HSC 3102: Personal and Family Health
Department of Health Education & Behavior
College of Health and Human Performance
University of Florida
Spring 2016

Course Instructor

<table>
<thead>
<tr>
<th></th>
<th>Amber S. Emanuel, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>Florida Gymnasium, Room 73</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:amberemanuel@ufl.edu">amberemanuel@ufl.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>Tuesday &amp; Wednesday 1-3; by appointment</td>
</tr>
<tr>
<td>Course Website</td>
<td>lss.at.ufl.edu --- through the CANVAS shell</td>
</tr>
</tbody>
</table>

- Scheduled appointments are recommended and can be made outside of the time frames listed above.
- The course instructor is most available via e-mail (please do NOT message me through the Canvas course website). When you email, you *must* include the course number AND section number.


ISBN-10: 0321832027

Note: This course is aligned to this specific edition of the textbook. If you choose to purchase/rent/study a previous edition of this text, you do so at your own risk.

Course Description

A survey of personal health concerns: emotional health; aging and death; alcohol, tobacco and drug abuse; physical fitness; nutrition and dieting; consumer health; chronic and communicable diseases; human sexuality; and environmental health.

CAVEAT: The course guide/syllabus, schedule, any course-related rubrics, course requirements, and procedures in this course are subject to change in the event of extenuating circumstances.
Course Objectives

The course is organized into 14 Modules. The student should expect to spend approximately **TWO hours** viewing the lectures/Power Point presentations that accompany each module.

**Module 1- Health, Health Education and Promotion (Dr. Don Chaney)**
Upon successful completion of this module, the student will be able to:
- Formulate a personal definition of health, health education, and health promotion.
- Define common health and medical terms.
- Discuss the evolution of the field of health education and promotion
- Identify and define the 4 determinants of health status.
- Explain the relationship between lifestyle behaviors, social structures, environmental conditions, health care, and health status.
- Identify and define the 3 types of prevention.
- Articulate future needs and trends facing the profession of health education and promotion.

**Module 2 – Health Behavior Theory (Dr. Don Chaney)**
Upon successful completion of this module, the student will be able to:
- Explain why theories are important for use in explaining, predicting and changing health behaviors.
- Identify key concepts and behavioral theories related to health and wellness as influenced by lifestyle and/or social status.
- Discuss how social/behavioral theories can be used for various populations of interest in multiple settings (school, worksite, school, and health care).
- Analyze personal health behaviors in terms of health protective or destructive behavior, and the appropriate theories related to the behavior.

**Module 3 – Health Disparities (Dr. Delores James)**
Upon successful completion of this module, the student will be able to:
- Discuss the value of a diverse school, work, and social environment
- Define: culture, race, ethnicity, racism, stereotype, discrimination, ethnocentricity, and xenophobia
- Outline the four types of racism
- Distinguish between assimilation and acculturation
- Outline the key dimensions of diversity that generally affect the work and school environment
- Outline the basic elements to becoming culturally competent

**Module 4 – Nutrition**
Upon successful completion of this module, the student will be able to:
- State the factors that determine food choices
- List the most influential sources of nutrition information.
- Identify the top 10 food trends.
- State the recommendations of My Plate for each food group.
- Outline the benefits of a plant-based diet.
- Develop a plan to improve personal dietary choices.

**Module 5 – Fitness and Body Image (Drs. Taryn Buckley and Janelle Garcia)**
Upon successful completion of this module, the student will be able to:

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• List and define five of the components of health related fitness.
• Describe the health benefits of regular physical activity.
• Describe three problems associated with inactivity.
• List and explain the physiological principles of exercise.
• Describe the different forms of cardio-respiratory exercise and resistance training.
• Describe the various types of stretching techniques.
• Describe how to keep the workouts safe by listing appropriate strategies for prevention, and care, if an injury should occur.
• List successful adaptation ideas to maximize participation and benefits for everyone, all ages, and including those with disabilities.

Module 6 – Alcohol (Dr. Virginia Dodd)
Upon successful completion of this module, the student will be able to:
• Discuss the effects of alcohol on behavior.
• Define terminology associated with field of study.
• Differentiate between low, moderate, high, and excessive levels of alcohol use.
• Recognize the signs, symptoms, and risk factors for alcohol misuse.
• Discuss the social aspects of alcohol use.
• List the signs/symptoms of alcohol poisoning.
• Discuss the negative consequences associated with alcohol use among college students.
• Discuss the effects of mixing alcohol with energy drinks.
• Discuss effects of alcohol on other drugs (over the counter and prescription).
• Define BAC and corresponding values.

Module 7 – Relationships and Sexuality (Dr. Monica Webb)
Upon successful completion of this module, the student will be able to:
• Define sexuality and discuss the role of psychological factors and social conditioning in shaping human sexuality.
• Distinguish between sex and gender, and discuss related components including sexual identity, gender identity, and gender roles.
• Identify male and female sexual anatomy.
• Discuss current types of intimate relationship and factors.
• Recognize characteristics common to lasting and satisfying love relationships.
• Discuss the problems of violence and abuse in intimate relationships.
• Analyze the effects of the media on sexual attitudes and behaviors

Module 8 – Health Consumerism and Advocacy (Dr. Michael Stellefson)
Upon successful completion of this module, the student will be able to:
• Identify what factors to consider when making health care decisions.
• Define the US health care system in terms of types of insurance.
• Identify issues concerning cost, quality and access to health care services.
• Define the role health insurance companies play in providing health care.
• Define complementary and alternative medicine.
• Evaluate testimonials and claims related to complementary and alternative products, and practitioners to ensure that you are getting accurate information and safe treatment.
• Define advocacy.
• State the reasons that advocacy is important.

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Module 9 – Environmental Health (Dr. Monica Webb)
Upon successful completion of this module, the student will be able to:
- Explain the environmental impact associated with the current and projected global population.
- Discuss the major causes of air pollution and the global consequences of the accumulation of greenhouse gases and ozone depletion.
- Identify sources of water pollution and chemical contaminants often found in water.
- Distinguish municipal solid waste from hazardous waste.
- List strategies for reducing land pollution.
- Describe the physiological consequences of noise pollution.

Module 10 – Aging (Dr. Delores James)
Upon successful completion of this module, the student will be able to:
- Describe the demographics of aging.
- Define life expectancy and life span.
- Define Baby Boomers and describe their current and potential impact on American society.
- Outline some of the myths and stereotypes about the elderly.
- State the factors that affect the health, quality of life, and longevity among the elderly.
- Outline the health promotion and disease prevention goals for the elderly.

Module 11 – Injury Prevention, Safety, and Violence Prevention (Dr. Virginia Dodd)
Upon completion of this course, the student will be able to:
- Define injury and describe the concepts of intentionality and mechanism as they relate to injury.
- Discuss the importance of injuries as a major public health problem.
- Identify the nature and magnitude of major unintentional injuries across the lifespan.
- Describe the major risk and protective factors of specific unintentional injuries.
- Explain how injuries are preventable.
- Explain the continuum of injury prevention, from primary prevention to acute care and rehabilitation.
- Describe levels where injury prevention activities can be focused (e.g. individual, community, public policy).
- Describe how education/behavior change, legislation/enforcement, and technology/engineering work together to prevent injuries.

Module 12 – Tobacco and Other Drugs (Dr. Taryn Buckley)
Upon successful completion of this module, the student will be able to:
- List and discuss the reasons why people initiate tobacco use and why they continue to use it.
- Explain the short- and long-term health consequences associated with tobacco use.
- Describe the social costs of tobacco and list actions that have been taken to combat smoking in the public and private sectors.
- Define and discuss the concepts of addictive behavior, substance abuse, and substance dependence.
- Explain factors contributing to drug use and dependence.
- List the major categories of psychoactive drugs and describe their harmful effects and potential for misuse and abuse.
- Discuss the social issues related to psychoactive drug use and its prevention and

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Module 13 – Mental Health (Dr. Mindy Menn)
Upon successful completion of this module, the student will be able to:
- Define Mental Health.
- Discuss common characteristics shared by people with good mental health.
- Describe how psychosocial and environmental factors affect mental health.
- Identify common mental health problems and discuss their causes and risk factors.
- Name various types of health professionals and describe the methods they use in treating common mental health problems.
- List strategies to enhance mental health.

Module 14 – Chronic and Infectious Diseases (Dr. Janelle Garcia)
Upon successful completion of this module, the student will be able to:
- Explain the difference between communicable (infectious) and chronic (non-infectious) diseases.
- Identify major chronic diseases/conditions affecting US populations.
- Describe controllable factors that may contribute to the development of specified chronic diseases/conditions.
- Describe non-controllable factors that may contribute to the development of specified chronic diseases/conditions.
- Describe the symptoms or warning signs of a specified chronic disease/condition.
- Develop a cohesive argument for why or why not obesity should be considered a chronic condition.
- Examine differences between infectious and noninfectious diseases.
- Explain how the body’s immune system and other body defenses function to protect it.
- Identify and discuss the most common infectious diseases currently in the U.S., the pathogens that cause them, their signs and symptoms, major modes of transmission, and methods to prevent transmission.
- Identify recent trends in the diagnosis and treatment of major infectious diseases.

Course Conduct (What is Expected of You)

You need to be aware that online learning can present significant challenges, particularly to individuals who are not self-starters or those who do not possess good time management skills. The online classroom is available to you 24 hours a day. Unlike traditional instructional settings in which each student gets the same class, the online setting means that every student gets a different class; the class of his or her choosing. In theory, this type of instruction should be more adaptable to a variety of learning styles. The reality is, however, that some students seem unwilling (we believe all are able) to create their own virtual classroom. This results in procrastination and low quality performance.

Recognizing that everyone learns differently, I’m not going to prescribe the “Best way” to approach the course. You should note, however, that this course is not self-paced. You are expected to adhere to the class calendar. Assignments are due by 11:55 P.M. (EST) on the date specified in the Tentative Course Schedule. Assignments will not be accepted late. I do recognize that personal circumstances arise that may interfere with the student’s ability to meet a deadline. If these things do occur, communicate with a course instructor as soon as you are aware of a conflict. I will not be receptive to retrospective requests for extensions. Your emails will be responded to within 24 business hours (typically sooner). Anytime you have a

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question or problem, email immediately.

**Required Readings:** You are responsible for the interpretations of any and all assigned readings. Not all reading materials will be covered in the course lectures. Read carefully and critically. Pay close attention to main headings, and study key words, tables, and figures.

**Class Format:** A combination of lectures, activities, and assigned readings will be used to cover the course content.

**Due Dates:** All Assignments, Activities, Journal Entries, and Quizzes are due by 11:55 PM (EST) on the assigned date listed in the Tentative Course Schedule. **No assignments will be accepted after the due date.** You are advised to make back-up copies of all work and submit your work early to avoid technical problems.

**Academic Integrity/Student Honor Code:** “The University of Florida requires all members of its community to be honest in all their endeavors. Students are required to commit themselves to academic honesty by signing a prescribed basic statement, including the **Student Honor Code**, as part of the registration process. “As a member of the UF community, students pledge on their honor to neither give nor receive unauthorized aid while working or completing assignments and examinations. “Any individual who becomes aware of a violation of the Student Honor Code is bound by honor to take corrective action.” Violations of the UF Academic Honesty Guidelines will not be tolerated and violators will be treated in accordance with the UF Student Honor Code.

**Commercial Sale of Course Lectures:** The content presented in the class is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and UF, and may not be used for any commercial purposes. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

**Special Accommodations/Students with Disabilities:** Students requesting specific classroom accommodations must provide me with an accommodation letter from the Disability Resource Center (Dean of Students Office) by the end of the second week of classes verifying their eligibility and specifying their level of support. Students experiencing difficulty with the course readings, lectures, assignments, or examinations are encouraged to talk with me.

**Course Experience:** Should you have any complaints with your experience in this course please visit [http://www.distance.ufl.edu/student-complaints](http://www.distance.ufl.edu/student-complaints) to submit a complaint.

**Course Requirements and Grades**

Grades will be determined based on your performance on the following activities:

- **Three Examinations**
- **Journal Entries**
- **Module Quizzes**

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• Module Activities

Three Examinations: The three exams will cover material presented in the course lectures, PowerPoint presentations, and readings posted on the course website. Each exam will be comprised of 50 questions and each exam will be worth 100 points. The dates for this semester are:

Exam 1: Wednesday, February 17
Exam 2: Wednesday, March 30
Exam 3: Wednesday, April 27

Examination Logistics: Students must have exams proctored through UF’s approved proctoring service Proctor U. Mr. Owen Beatty, the program advisor, will contact you within the first 2 weeks of the course to discuss your proctoring needs and location.

Appointments are required to use Proctor U and all appointments need to be made at least four days in advance. Reservations made within four days of your exam are subject to a $5 late reservation fee. Late registrations are subject to availability and some day appointments cannot be made online. To make an appointment, simply create an account at http://go.proctoru.com, log in, click on the "new exam" link and select the exam, date and time you desire. You will receive a confirmation email of your reservations at the email address that you provided to Proctor U.

You will test online on the date(s) listed on the syllabus using the UF approved online proctoring service, Proctor U. Any alteration to the dates on the syllabus must be approved by your instructor in writing via email at least seven (7) days prior to the first exam day. Proctor U information is posted to your course site and should be reviewed at the start of the reviewed at the start of the course.

Should you have any questions about scheduling your examination or questions about how your examination will be proctored, please contact Owen Beatty at: beattyo@hhp.ufl.edu. The scheduling and proctoring of exams fall outside the instructor’s control. Thus, problems and concerns associated with the service cannot be addressed by the instructor. Issues related to the proctoring service should be directed to Owen Beatty at the email provided.

Journal Entries: Each student will maintain a Personal and Family Health Journal and will make weekly/module entries into the journal. Each entry is worth 5 points and there will be 10 entries. The student should expect to spend approximately 30-60 minutes completing each journal entry. All journal entries will be due on the dates listed in the Tentative Course Schedule at 11:55 PM (EST).

Module Quizzes— Each module (14) has a graded and timed quiz posted at the completion of the module. Each quiz is worth 10 points. You will have 10 minutes to complete each 10- item quiz. All quizzes will be due on the dates listed in the Tentative Course Schedule at 11:55 PM (EST).

Quiz feedback will be open for a week. Questions about quiz or exam questions will be answered following the completion of the quiz/exam by all students. If you have a question about specific quiz questions, you need to describe your concern in an email within 1 week after the quiz is completed.

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<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
<th>Percent of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3 @ 100 points each)</td>
<td>300</td>
<td>57.0 %</td>
</tr>
<tr>
<td>Written Journal (10 @ 5 points each)</td>
<td>50</td>
<td>9.0 %</td>
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<tr>
<td>Module Quizzes (14 @ 10 points each)</td>
<td>140</td>
<td>26.0 %</td>
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<tr>
<td>Module Activities (4 @ 10 points each)</td>
<td>40</td>
<td>8.0 %</td>
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<tr>
<td>Total Points</td>
<td>530</td>
<td>100.0 %</td>
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Grading Scale Range for HSC 3102

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>477 and above</td>
<td>90.0% and above</td>
<td>A</td>
</tr>
<tr>
<td>461 - 476</td>
<td>87.0 - 89.0%</td>
<td>B+</td>
</tr>
<tr>
<td>440 - 460</td>
<td>83.0 - 86.0%</td>
<td>B</td>
</tr>
<tr>
<td>424 - 439</td>
<td>80.0 - 82.0%</td>
<td>B-</td>
</tr>
<tr>
<td>408 - 423</td>
<td>77.0 - 79.0%</td>
<td>C+</td>
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<tr>
<td>387 - 407</td>
<td>73.0 - 76.0%</td>
<td>C</td>
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<tr>
<td>371 - 386</td>
<td>70.0 - 72.0%</td>
<td>C-</td>
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<tr>
<td>355 - 370</td>
<td>67.0 - 69.0%</td>
<td>D+</td>
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<tr>
<td>334 - 354</td>
<td>63.0 - 66.0%</td>
<td>D</td>
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<td>318 - 333</td>
<td>60.0 - 62.0%</td>
<td>D-</td>
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<tr>
<td>317 and below</td>
<td>Below 60.0%</td>
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Instructor's Grading Policies: **You** determine your grade based on the quality and frequency of your work. Consequently, your time management skills, time spent on assignments, and communication with me when you have questions, or concerns regarding an assignment will impact your success or failure within this course. With this approach of grading on adherence to predetermined standards, there is no pre-conceived distribution of grades. Everyone or no one can receive an “A”. **I do not, have not, and will not round grades.**

Quiz and exam feedback are provided to the student immediately following the due date. Students have one week to view quiz and exam feedback.

Please allow FIVE business days from the due date for journal entry/assignment feedback.

UF Grading Policies: Information on current UF grading policies for assigning grade points can be found at [http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html).

Grade Adjustments: It is unethical and a violation of the UF Student Honor Code to request an unjustifiable grade adjustment (UF Student Honor Code: “Conspiracy to Commit Academic Dishonesty”). Under no circumstances will I “round up” a grade.

Note: If a grade input error occurs, you should notify me as soon as possible. I will examine the Canvas grade to determine whether a calculation error has occurred. If an error occurred, the grade will be adjusted.

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Course Assistance

- If you have questions about course expectations or the grading procedures, or if you have difficulty with the course content, the readings, the lectures, the class activities, or the assignments, please see a course instructor immediately. Don’t wait until it’s too late.
- Be sure you have easy and reliable high speed Internet access.
- You cannot complete this online course with a dial-up connection.
- Keep up; it is easy to “ignore” online course requirements until it is too late.
- Plan to be online 5-7 times each week and schedule time to work on your course(s) in your day planner or calendar. Be sure to schedule a time in which you can work without interruptions.
- Use a word processor program when typing drafts of your discussion postings and responses. This will enable to you save your work in case of any unexpected technical glitches. It will also enable to you to use sophisticated spelling and grammar checkers.
- Strive to make assignments meaningful and relevant to your personal and professional goals.
- Life happens. I understand that during this semester, you may experience challenging personal or professional situations, which may take your attention away from this course. It is important that if you are experiencing difficulty in the class to communicate with me as soon as a difficulty occurs.

Tentative Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Required Readings</th>
<th>Activities and Assessments</th>
<th>Due Date</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Start Here</td>
<td>View the Course Introduction, View the LSS tutorial video, Complete the web tour, handbook, and contract Agreement Quiz</td>
<td>Jan 8</td>
<td>0</td>
</tr>
<tr>
<td>1 Health</td>
<td>Education</td>
<td>View the Module 1 Introduction Video, Complete the Values Clarification Activity</td>
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<tr>
<td></td>
<td>Health Education</td>
<td>View the Module 1 Videos, Complete the Module 1 Quiz, Complete the Module 1 Journal Entry</td>
<td>Jan 15</td>
<td>10</td>
</tr>
<tr>
<td>2 Behavior</td>
<td>Theories</td>
<td>View the Module 2 Videos, Complete the Module 2 Quiz, Complete the Module 2 Journal Entry</td>
<td>Jan 22</td>
<td>10</td>
</tr>
<tr>
<td>3 Health</td>
<td>Disparities</td>
<td>Begin Module 3 Activity, View the Introduction to Module 3 Video, View the PowerPoint: Living in a Diverse World</td>
<td>Jan 29</td>
<td>10</td>
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</table>

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<th>Activities and Assessments</th>
<th>Due Date</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>4  Nutrition</td>
<td>Chapter 7: Eating for a Healthier You (pp. 203-227)</td>
<td>Quiz</td>
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<td>Complete the Module 3</td>
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<td>Interview Activity</td>
<td>Jan 29</td>
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<td>Begin the activity for Module</td>
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<td>View the Introduction to Module 4 Video</td>
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<td>View the PowerPoint</td>
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<td>Complete the Module 4</td>
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<td>Quiz</td>
<td>Feb 5</td>
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<td>Complete the Module 4 My Pyramid Activity</td>
<td>Feb 5</td>
<td>10</td>
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<tr>
<td>5  Fitness and Body Image</td>
<td>Chapter 8: Reaching and Maintaining a Healthy Weight (pp. 238-277)</td>
<td>View the Introduction to Module 5</td>
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<tr>
<td></td>
<td>Chapter 9: Improving Your Physical Fitness (pp. 280-306)</td>
<td>View the presentations</td>
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<td>Complete the Module 5 Quiz</td>
<td>Feb 12</td>
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<td>Complete the Module 5 Journal Entry</td>
<td>Feb 12</td>
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<tr>
<td>EXAM 1 (Covers material from Modules 1-5)</td>
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<td>Feb 17</td>
<td>100</td>
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<tr>
<td>6  Alcohol</td>
<td>Chapter 11: Drinking Alcohol Responsibly (pp. 328-350)</td>
<td>View the Module 6</td>
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<td>Complete the Module 6</td>
<td>Feb 19</td>
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<td></td>
<td>Complete the Module 6 Journal Entry</td>
<td>Feb 19</td>
<td>5</td>
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<tr>
<td>7  Relationships and Sexuality</td>
<td>Chapter 4: Building Healthy Relationships (pp. 112-133)</td>
<td>View the Module 7</td>
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<td></td>
<td>Chapter 5: Understanding Your Sexuality (pp. 136-159)</td>
<td>Complete the Module 7</td>
<td>Feb 26</td>
<td>10</td>
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<tr>
<td></td>
<td>Chapter 6: Considering Your Reproductive Choices (pp. 162-199)</td>
<td>Complete the Module 7 Journal Entry</td>
<td>Feb 26</td>
<td>5</td>
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<tr>
<td></td>
<td>Chapter 14: Protecting against Infectious Diseases and STI (pp. 428-442)</td>
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<tr>
<td>8  Health and Consumerism</td>
<td>Chapter 18: Choosing Conventional and Complementary Health Care (pp. 560-571)</td>
<td>Begin Module 8</td>
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<td></td>
<td>View the Module 8</td>
<td>March 11</td>
<td>10</td>
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<td></td>
<td></td>
<td>Complete the Module 8</td>
<td>March 11</td>
<td>10</td>
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<tr>
<td>9  Environmental Health</td>
<td>Chapter 20: Preserving and Protecting Your Environment (p.228 inset &amp; pp. 614-635)</td>
<td>View the Module 9</td>
<td>March 18</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete the Module 9</td>
<td>March 18</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Module</th>
<th>Required Readings</th>
<th>Activities and Assessments</th>
<th>Due Date</th>
<th>Points Possible</th>
</tr>
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<tbody>
<tr>
<td>10 Aging</td>
<td>Chapter 21: Preparing for Aging, Death, and Dying (pp. 638-659)</td>
<td>View Introduction to Module</td>
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<td></td>
<td></td>
<td>Print, read, and study the PowerPoint</td>
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<tr>
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<td>Complete the Module 10 Quiz</td>
<td>March 25</td>
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<td>Complete the Module 10 Journal Entry</td>
<td>March 25</td>
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<tr>
<td>Exam 2 (Covers material from Modules 6-10)</td>
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<td>March 30</td>
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<tr>
<td>11 Injury Prevention</td>
<td>Reducing Your Risk of Unintentional Injury (pp. 5998-610)</td>
<td>View the Introduction to Module 11 Video</td>
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<td>View the Module 11 Quiz</td>
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<td>Complete the Module 11 Journal Entry</td>
<td>April 1</td>
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<tr>
<td>12 Tobacco and Other Drugs</td>
<td>Chapter 12; Ending Tobacco Use (pp. 354-375)  Chapter 13; Avoiding Drug Misuse and Abuse (pp. 380-406)</td>
<td>View the Introduction to Module 12 Video</td>
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<td>Complete the Module 12 Journal Entry</td>
<td>April 8</td>
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<tr>
<td>13 Mental Health</td>
<td>Chapter 2; Promoting and Preserving Your Psychological Health (pp. 28-55)  Chapter 3; Managing Stress and Coping with Life’s Challenges (pp. 70-94)</td>
<td>View the Introduction to Module 13 Video</td>
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<td>View the Module 13 Quiz</td>
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<td>Complete the Module 13 Journal Entry</td>
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<tr>
<td>14 Chronic and Infectious Diseases</td>
<td>Chapter 14: Protecting against Infectious Diseases and STI (pp. 410-428)  Chapter 15: Preventing Cardiovascular Disease (pp. 458-468)  Chapter 16: Reducing Your Cancer Risk (pp. 496-519)  Chapter 17: Reducing Risks and Coping with Chronic Conditions (pp. 522-541)</td>
<td>Begin Module 14 Activity</td>
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<td>Complete the Module 14 Activity</td>
<td>April 20</td>
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<tr>
<td>Exam 3 (Covers material from Modules 11-14)</td>
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<td></td>
<td>April 27</td>
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</table>

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Commonly Asked Questions

1. I can't see the modules. How do I get them to open so that I can view them?
The modules will be released once the handbook quiz, web tour quiz, and contract quiz (found in the “Where do I begin the course” section) are completed with a perfect score on each of them. You can take those 3 quizzes multiple times until you achieve a perfect score.

2. Do we need to watch the videos?
YES, you need to watch the videos. There are some quiz questions and definitely will be test questions taken straight from the videos that may or may not be mentioned on the PowerPoint presentations. Based on many of the quiz-related questions I have been asked, I can tell many students aren't watching the videos. You need to watch the videos to succeed in this course.

3. How do modules work?
Once you have completed the how to use e-learning module and quiz, the first module will be unlocked. You can then complete Modules 1-5 sooner than the timeline on the syllabus. However, note that all quizzes, activities, and journal entries must be completed by the date listed on the syllabus (they can be completed sooner). Module 6 will be unlocked and then students can progress through Module 10 in the same manner as the first third of the course. Module 11 will be unlocked and then students can progress through Module 14.

4. Why are we only allotted 10 minutes per quiz?
The goal of the quizzes is for you to be able to answer the questions without looking up the responses. That is why we budget you to 1 minute per question. You can use your materials if you want, but make sure your notes are well-organized prior to beginning the quiz as the time will probably prevent you from looking up every question.

5. What will exams look like?
Exams are multiple choice; (50 questions). You will have 1.5 hours to complete each exam. Notes cannot be sued for the exam. The questions will be similar in format and difficulty to the quiz questions. Exam 1 will cover information from Modules 1-5. Exam 2 will cover information from Modules 6-10. Exam 3 will cover information from Modules 11-14.

6. Will you provide a study guide for any of the exams?
No, I do not provide study guides. However, I will provide you the specifics such as number of questions per module. You will have 1.5 hours to take each exam.

Note that ALL course materials are considered testable materials.

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