HSC3032, SECTION 0329 (CAMPUS WEB)

3 SEMESTER HOURS

SPRING/2017

COURSE DEVELOPER: Dr. Charkarra Anderson-Lewis

FACILITATOR: Dr. Joy L. Rodgers

CONTACT INFORMATION: Joy L. Rodgers, Ph.D., CHES
Florida Gym (FLG) Room 71
rodersj@ufl.edu*
352-294-1807

(*The best way to reach Dr. Rodgers is through the Inbox tool on the Canvas course website. This is the tool that should be used to send course-related messages (e-mails) of a personal nature such as questions related to grades or excused absences. Refer to “Course Communications” for additional information on non-personal communications.)

OFFICE HOURS**: Monday & Wednesday, 12:50-3:50 p.m. (Periods 6-8)
Other times by appointment**

(**You may choose to call my office to talk by phone or may arrange a Skype call to meet with me face-to-face. In either case, arranging a time beforehand is a good idea to ensure that I have no other conflicts. Also, coming by during office hours is preferred to a phone or Skype call.)

CANVAS COURSE WEBSITE: http://elearning.ufl.edu/

COURSE COMMUNICATIONS: You should post non-personal, non-grade, course-related questions in which my responses would be beneficial to all class members to the General Course Questions Discussion forum as provided on the course website.

For personal communication (e.g., grade-related, missed assignments, absences), you should send messages using the Inbox tool on the Canvas course management system. Mail inquiries received Monday through Friday will usually receive a reply within 24
hours of receipt. Messages sent after 4 p.m. on Fridays and/or during the weekends will most likely receive a reply the following Monday. Refer to the “Message Etiquette” policy of this syllabus for more information on proper e-mail format and protocol. **Note:** Students who send messages directly to Dr. Rodgers’s UF email address (rodgersj@ufl.edu) may have a longer wait for a response because of the high number of administrative emails she receives in her UF Inbox.

Additionally, you should make a point to regularly check for course-related notices via the Announcement tool on the Canvas course website. To “regularly check” means as often as possible, a minimum of two times a week. Students who fail to keep up with posted Announcements risk missing important information related to the course, including possible changes in assignment due dates.

**REQUIRED TEXT**: Principles and Foundations of Health Promotion and Education, 5th Edition, 2012; Cottrell, Girvan and McKenzie; Pearson Education, Inc. (**This online course is aligned to this specific edition of the textbook. If you choose to purchase/rent/study a previous or newer edition of the text, you do so at your own risk.**)


**COURSE DESCRIPTION**: This health education and health promotion foundations course aims to introduce students to the concepts of health education and health promotion, specifically, health education specialties, theoretical and philosophical foundations, and philosophies. Other determinants of health, process and practice of health education, and the future trends and prospects in the field also are examined.

**PREREQUISITES**: HEB major, junior or senior standing, and APK2100C, APK2105C, PSY2012, STA2023 and MAC1105 or MAC1140 or MAC1147 or MAC2311.

**COURSE OBJECTIVES**: By the end of this course, you will be able to:

1. Explain the foundations of health education and the various published definitions of “health.”
2. Define the meaning and philosophy of health education.
3. Describe the concept of optimal health in developing a personal view of health.
4. Outline the history of national disease prevention and health promotion activities.
5. Assess key risk factors affecting health promotion and longevity.
6. Describe core foundation areas underlying health education as an applied field.
7. Assess opportunities for professional specialization in health education.
8. Explain options for individual credentialing as a professional health educator.
9. Develop criteria for ethical professional practice in health education.
10. Identify trends potentially affecting health education in the future.

INSTRUCTIONAL METHODS: This is an online course that recognizes individuals learn in unique patterns. Thus, a variety of learning modalities – lectures, activities, application assignments, class discussions and exams – are offered and encouraged. Students’ Canvas accounts should be utilized for accessing course materials (http://elearning.ufl.edu/).

Due to the nature of this course, you can work through the material at 2 a.m. or 2 p.m. – the choice is yours! With this tremendous flexibility comes the demand for tremendous self-discipline and awareness of your work habits to meet established deadlines. For new and experienced online learners, please remember that online courses – and this course in particular – can be deceptive in the time required to complete assignments in a timely and exemplary manner. Students commonly underestimate the time needed to complete assigned activities within the given time frame. Part of this underestimation stems from the lack of regular face-to-face contact with me and your classmates. Without this contact, some students seemingly “forget” that they are enrolled in a course. Keep in mind that this course is divided into modules, with each module containing material related to a primary theme and/or topic. A variety of course-related activities are designed to engage you in the module material to meet the stated objectives of each module.

COURSE POLICIES:

COURSE TECHNOLOGY: For this course, you will need Internet connection (DSL, LAN, or cable connection desirable) and access to the University of Florida’s E-Learning System, Canvas. The Canvas course management system employs several tools to facilitate both individual and group communication within the course, as well as manage the submission and grading of assignments. You are expected to be proficient in working in Canvas. Several video tutorials on how to use the various tools within Canvas are available for viewing through the Help Center in Canvas. You are encouraged to become familiar with the Canvas course tools to ensure the best experience possible from this
online course. Students who need more personal assistance with the Canvas course tools should contact the UF Computing Help Desk at 352-392-4357. **Note: Faulty Internet connections will not be accepted as an excuse for any missed assignments, activities, quizzes and/or exams.** Nevertheless, if a technical problem does occur that prevents you from timely submission of an assignment, you should first contact the UF Help Desk and then email your instructor to explain the situation and provide your UF Help Desk ticket number documenting the situation.

**ASSIGNMENT SUBMISSIONS AND DEADLINES:** 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 24 hours a day. Unlike traditional instructional settings in which each student gets the same class, the online setting means that every student will participate in the course that he/she chooses to experience. In theory, this type of instruction should be more adaptable to a variety of learning styles. However, in practice, some students seem unwilling (all are believed to be able) to create and actively take part in their own virtual classroom. This often results in procrastination and low-quality performance. Everyone learns differently, so prescribing a “best” approach is difficult.

Still, you should note that this course is not self-paced. **You are expected to adhere to the course calendar and timeline.** All assignment submissions must be turned in on or before the scheduled date and time, as specified in the Course Syllabus. All assignments are to be completed and submitted by individual students – no group work is allowed. You should not submit the work of another person – student or otherwise – at any time for any reason. No excuses for late submissions based on computer or Internet access issues or errors in uploading assignments will be accepted. **Note: Before you come to me with any excuses, please be advised that I am able to track your course activity – for example, time and date of course logins; time spent on the course website, including length of time spent on each course module; and number of times you view assignments and module materials, including lectures.**

**ALLOWABLE LATE ASSIGNMENTS AND MAKE-UPS:** As stated previously, assignments should be submitted by or before the time and date listed in the Course Syllabus. Nonetheless, I recognize that life happens and challenges may arise that prevent you from completing an assignment on time. In these rare instances, you may (no guarantee) be given an opportunity to submit after the deadline **only after you provide an acceptable, University-approved reason with proper documentation for missing the deadline.** Among the reasons missed assignments may be considered excused by the University are the following:
• Participation in an activity appearing on the University authorized list
• Death or major illness in a student’s immediate family (mother, father, sister, brother, etc.)
• Illness of a dependent family member
• Participation in legal proceedings or administrative procedure that require a student’s presence
• Observance of religious holy day

If an emergency arises that causes you to miss an assignment deadline or an exam, you must **contact me within 24 hours and provide formal documentation by fax or email within 48 hours so that you will have an opportunity to make up what was missed.** I encourage you to communicate with me immediately if you miss a submission deadline, or beforehand if you know that you will be unable to meet a submission deadline. The longer you wait to communicate a difficulty, the less likely a make-up will be possible. Decisions to allow make-ups will be made by me after consulting the university-wide attendance policies specified in the UF Undergraduate Catalog: ([https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)). **Note:** Any student with an acceptable excuse and appropriate documentation who misses a regularly scheduled exam will be given a cumulative make-up exam in the last week of classes. The cumulative makeup exam may not be used to substitute for a low score on one of the regularly scheduled exams. The cumulative makeup exam is strictly for those students with documented, approved absences for one of the three regularly scheduled exams.

**MESSAGE ETIQUETTE:** Professionalism is expected from all students. You should use proper etiquette when sending e-mails. This includes an appropriate “Subject” heading, a proper greeting/salutation, grammatically correct message body, and a proper closing. For example:

**Subject Heading:**
Exam 1

**Greeting/Salutation:**
Hello Dr. Rodgers,

**Message Body:**
I am preparing for our upcoming exam. Can you tell me about the format for the exam and the number of questions to expect?

**Closing:**
Thank you!
Inappropriate e-mails or messages that lack proper etiquette will be returned with a suggestion to revise and re-send.

**RECOMMENDATIONS:** I will consider preparation of a recommendation only for those students who are actively engaged in class activities and discussions and who make an effort to reach out to me throughout the semester. Recommendations may be provided for graduate programs, professional schools, internships, scholarships, and jobs only after the student asks for such in an appropriately worded e-mail or during an office visit. You must provide me with all required information to write an appropriate recommendation. This includes, but may not be limited to: recommendation forms provided by the agency involved; deadlines/due dates for the recommendation; contact information and address for submitting recommendation; résumé; and possibly, a draft letter that outlines experience and qualifications for the position sought. You should keep in mind that recommendations cannot be provided on short notice, so be sure to plan requests for recommendations to give sufficient time for preparation. Also, consider that to write a good recommendation letter requires that I have something substantive to say about a student. You can help provide substantive information by taking the time to check in with me throughout the semester and talking with me about the course and how things are going. The best way to accomplish this is to visit my office during office hours.

**COURSE GRADING AND ASSIGNMENT POLICIES:**

**STUDENT SUCCESS DEFINED:** Students who understand and perform the following actions have the most potential for achieving success in HSC3032:

1. Be sure you have reliable high-speed Internet access.
2. Use a word processor when posting discussions and other assignments instead of typing them directly into the course website. This will enable you to save your work in case of any unexpected technical glitches. You also will be able to use the spelling and grammar checkers before you submit your work.
3. Take notes on each resource and refer to them when completing your assignments and discussions. Even though you will not be tested in a traditional format, this course is the foundational course for your remaining courses in the Department of Health Education and Behavior. Your notes will be helpful to you as you encounter these topics in future courses.
4. Keep up; it’s easy to ignore online course requirements until it’s too late.
5. Make a notation in your calendar of all assignment deadlines to be sure that you don’t overlook an assignment.
6. Plan to spend at least five to seven hours a week on this course.
7. Schedule time to work on your course(s). Be sure this is a time in which you can work without interruptions.
8. Be an active participant in class discussions and activities.
9. Take time to get to know your classmates. Isolation can be a barrier to online learning as it can be in a face-to-face environment.
10. Complete readings and view lectures early or at the start of each module. In doing so, you will be familiar with the material and better able to contribute to discussions and complete activities. Starting early also allows time for mistakes, computer crashes, and unsaved file problems.
11. Strive to make assignments meaningful and relevant to your context.
12. Respect the viewpoints and contributions of your instructor and classmates.
   **Note: Be sure to read the Netiquette guidelines in the Start Here module of the Canvas course website.**
13. Inform me whenever a problem related to the course arises, whenever you feel the need to clarify questions, or whenever you desire to further explore the topics of particular interest. If you are experiencing difficulty and contact me early, I may be able to suggest ways to assist you.

**ASSIGNED WORK:** All students are expected to do their best work. The grade received at the end of the semester is the one that has been earned. **No extra credit opportunities or additional assignments will be provided.** All work should be submitted via the Canvas course website. **No late work or e-mail submissions for non-excused, non-University-approved reasons will be accepted.** Late submissions will receive a zero (0) in the gradebook. **Note:** Canvas is an unforgiving course management system when it comes to assignment deadlines. The stated “Due Date” is the day and time that assignments must be in the system for Canvas to recognize them. This means that assignments with a deadline of 11:55 p.m. should be in the system by that time. If you wait until 11:55 p.m. to submit an assignment, Canvas will lock up and you will be prevented from submitting the assignment. To prevent a system lock-up on deadline, assignments (except for quizzes and exams) have been given a six-minute “Available Until” window. This additional time does not constitute an extension of the deadline. Any assignments that are time-stamped later than the 11:55 p.m. deadline will be considered late and receive a zero (0) in the gradebook. The purpose of the “Available Until” window is solely to prevent Canvas from locking up for those students who push the 11:55 p.m. deadline. I advise you to make back-up copies of all work and submit your work early to prevent technical issues from precluding successful submission.

Grades will be determined based on your performance on the following activities:
1. **Syllabus Quiz** (20 points total)
   The course syllabus is considered the mutual agreement between me (the course instructor) and you (the student). The Syllabus Quiz is designed to ensure you fully understand the assignment expectations of this course, as well as course policies and procedures. **Note: You will get two chances to achieve a score of 100% on the syllabus quiz.** If you fail to reach a 100% score on either of the two attempts, then the highest score of the two attempts will be recorded in the gradebook. For example, if you score 85% on a first attempt of taking the syllabus quiz and a 90% on the second attempt, the score of 90% will be recorded in the gradebook and will remain as the final score on the syllabus quiz. This policy makes it incumbent upon all students to be thoroughly familiar with course policies at the outset of the course. **The deadline for the Syllabus Quiz is 11:55 p.m. on the assigned due date listed in the course schedule.**

2. **Profile Photo Upload and Student Introductions** (profile photo, 5 points; introduction, 5 points; 10 points total)
   A challenge of online learning environments is engagement between and among students. One way to promote social interaction and communication that will help pave the way for increased participation is through formal introductions. You are expected to introduce yourself to the class by answering a number of prompts (questions) aimed at getting our conversations going. Additionally, you are required to upload a digital photo of yourself to your bio page on the Canvas course website. The photo must be a head shot of decent quality (in focus, not blurry). This means no other person should be in the photo and the photo should be cropped to show the head only (no full body photos or photos from a distance). A head shot works best in the thumbnail space provided on the bio page and makes identification of students easier in grading of assignments. **The deadline for Student Introductions and Profile Photo Upload is 11:55 p.m. on the assigned due date listed in the course schedule.**

3. **Module Reading Quizzes (MRQ)** (10 quizzes; 10 points each; 100 points total)
   Each module contains one open-note, open-book quiz designed to measure reading competence and application of material presented in the module. The timed quizzes are brief, based on the video lectures and assigned readings, and may be a combination of multiple-choice, true-false, and/or short-answer type questions. **Quizzes close promptly at 11:55 p.m. Friday on the assigned due date listed in the course schedule.** No make-ups are allowed for missed quizzes without formal documentation of a medical or immediate family emergency. Missed module quizzes will receive a zero (0) in the gradebook. **Note: Students**
are strongly encouraged and advised to read the assigned material ahead of time and take the timed module quizzes as soon as the modules open. Students taking a quiz when the due date passes will have their scores up to that point automatically submitted – regardless of whether the quiz is completed – and the grade recorded only for the completed portion. Therefore, you should arrange to complete quizzes with ample time before the stated deadline time and date.

4. **Case Studies (CS)** (five [5] case studies; 15 points each; 75 points total)

Odd-numbered course modules (1, 3, 5, 7 and 9) contain case studies that supplement information covered in the video lectures and textbook readings. Each case study is designed to apply and/or reinforce skills and knowledge required of health education specialists working in the field of health education and promotion. Due dates for each case study are final; no late assignments will be accepted without appropriate documentation of a medical or family emergency. Students who fail to submit a case study by the assigned deadline will receive a zero (0) in the gradebook. **The deadline for Case Studies is 11:55 p.m. Wednesday on the assigned due date listed in the course schedule.**

5. **Critical Thinking Discussions (CTD)** (five [5] discussions; 15 points each; 75 points total)

Even-numbered course modules (2, 4, 6, 8 and 10) contain critical thinking course discussions designed to promote classroom interaction among students. Each discussion forum addresses questions, topics and/or scenarios directly related to module lectures and textbook and supplemental readings. Discussions are key to being an active participant in this course. Students are expected to engage in discussions by responding to specific prompts and by giving feedback on posts made by classmates. Posts should be thoughtful and not simply a restatement of what was read. In other words, use critical thinking skills and cite course material and/or readings when developing personal posts. Additionally, a thoughtful response to at least two (2) of your class peers is required. All deadlines for posting and responding to discussion prompts must be followed to receive credit for the discussions. **Note:** **Critical Thinking Discussion posts are due on Mondays, with peer replies to the original posts due on Wednesdays.**

Although discussion forums remain open past the due date of the original posts to allow for student replies to original discussion posts, **students who post original discussions after the 11:55 p.m. Monday deadline will receive a zero (0) in the gradebook for that portion of the assignment.** Additionally, students who fail to post peer replies by the Wednesday deadline will receive zeros (0s) in the gradebook. No late assignments will be accepted without appropriate documentation of a medical or family emergency. **The deadline for Critical
Thinking Discussions (posts and replies) is 11:55 p.m. on dates listed in the course schedule.

6. **Exams** (three [3] exams, 100 points each; 300 points total)
   You will complete three (3) exams, each covering material presented in the course modules on the Canvas course website. Exam 1 will cover material presented in Modules 1-3; Exam 2 will cover material from Modules 4-6; and Exam 3 will cover material from Modules 7-10. The open-note, open-book exams may consist of essay, short-answer, matching, multiple-choice, and/or true-false questions. Exam questions may be adapted from module quizzes, readings, case studies and discussions. The learning objectives provided in each module may serve as study guides for the exams. You will be given 75 minutes to complete each exam. **The deadline for each exam is 11:55 p.m. sharp on the assigned due date listed in the course schedule.** See additional information on Exam deadlines under Course Schedule heading on Page 11 of this syllabus. Students taking an exam when the due date passes will have their scores up to that point automatically submitted – regardless of whether the exam is completed – and the grade recorded only for the completed portion. Therefore, you should arrange to complete your exams with ample time before the stated deadline time and date. **Note:** Any student with an acceptable excuse and proper documentation who misses a regularly scheduled exam will be given a cumulative make-up exam the last week of class.

Breakdown of Assigned Work (Assignments and Points Values)

<table>
<thead>
<tr>
<th>Assignment (Number)</th>
<th>Total Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz (1, 20 points)</td>
<td>20</td>
</tr>
<tr>
<td>Module Reading Quizzes (MRQ) (10, 10 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Profile Photo Upload</td>
<td>5</td>
</tr>
<tr>
<td>Student Introductions</td>
<td>5</td>
</tr>
<tr>
<td>Case Studies (CS) (5 at 15 points each)</td>
<td>75</td>
</tr>
<tr>
<td>Critical Thinking Discussions (CTD) (5 at 15 points each)</td>
<td>75</td>
</tr>
<tr>
<td>Exams (3 at 100 points each)</td>
<td>300</td>
</tr>
<tr>
<td>Total</td>
<td>580</td>
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</tbody>
</table>

**GRADING SCALE:** Assignment of final course grades will be made based on the scale that follows on Page 11. No extra credit assignments or points will be given in this course. That means that if, at the end of the term, your points total 521.999999999999, your grade equals a “B+” for the semester.
<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
<th>Points</th>
<th>Letter</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ☀</td>
<td>100.0-95.0</td>
<td>580.00-551.00</td>
<td>C</td>
<td>76.9-73.0</td>
<td>446.59-423.40</td>
</tr>
<tr>
<td>A-</td>
<td>94.9-90.0</td>
<td>550.99-522.00</td>
<td>C-</td>
<td>72.9-70.0</td>
<td>423.39-406.00</td>
</tr>
<tr>
<td>B+</td>
<td>89.9-87.0</td>
<td>521.99-504.60</td>
<td>D+</td>
<td>69.9-67.0</td>
<td>405.99-388.60</td>
</tr>
<tr>
<td>B</td>
<td>86.9-83.0</td>
<td>504.59-481.40</td>
<td>D</td>
<td>66.9-63.0</td>
<td>388.59-365.40</td>
</tr>
<tr>
<td>B-</td>
<td>82.9-80.0</td>
<td>481.39-464.00</td>
<td>D-</td>
<td>62.9-60.0</td>
<td>365.39-348.00</td>
</tr>
<tr>
<td>C+</td>
<td>79.9-77.0</td>
<td>463.99-446.60</td>
<td>E ☠</td>
<td>59.9-00.0</td>
<td>≤ 347.99</td>
</tr>
</tbody>
</table>

**Note:** Students who have a very low grade but do not drop/withdraw from this course on or before April 7 and/or who do not explain his/her situation to me will be given the failing grade, not an “I” (Incomplete).

**GRADE ADJUSTMENTS:** It is unethical and in direct 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 ever “round up” a student’s grade (an 89.99% is a B+) nor will I offer extra credit. **Note:** If a grade input error occurs, you are strongly encouraged to 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.

**GRADING DISPUTES:** Students who believe an error has been made in grading should (1) review the assignment instructions and rubric carefully, and then (2) check relevant policies on the syllabus. After doing these two things, any student who still believes an error has been made should (1) state the problem in detail in writing and (2) follow up with me in person during office hours.

Students with questions following the posting of final course grades at the end of the term should present their concerns in writing, delivered either in person or by postal mail, at the beginning of the next semester. No e-mails will be responded to regarding final grades.

**COURSE SCHEDULE:**

**EXAMS:** Exams 1-3 will open at 6 a.m. on Thursday of the week in which the exam is scheduled and close promptly at 11:55 p.m. on Friday of that same week. **Note:** This is a 36-hour open window. You will have 75 minutes to complete each exam. You must complete each exam by 11:55 p.m. on the Friday of the week the exam opens to avoid the timed exam window closing. This means you should plan to begin each exam no later than 10:30 p.m. to
ensure that you will have ample time to complete the exam before it closes.

COURSE SCHEDULE: The course outline that follows represents my current plans and objectives. As the semester progresses, those plans may need to change either because of unforeseen circumstances or to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected. Note: The deadline to submit all quizzes, discussions and activities is 11:55 p.m. on the date listed in the course schedule. Refer to the “Exams” section under Course Schedule for the Exam deadlines.

Also note that assignment due dates are posted in many places throughout the Canvas course site, i.e., Syllabus tab, Assignment tab, and Canvas Calendar. Before sending a private email to ask about an assignment deadline, please take the time to search for answers yourself. If you are unable to locate a specific deadline, then you should post a question to the Course Questions Discussion forum before sending a private email to the instructor.
<table>
<thead>
<tr>
<th>Week No. Open Date</th>
<th>Module No(s) Topic(s)</th>
<th>To Do Lists Assignments</th>
<th>Due Date*, Assignment *11:55 p.m. on due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan 4-7</td>
<td>Start Here Course Orientation</td>
<td>1. Read Start Here &amp; Course Syllabus Assignments: • Syllabus Quiz • Profile Photo Upload • Student Introductions</td>
<td>Jan 11, Syllabus Quiz Jan 11, Profile Photo Jan 11, Introductions</td>
</tr>
<tr>
<td>2 Jan 8-14</td>
<td>Background for the Profession</td>
<td>1. Read Ch 1 2. Watch Module 1 lectures Assignments: • Module Reading Quiz 1 • Case Study 1</td>
<td>Jan 13, MRQ 1 Jan 18, CS 1</td>
</tr>
<tr>
<td>3 Jan 15-21</td>
<td>The History of Health</td>
<td>1. Read Ch 2 2. Watch Module 2 lecture Assignments: • Module Reading Quiz 2 • Critical Thinking Discussion 1 (posts &amp; replies)</td>
<td>Jan 20, MRQ 2 Jan 23, CTD 1 post Jan 25, CTD 1 replies</td>
</tr>
<tr>
<td>4 Jan 22-28</td>
<td>Philosophical Foundations</td>
<td>1. Read Ch 3 2. Watch Module 3 lecture Assignments: • Module Reading Quiz 3 • Case Study 2</td>
<td>Jan 27, MRQ 3 Feb 1, CS 2</td>
</tr>
<tr>
<td>5 Jan 29-Feb 4</td>
<td>Modules 1-3 Exam 1</td>
<td>Exam 1 opens at 6 a.m. on Thursday, Feb 2 and closes promptly at 11:55 p.m. on Friday, Feb 3</td>
<td>Feb 3, Exam 1</td>
</tr>
<tr>
<td>Week No. Open Date</td>
<td>Module No(s) Topic(s)</td>
<td>To Do Lists Assignments</td>
<td>Due Date, Assignment</td>
</tr>
<tr>
<td>--------------------</td>
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</tr>
</tbody>
</table>
| 6 Feb 5-11         | 4 Theoretical Foundations | 1. Read Ch 4 & Theory at a Glance  
2. Watch Module 4 lectures  
Assignments:  
• Module Reading Quiz 4  
• Critical Thinking Discussion 2 (posts & replies) | Feb 10, MRQ 4  
Feb 13, CTD 2 post  
Feb 15, CTD 2 replies |
| 7 Feb 12-18        | 5 Ethics & Health Education | 1. Read Ch 5  
2. Watch Module 5 lecture  
Assignments:  
• Module Reading Quiz 5  
• Case Study 3 | Feb 17, MRQ 5  
Feb 22, CS 3 |
| 8 Feb 19-25        | 6 The Health Educator | 1. Read Ch 6  
2. Watch Module 6 lecture  
Assignments:  
• Module Reading Quiz 6  
• Critical Thinking Discussion 3 (posts & replies) | Feb 24, MRQ 6  
Feb 27, CTD 3 post  
Mar 1 CTD 3 replies |
| 9 Feb 26-Mar 4     | Modules 4-6  
Exam 2 | Exam 2 opens at 6 a.m. on Thursday, Mar 2 and closes promptly at 11:55 p.m. on Friday, Mar 3 | Mar 3, Exam 2 |
<p>| 10 Mar 5-11        |                       | <strong>HAVE FUN – BE SAFE!</strong> |                       |</p>
<table>
<thead>
<tr>
<th>Week No.</th>
<th>Open Date</th>
<th>Module No(s)</th>
<th>Topic(s)</th>
<th>To Do Lists</th>
<th>Assignments</th>
<th>Due Date, Assignment *11:55 p.m. on due date</th>
</tr>
</thead>
</table>
| 11       | Mar 12-18  | 7            | Settings for Health Education | 1. Read Ch 7  
2. Watch Module 7 lecture | Assignments:  
• Module Reading Quiz 7  
• Case Study 4 | Mar 17, MRQ 7  
Mar 22, CS 4 |
| 12       | Mar 19-25  | 8            | Organizations Associated with Health Education | 1. Read Ch 8  
2. Watch Module 8 lecture | Assignments:  
• Module Reading Quiz 8  
• Critical Thinking Discussion 4 (posts & replies) | Mar 24, MRQ 8  
Mar 27, CTD 4 post  
Mar 29, CTD 4 replies |
| 13       | Mar 26-Apr 1 | 9            | Literature of Health Education | 1. Read Ch 9  
2. Watch Module 9 lecture | Assignments:  
• Module Reading Quiz 9  
• Cast Study 5 | Mar 31, MRQ 9  
Apr 5, CS 5 |
| 14       | Apr 2-8    | 10           | Future Trends in Health Education | 1. Read Ch 10  
2. Watch Module 10 lecture | Assignments:  
• Module Reading Quiz 10  
• Critical Thinking Discussion 5 (posts & replies) | Apr 7, MRQ 10  
Apr 10, CTD 5 post  
Apr 12, CTD 5 replies |
| 15       | Apr 9-15   | Modules 7-10 | Exam 3 | Exam 3 opens at 6 a.m. on Thursday, Apr 13 and closes promptly at 11:55 p.m. on Friday, Apr 14 | | Apr 14, Exam 3 |
| 16       | Apr 16-19  | Cumulative Make-up Exam Modules 1-10 | The Make-up Exam is strictly for students who miss a regularly scheduled exam for University excused reasons. | | Make-up opens at 6 a.m. Apr 18, and closes at 11:55 p.m. Apr 19. |
UF POLICIES:

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

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.

GETTING HELP:

U MATTER, WE CARE: Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

TECHNOLOGY: For issues with technical difficulties for Canvas, contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP
- 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. The ticket number will document the time and date of the problem. Students must contact the instructor within 24 hours of the technical difficulty if they wish to request a make-up. Make-ups
are not guaranteed and no make-ups will be granted if these instructions are not followed.

ADDITIONAL RESOURCES: 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 issues with your experience in this course, please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

FREQUENTLY ASKED QUESTIONS:

1. **Do I need to watch the lectures?**
   *YES.* Quiz and exam questions may be taken straight from lectures that may or may not be highlighted on the PPT slides. Quiz and exam questions are derived from the textbook, PowerPoint slides, and lectures. Viewing lectures, reviewing PowerPoint slides, and critically reading the assigned chapters is encouraged.

2. **Do I need to read the textbook?**
   *YES,* you need to read the textbook. As noted in the response to Question 1, quiz and exam questions may be taken from the textbook. Thus, critically reading assigned chapters should help you in completing assignments to include the quizzes and exams.

3. **Do I need to comply with the course schedule or can I work ahead?**
   Modules are set to open on Sunday of each week in the semester and close on Saturday. Modules 1 and 2 will open the first week of the term, with one module opening weekly beginning in the second week. This means that you may work one module ahead of the recommended timeline on the syllabus. However, please note that all quizzes, discussions, activities and exams must be completed by the date and time listed on the syllabus and course website. I believe that the recommended course schedule will keep you on a reasonable pace to successfully complete the course (i.e., not too fast and not too slow).

4. **Why are we only allotted 15 minutes per quiz?**
The goal of the reading quizzes is for you to be able to answer the questions without having to look up all of the responses. You can use your course notes and materials if you want, but make sure your notes are well-organized before beginning each quiz. The time limit on each quiz will likely prevent you from looking up the answer to each question. Remember, you are NOT permitted to work with your classmates or share questions/answers during/after each quiz.
5. **What will the exams look like?**
   The exams are multiple choice, true/false, matching, and short answer. You will have up to 75 minutes to complete each exam. The questions will look similar to the reading quiz questions, but exam questions will be more in-depth and require more thought. Similar to the quizzes, you are NOT permitted to work with your classmates or share questions/answers during/after the completion of your exams.

6. **Will you provide a study guide for the exams?**
   Everything you will need to succeed in the course has been made available to you on the course website. Please note that exam questions will come from the video lectures and material from the textbook (not just the bulleted material on the PowerPoint slides that accompany the video lectures).