures (e.g., numerator and denominator if the outcome is nominal):

9. Estimate and justify the effect that your intervention should have on the primary outcome.

10. Select a data analysis method and estimate a sample size and explain the variables used in your estimate.

IMPACT/SIGNIFICANCE OF THE EVALUATION

11. Estimate the Impact and Significance of Your Intervention (e.g., Clinical Impact, Cost-Benefit, and Time/Cost Justification).

REFERENCES

Interim Assignments:

Interim Assignment #1: Answer questions #1–#6

Interim Assignment #2: Revise your answers to questions #1–#6 and answer questions #7–10

Final Paper: Revise answers #1–#10 and answer question #11.

The final paper will determine 20% of your final grade and will be assessed using the following rubric:

Online POP Course Syllabus

	Excellent	Acceptable	Poor
The Relevance of Topic (10)	10 The topic is appropriate for the course and the student's track and is interesting	7 The topic is appropriate for the course and student's track	4 The topic is inappropriate for the course
Format (10) # of pages, margins, spacing, etc.	10 Follows the syllabus and is easy to read	7 Follows most of the syllabus directions	4 Follows little of the syllabus directions
Level of content (25)	25 Content shows the synthesis of ideas, in-depth analysis, evidence of original thought and covers the salient points	20 The content shows critical thinking and reasoning applied with original thoughts on a few ideas	15 Shows some critical thinking and reasoning, but most ideas are underdeveloped or unoriginal
Development of Main Points (25)	25 Well developed with quantity and quality support	20 Little detail and development. Some critical thinking	15 Lacks detail with vague ideas and little evidence of critical thinking
Grammar and Mechanics (10)	10 Free of distracting spelling, punctuation, and grammatical errors	7 Limited spelling, punctuation, and grammatical errors	4 Distracting spelling, punctuation, and grammatical errors
Style (15)	15 Outstanding style beyond the usual level	12 Approaches style expected for a graduate-level paper	8 Mostly in elementary form.
Appropriate References & Format (5)	5 Excellent choice of reference material cited in the correct format with appropriate reference format at the end of the paper	3 Adequate references are cited in the appropriate format.	1 Poor choice of reference material cited in an inappropriate format
Total Points:	100		

Online POP Course Syllabus

Attendance Policy for this Course

Unexcused absences from the live, online group discussions carry a 1/2 letter grade reduction in the final grade. Before the weekly group discussion begins, absences due to illness, job conflicts, and other emergencies must be conveyed by email to Professor Hatton (hatton@ufl.edu). Email via Canvas is preferred, but a telephone text will be accepted if you cannot email. Except under exceptional circumstances, messages from friends or classmates will not be accepted. When a student has an excused absence, they will receive no deduction for participation. Excused absences require a 2-page makeup paper within 2 weeks of the missed class. This paper requires the student to listen to the recorded class session and write a reflection paper on the content covered during the missed class.

The course instructor will address more than 1 absence; an incomplete grade (i.e., I grade) is a strong possibility.

Attendance Policy for UF Graduate Students

Students may not attend classes unless registered officially or approved to audit with evidence of having paid audit fees. After the end of drop/add, the Office of the University Registrar provides official class rolls/addenda to instructors. Students who do not attend at least one of the first 2 class meetings of a course or laboratory in which they are registered and who have not contacted the academic unit to indicate their intent may be dropped from the course. Students must not assume that they will automatically be dropped if they fail to attend the first few days of class. The academic unit will notify students dropped from courses or laboratories by posting a notice in the academic unit office. Students may request reinstatement on a space-available basis if documented evidence is presented. The University recognizes the right of the individual professor to make attendance mandatory. After due warning, professors may prohibit further attendance and assign a failing grade for excessive absences. Students who have registration changes at any time during the semester should verify their registrations before the last day of class of the term. Retroactive drop/add or other registration changes will not be permitted. See the [UF graduate academic regulations](#) for more information.

Makeup Quiz/Exam Policy

Assignments that are not submitted by the due date will be given a zero. Makeup assignments are not usually provided but may be offered at the course instructor's discretion after evaluating the circumstances leading to the request.

Grading Policy

The only passing grades for graduate students are A, A-, B+, B, B-, C+, C, and S. Grades of B-, C+ or C count toward a graduate degree if an equal number of credits in courses numbered 5000 or higher have been

Online POP Course Syllabus

earned with grades of B+, A- and A, respectively. Grade points are not given for S and U grades; S and U grades are not used to calculate grade point averages. All letter-graded courses eligible to count toward the graduate degree, except 1000- and 2000-level courses, are used to calculate the cumulative grade-point average. Letter grades of C-, D+, D, D- or E are not considered passing at the graduate level. However, the grade points associated with these letter grades are included in grade point average calculations. See the [UF graduate academic regulations](#) for more information.

A	>92.500%
A-	89.500–92.499%
B+	86.500–89.499%
B	82.500–86.499%
B-	79.500–82.499%
C+	76.500–79.499%
C	72.500–76.499%
C-	69.500–72.499%
D+	66.500–69.499%
D	62.500–66.499%
D-	59.500–62.499%
E	<59.499%

Course Technology Support

Your instructor cannot handle technological issues or answer questions related to computer issues.

- **Assistance accessing course Canvas page:** Contact Distance Education Support Services at DESS@ahc.ufl.edu
- **IT Support:** Contact UF Computing Help Desk at 352-392-HELP (4357) or helpdesk@ufl.edu or submit an [online request form](#). If a technical problem causes you to miss an assignment, you must report the problem to the Help Desk and email your instructor your Help Desk ticket number to the instructor to receive an extension.

Online POP Course Syllabus

Students Requiring Academic Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). Students need to share their accommodation letters with their instructors and discuss their access needs as early as possible in the semester.

Course technologies meet online learning accessibility standards for sight and hearing-impaired learners. Likewise, course materials are developed following accessibility standards. Course documents and webpages are formatted for screen-reader accessibility using headings, styles, or alternative text tagging for images. Accessibility design tools in Microsoft Office products and Canvas are used to evaluate and update accessibility issues detected in the instructional materials. Synchronous class sessions in Zoom are recorded. These recordings are posted to the course site to accommodate students unable to attend.

- [Canvas Accessibility](#)
- [Zoom Accessibility](#)

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/.

University Honesty Policy and Academic Integrity

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." [The Honor Code](#) specifies a number of behaviors that violate this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Regarding academic integrity, students in the program are strongly encouraged to be mindful of what constitutes plagiarism. Written assignments that contain the research or other original published work of someone else must be properly quoted, cited, paraphrased, or referenced appropriately. A software program (TurnItIn) integrated with Canvas Assignments may help students determine if a written submission meets the criteria for a properly referenced research paper. Please ask for help, utilize resource materials, and take

Online POP Course Syllabus

advantage of opportunities like creating a draft of your paper to test, ensuring you have addressed any errors before the final submission.

Please watch these short videos about this topic:

- [Understanding and Avoiding Plagiarism: Types of Plagiarism](#)
- [Avoiding Plagiarism](#)

Software Use and Course Technology

All university faculty, staff, and students 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.

Educational technology in the program is primarily the Canvas Learning Management System (LMS) and Zoom web conferencing software. These tools firmly support learning objectives and course goals. Writing with communication tools, reading articles from digital collections, and viewing video presentations in high-quality, accessible formats are essential to facilitate meaningful learning experiences. These experiences expand knowledge and influence professional work habits and skills such as information-gathering techniques and evidence-based practice. Synchronous class sessions in Zoom provide learners with opportunities to gain confidence and practice how they interact and collaborate in online meetings.

- [Canvas Student Guide](#)
- [Zoom Resources](#)

A minimum number of other technical skills are required for success in the online courses. These include accessing course web pages to read text and listen to recorded videos, using word processing tools (MS Word, PowerPoint), downloading/uploading content, submitting online assignments, and using various communication tools (Canvas Inbox Discussions, Zoom Conferences).

Online POP Course Syllabus

Course Communication

Canvas (Inbox tool) will be the primary communication tool between the instructor and students. Check daily for new announcements or notifications about course updates. UF email will also be used occasionally for mass communication to the class, so please check your email at least once a day. All emails sent out to the entire class will also be posted as an Announcement on Canvas.

General questions about course content (e.g., assignments or lectures) or policies should be posted to the course discussion board. We expect students to help each other track down answers as best as possible. Read through all the other posts in the discussion board before posting to make sure your question has not been addressed/answered already. Please include a clear subject title for your topics to clarify the topic of your post.

Emotions can easily be misinterpreted on a discussion board/emails, so make sure your message is clear before sending it since no physical gestures or voice inflections accompany posts/emails. Any posts/emails deemed inappropriate by the faculty will be dealt with on a case-by-case basis with either the faculty directly or sent to the Associate Dean for Professional Affairs.

For personal issues/questions, please email your instructor (hatton@ufl.edu). Be sure to include in your subject line the course listing and then a quick subject (i.e., PHA6799 – Your Name -). This will allow instructors to quickly identify emails related to the course amongst the many emails received each day. Emails not correctly addressed may get lost in the shuffle and unintentionally deleted or ignored, so follow the guidelines exactly.

Student Privacy

There are federal laws protecting your privacy regarding grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Recordings of weekly class sessions in Zoom are created for course teaching and learning and for use as a resource for students who miss a class session.

The use of video (or web camera) feature in Zoom is not a requirement but rather is voluntary for meeting participants. For both the audio and video features in Zoom, you will have the option to Start or Stop these functions.

Students who participate with their camera engaged or who utilize a profile image agree to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally agree to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature,

Online POP Course Syllabus

which allows students to type questions and comments live. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

- [Zoom Software Privacy Statement](#)
- [Canvas \(by Instructure\) Privacy Policies](#)

Security

Online activity in Canvas requires an active UF GatorLink account to log in, as well as enrollment in courses. The Zoom Conference meetings for weekly classes are accessed within Canvas. These meetings have a passcode applied as an additional security setting. Students in the class do not need to enter the passcode; however, anyone not enrolled in the course cannot join the meeting without it.

Library Resources

For remote access to UF library resources such as e-journals or other digital collections, use the [UF VPN or proxy server to connect](#).

Additional University Resources

- **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](#)
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.
- **University Police Department** at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu
- [E-learning technical support](#): 352-392-4357 (select option 2) or email Learning-support@ufl.edu.
- [Teaching Center](#): Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
- [Writing Studio](#): 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
- [Online Students Complaints](#)