PLANNING AND EVALUATING HEALTH EDUCATION PROGRAMS / T, PERIODS 6-7; TH, PERIOD 7 / FLG 285

HSC 4713, SECTION 13C5 (CAMPUS)

3 SEMESTER HOURS

SPRING/2016

INSTRUCTOR: Dr. Rodgers*
Joy L. Rodgers, Ph.D., CHES
Florida Gym (FLG) Room 71
352-294-1807
*The best way to reach me is via 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. Refer to Course Communications for additional information.

IN-PERSON OFFICE HOURS: Tuesday, 9 a.m. to 11 a.m.; Wednesday, 1 p.m. to 3 p.m.; Thursday, by scheduled appointment

CANVAS COURSE WEBSITE: http://lss.at.ufl.edu

COURSE COMMUNICATIONS: You are encouraged to ask course-related questions during in-class discussions. However, a General Discussion forum also is provided on the course website whereby you may post non-personal course-related questions in which my responses would be beneficial to all class members. For personal and direct communication with me, you also are welcome to attend office hours or schedule an appointment. Additionally, if my office door is open outside of stated office hours, you are invited to knock. If I am available or otherwise unoccupied, I will be happy to talk with you. Note: Students in need of endorsements for graduate school, internships or post-graduation employment are well-served to take advantage of my open-door policy when requesting letters of recommendation. See Recommendations under Course Policies for additional information.

Email messages should be sent using the Inbox tool on the Canvas course management system. Mail inquiries received Mondays through Fridays 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 email format and protocol. Note: Students who send emails to my UFL account risk delays in responses, or possibly may not receive a response at all. Thus, it’s highly important to use the Canvas Inbox tool as directed.
Moreover, 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. Students who fail to keep up with posted Announcements risk missing important information related to the course, including possible changes in assignment due dates.


**ADDITIONAL RESOURCES**: Supplemental readings and materials may be assigned throughout the course of the semester. These readings and materials will be made available within the module for which they are assigned.

**COURSE DESCRIPTION**: This course examines frameworks, principles, and strategies for planning, implementing, and evaluating health promotion programs.

**PREREQUISITES**: HSC 3032, with a minimum grade of C.

**PURPOSE OF COURSE**: The ability to critically plan, implement, and evaluate programs is essential for health education specialists at all levels. Thus, the purpose of HSC 4713 is to provide you with the necessary comprehensive background and application information needed to plan, implement, and evaluate health promotion programs in a variety of settings and populations.

**COURSE GOALS AND OBJECTIVES**: The goal of HSC 4713 is for you to demonstrate a high-level understanding of the frameworks, principles, and strategies for planning, implementing, and evaluating health promotion programs through assessments and activities designed to promote critical thinking needed for the development of an effective and feasible health education/health promotion program.

By the end of this course, you should be able to:

1. Explain the relationship between health education and health promotion.
2. Identify the determinants of health outcomes and the ecological factors that influence behavior.
3. Illustrate the framework of logic models.
4. Identify components of several comprehensive planning models.
5. Identify sources of data in conducting a needs assessment.
6. Conduct a systematic literature review as a basis for a needs assessment.
7. Demonstrate how to incorporate health behavior theory into the planning process.
8. Plan and conduct a pilot test for a developed health education program.
9. Identify sources of data in conducting a needs assessment, conduct a needs assessment, and construct realistic and measurable program goals and objectives based on results of a needs assessment.
10. Identify strategies for reaching and facilitating participation among priority populations.
11. Identify and utilize community and health education planning resources.
12. Explain the elements for marketing a health education/promotion plan.
13. Address ethical, safety, medical, and legal concerns associated with program planning and implementation.
14. Differentiate between the types of evaluation outcomes and evaluation methods and strategies and the ways to the evaluation, and assess strengths and weaknesses of specific evaluation designs.
15. Apply a systematic planning framework to plan an effective and feasible health education/health promotion program for a specific target population.

INSTRUCTIONAL METHODS: This is a hybrid class that uses both face-to-face and online modalities in a variety of learning activities – lectures (both live and online), group activities, application assignments, and class discussions. Students' Canvas accounts should be utilized for accessing course materials (http://elearning.ufl.edu).

COURSE POLICIES:

QUIZZES: Non-cumulative, timed weekly quizzes are accessible in several places on the course website: in the Modules tool or Modules pages and through Assignments. You are responsible for completing all quizzes by the stated time and due date. Except for medical or immediate family emergencies, no makeups of quizzes are allowed. Thus, you must take the quizzes by or before the stated deadlines to receive credit. 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 your quizzes with ample time before the stated deadline time and date.

Students who experience trouble with the quiz administration must immediately contact the UF Computing Help Desk at 352-392-4357, Option 2. Once the Help Desk has been contacted, you should be sure to message me immediately with the details of the problem and the Help Desk ticket number.

STUDENT QUESTIONS ON QUIZ AND ASSIGNMENT GRADING: All student inquiries regarding quiz questions and assignments will be fielded following the initial grading of each assessment. (This means after the quiz or assignment has closed and grades are released.) If you have questions about specific quiz questions or assignment grading, you will be asked to (a) describe your concern(s) in writing and (b) formally submit your inquiry to me. You must send an email (use Canvas Inbox tool) with any specific quiz- or assignment-related questions within one week of release of quiz or assignment.
grades. I will evaluate the validity of each concern and take appropriate action as needed (e.g., send a written response of clarification, modify the grade if the inquiry is found to have merit). **Note: Students who fail to review their quiz or assignment scores within one week of release of grades may not request retroactive adjustments on scores at the end of the term.**

**MAKE-UPS:** If you miss a submission deadline for any assignment or quiz, you may (no guarantee) be given an opportunity to submit after the deadline only after you provide an acceptable reason with proper documentation for missing the deadline. 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/infor/attendance.aspx). I encourage you to communicate with me immediately if you miss a submission deadline. The longer you wait to communicate a difficulty, the less likely a make-up will be possible.

**ATTENDANCE/PARTICIPATION:** Attendance is the first requirement for successful completion of this class and the means to receive optimal benefit for your time and money. However, points will not be deducted from your overall grade if you are unable to attend class. That said, you will be held accountable for any information presented in class discussions, lectures, assignments, and/or readings, whether you are present or not. Thus, you are responsible for obtaining from your classmates any missed class notes and materials. Furthermore, if you are absent on a day when an in-class activity is performed, you will not be permitted to make it up unless you provide satisfactory evidence/documentation substantiating the reason before or within 2 business days of the absence. I will consider absences meeting the following reasons as excused / approved:

1. Participation in an activity appearing on the University authorized list. (Documentation on school letterhead required.)
2. Death or major illness in your immediate family. (Documentation required from appropriate source, such as a doctor in the case of illness or an obituary in the case of a death.)
3. Illness of a dependent family member. (Documentation from medical source required.)
4. Participation in legal proceedings or administrative procedure that require your presence. (Documentation from appropriate source required.)
5. Religious holy day. (You will be taken at your word on this. However, if I learn you have abused this excuse, you will risk severe consequences per academic honesty policies.)
6. Professional activities (e.g., job interview, conference). (Documentation from appropriate source required.)

To avoid misunderstandings, please become familiar with the University of Florida’s Attendance Policies at http://www.registrar.ufl.edu/catalogarchive/01-02-
Additionally, note that UF attendance policies state: “Absences count from the first class meeting.”

**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 during office hours. 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 during office hours and talking with me about the course and how things are going.

**MESSAGE ETIQUETTE:** Professionalism is expected from all students. Thus, proper etiquette should be used 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:**
  Marketing Video Activity

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

- **Message Body:**
  I was unclear about the Marketing Video Activity for this week’s module. Are there any previous examples of this activity you could share with the class?

- **Closing:**
  Thank you!

- **Name:**
  Student’s name
  HSC4713, Campus, Spring 2016

Inappropriate e-mails or messages that lack proper etiquette will be returned with a suggestion to revise and re-send.

**CLASSROOM ETIQUETTE:** You are expected to respect the contributions and viewpoints of instructors and fellow classmates. University Regulations, section Student Responsibilities asserts:
“One of the major benefits of higher education and membership in the university community is greater knowledge of and respect for other religious, racial and cultural groups. Indeed, genuine appreciation for individual differences and cultural diversity is essential to the environment of learning ... Organizations or individuals that adversely upset the balance of communal living are subject to university disciplinary action. Only in an atmosphere of equality and respect can all members of the university community grow.”

Also, use of electronic devices – cell phones, headsets, tablets, laptops – is prohibited, except in cases where in-class assignments allow for such use. You will be given specific instructions on when you may use tablets and laptops for completion of in-class assignments. To be clear, texting is NOT allowed at any time when class is in session. Cell phones should be turned off – not set on silent or vibrate. Use of these items will be considered disruptive behavior*.

*Please note, disruptive behavior will not be tolerated. A 5-point deduction will be assessed for each occurrence of disruptive behavior and you will be dismissed from class for that day. This includes (but is not limited to) the use of mobile phones during class, having outside, non-lesson-related conversations when I or other classmates are speaking, and any other unprofessional behaviors and/or remarks.

Finally, wait until you are dismissed to begin packing up your belongings. When a few people start to pack up before class is dismissed, fellow students are distracted and important information and reminders may get lost in the noise. Please be respectful and wait until class has concluded before you prepare to leave the classroom.

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 hybrid course. Students who need more personal assistance with the Canvas course tools should contact the UF Computing Help Desk at 352-392-4357.

COURSE GRADING AND ASSIGNMENT POLICIES:

STUDENT SUCCESS DEFINED: Students who understand and perform the following actions have the most potential for achieving success in HSC 4713:

1. Use a word processor when posting 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.

2. Take ownership of your education and learning experience.

3. Be an active participant in class discussions and activities.

4. Complete readings and study material **before** coming to class. As we engage in class discussions, you will want to be familiar with the material so that you may contribute to discussions.

5. Be present at all class meetings. To contribute to the overall productivity of the class, you must be physically present. Please inform me of any scheduling conflicts **before** the beginning of class. Missed classes will result in an increased burden to catch up with those who are present to class. (See **Attendance Policy** for more details.)

6. Obtain missed notes and materials from your classmates if you miss class for an emergency or professional activity/responsibility. (See **Attendance Policy** for more details.)

7. 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.

8. Respect the viewpoints and contributions of your instructor and fellow classmates.

**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 will be accepted.** Late submissions will receive a zero (0) in the gradebook. Except for medical or immediate family emergencies, no makeups of assignments will be allowed. Proper, formal documentation of medical and family emergencies is required in a timely manner for assignment makeups. “Timely” will be defined by the nature of the circumstances and the ability to obtain appropriate documentation given the circumstances. **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 have been given a six-minute “Available Until” window. This additional time does **not** constitute an extension of the deadline. Any assignments 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 that 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. **Module Quizzes** (11 quizzes; 10 points each; 100 points total*)
   Most modules contain at least one quiz designed to measure competence and application of material presented in the module. The quizzes are brief, based on the assigned textbook readings and lectures, and may be a combination of multiple-choice, true-false, and/or short-answer type questions. **Quizzes open at the beginning of each new module and close at 11:55 p.m. 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:** You are strongly encouraged and advised to read the assigned material ahead of time and take the module quizzes as soon as the modules open. Doing so should aid the completion of assigned activities and discussions in the modules. ***Lowest score will be dropped.**

3. **Module Activities** (125 points total)
   A number of various individual and group activities are required for this course. These activities will supplement information covered in lectures and assigned readings. Each activity is designed to apply and/or reinforce skills and knowledge required of health education specialists working in the field of health education and promotion. The points for these activities will vary, depending on the amount of work required for the completion of each activity. Due dates for each activity are final; no late assignments will be accepted without appropriate documentation of a medical or family emergency. Students who fail to submit an activity assignment by the assigned deadline will receive a zero (0) in the gradebook. **The deadline for most Activities is 11:55 p.m. on the assigned due date listed in the course schedule.** **Note:** Be sure to pay attention to the due dates and times listed in the Syllabus and on the Canvas course website.
4. **Final Written Group Project: Health Promotion Program Proposal** (125 points)
   You are expected to demonstrate your knowledge of the principles and frameworks used in planning, implementing, and evaluating health promotion programs in an applied end-of-term project and presentation on a specific health issue and target population for a community health agency client. You will hear a presentation from the community client and be given the chance to ask questions of the client before being grouped into project teams. Additional details and specific guidelines will be provided at the appropriate time (early) in the semester. **The deadline for the written project proposal is 2:45 p.m. on the assigned due date listed in the course schedule (April 19). Note:** This time is earlier than most other course assignments.

5. **Professional Presentation: Health Promotion Program Proposal** (50 points)
   At the end of the semester, each student group will give a professional presentation (in front of the community health agency client) on their health promotion program proposal. This presentation will entail a well-designed PowerPoint. **PowerPoints are due in Canvas by 12:50 p.m. on the first date of assigned presentations (April 12).** Detailed guidelines for presentations will be distributed at the appropriate time in the semester. **Note:** The PowerPoints should be uploaded to the Canvas course website by the start of class (12:50 p.m.) on April 12. All students are expected to be present in class on presentation days to help with evaluation of group presentations. Students who fail to attend class on presentation days will lose points from their own presentation grades. Additionally, student presenters are expected to dress professionally, in appropriate conference attire. Remember, you will be giving your presentations to a real client.

6. **Peer Evaluation: Health Promotion Program Proposal** (15 points)
   You will be asked to evaluate how helpful were the other members of your group regarding their participation in the health proposal project. Your peer evaluation score will be the average of the points you receive from members of your group. Detailed instructions will be provided at the appropriate time, but specific examples should be used to support especially high or low scores of your fellow team members. Please keep notes throughout the semester of outstanding contributions and teamwork (or, in some rare cases, poor effort or attitude). **Peer assessments are due in Canvas by 2:45 p.m. on April 19. Note:** This deadline is the end of the last day of class. Any student who fails to submit an evaluation of their group members will receive a zero (0) on this assignment, regardless of whether the student’s team mates have submitted scores for the student.
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>Quizzes:</td>
<td>120</td>
</tr>
<tr>
<td>Syllabus (1 at 20 points)</td>
<td>20</td>
</tr>
<tr>
<td>Modules (10 at 10 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Activities (10 at varying points)</td>
<td>125</td>
</tr>
<tr>
<td>Written Group Project</td>
<td>125</td>
</tr>
<tr>
<td>Project Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>435</td>
</tr>
</tbody>
</table>

**GRADING SCALE:** Assignment of final course grades will be made based on the scale that follows. 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 391.4999999999999, your grade equals a “B+” for the semester. Please do not ask for an exemption.

<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>435.00-413.25</td>
<td>C</td>
<td>76.9-73.0</td>
<td>334.94-317.55</td>
</tr>
<tr>
<td>A-</td>
<td>94.9-90.0</td>
<td>413.24-391.50</td>
<td>C-</td>
<td>72.9-70.0</td>
<td>317.54-304.50</td>
</tr>
<tr>
<td>B+</td>
<td>89.9-87.0</td>
<td>391.49-378.45</td>
<td>D+</td>
<td>69.9-67.0</td>
<td>304.49-291.45</td>
</tr>
<tr>
<td>B</td>
<td>86.9-83.0</td>
<td>378.44-361.05</td>
<td>D</td>
<td>66.9-63.0</td>
<td>291.44-274.05</td>
</tr>
<tr>
<td>B-</td>
<td>82.9-80.0</td>
<td>361.04-348.00</td>
<td>D-</td>
<td>62.9-60.0</td>
<td>274.04-261.00</td>
</tr>
<tr>
<td>C+</td>
<td>79.9-77.0</td>
<td>347.99-334.95</td>
<td>E ☺</td>
<td>≤59.9</td>
<td>≤260.99</td>
</tr>
</tbody>
</table>

**Note:** Students who have a very low grade but do not drop/withdraw from this course on or before April 8 and who do not explain his/her situation to the instructor **on or before** April 20, 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 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:**

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.

<table>
<thead>
<tr>
<th>Week / Module</th>
<th>Dates (T / Th)</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 / 1</td>
<td>Jan. 5 / Jan. 7</td>
<td>Course Orientation Introduction to Health Promotion</td>
<td>Read Ch 1 Syllabus Quiz Quiz 1 Activity 1*</td>
<td>Jan. 7 Jan. 11 Jan. 11 Jan. 12 * *due in class</td>
</tr>
<tr>
<td>3 / 3</td>
<td>Jan. 19 / Jan. 21</td>
<td>Planning Models Client Presentation Project details will be released Jan. 21, with project group formation shortly thereafter</td>
<td>Ch 3 Activity 3** Quiz 3</td>
<td>Jan. 19 Jan. 22** Jan. 25 **ICE group</td>
</tr>
<tr>
<td>4 / 4</td>
<td>Jan. 26 / Jan. 28</td>
<td>Planning Process / Needs Assessment Laptops/tablets needed for in-class activities this week</td>
<td>Chs 2, 4 Video Lectures (2) Quiz 4 Activity 4***</td>
<td>Jan. 26 Jan. 26 Feb. 1 Feb. 5*** ***Project group</td>
</tr>
<tr>
<td>5 / 5</td>
<td>Feb. 2 / Feb. 4</td>
<td>Theories and Models in Health</td>
<td>Ch 7 &amp; NCI Theory at a Glance Quiz 5 Activity 5**</td>
<td>Feb. 2 Feb. 8 Feb. 8** **ICE group</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Notes</td>
<td>Ch 5 Video Lecture (1)</td>
<td>Activity 6.1**</td>
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<tr>
<td>6 / 6</td>
<td>Feb. 9 / Feb. 11</td>
<td><strong>No class meeting on Feb. 11. You will work on group projects outside of class.</strong></td>
<td>Measurement and Instrumentation, and Sampling and Pilot Testing</td>
<td></td>
</tr>
<tr>
<td>7 / 7</td>
<td>Feb. 16 / Feb. 18</td>
<td></td>
<td>Program Goals and Objectives</td>
<td>Ch 6 Quiz 7 Activity 7</td>
</tr>
<tr>
<td>8 / 8-9</td>
<td>Feb. 23 / Feb. 25</td>
<td></td>
<td>Interventions (Mod 8) Community Organizing and Mobilization (Mod 9)</td>
<td>Ch 8 Quiz 8 Activity 8***</td>
</tr>
<tr>
<td>10 / 10</td>
<td>Mar. 8 / Mar. 10</td>
<td></td>
<td>Program Resources and Management</td>
<td>Ch 10 Video Lecture (1) Quiz 10 Activity 9***</td>
</tr>
<tr>
<td>11 / 11-12</td>
<td>Mar. 15 / Mar. 17</td>
<td></td>
<td>Marketing a Program and Social Marketing (Mod 11) Implementation (Mod 12)</td>
<td>Ch 11</td>
</tr>
</tbody>
</table>

**ICE group**

**Project group**

ENJOY YOUR SPRING BREAK 😊
| 13 / — | Mar. 29 / Mar. 31 | Group Project Workweek Dr. Rodgers is out of the office this week. You will work on group projects outside of class. |  |
| 14 / — | Apr. 5 / Apr. 7 | Project Groups with Dr. Rodgers (by sign-up) Dr. Rodgers will meet with project groups outside of class this week. |  |
| 15 / — | Apr. 12 / Apr. 14 | Project Presentations Presentation order will be determined by random drawing. | Presentation PPTs in Canvas | Apr. 12 |
| 16 / 15 | Apr. 19 | Course Wrap-up and Peer Evaluations Bring laptops to complete evaluations | Final Written Project Portfolios in Canvas | Apr. 19 Bring print copy of final plan to class for client. |

**ADDITIONAL 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/](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. **The deadline to submit accommodations paperwork to the instructor is 4 p.m. on Jan. 11, 2016.**

**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 [https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/](https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/).
GETTING HELP:

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

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

Any requests for make-ups due to technical issues must be accompanied by the ticket number received from LSS when the problem was reported. 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.

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