HEALTH COMMUNICATION

HSC 6665, SECTION 1182

FALL 2016; 3 SEMESTER HOURS

INSTRUCTOR: Dr. Joy L. Rodgers*
Lecturer, Department of Health Education & Behavior
College of Health & Human Performance
Florida Gym 71
rodgersj@ufl.edu*
352-294-1807

*The best way to reach me is through the Inbox tool on the Canvas course website. This is the tool that should be used to send course-related messages of a personal nature. Also refer to “Course Communications.”

OFFICE HOURS: 9-11 a.m., Tuesday & Thursday; also by appointment*
*I will be available on Tuesdays on Flipped Class Days. Also see note on Class Meeting Times.

CLASS MEETING TIMES: Tues, 1:55-2:45 p.m.* and Thurs, 12:50-2:45 p.m., FLG265
*Flipped Class Day – online sessions only most dates (Tuesdays). Note: You are expected to be physically present in class unless otherwise noted in the course schedule. Check the course schedule for dates of online-only class meetings.

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

COURSE COMMUNICATIONS: For personal communication with the instructor outside of class or office hours, students should send messages using the Inbox tool on the 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 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.
Students also have other options for asking course-related questions of a non-personal nature. One, of course, is to ask questions during scheduled class sessions. Another option is to use the General Discussion forum available on the Canvas course website. Asking questions in class and/or using the General Discussion forum to ask questions of a non-personal nature allows for instructor responses to benefit all class members.

Additionally, students 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. Also, announcements may be made during regularly scheduled class meetings, making attendance important as well.


**REQUIRED SUPPLIES:** Students will need to bring 4 x 6-inch index cards to every in-class meeting for submitting in-class activities. In-class activities will only be accepted on the 4x6 index cards, so make sure that you keep a supply on hand.

**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 the frameworks and principles of communication as they relate to the operation of the health industry and the role of health practitioners in that operation.

**PREREQUISITES:** Health Education and Behavior majors, junior or senior standing AND HSC 3032, with a minimum grade of C.

**PURPOSE OF COURSE:** The goal of this course is to help students understand how the health industry operates and what role they, as health practitioners and health consumers, play in that operation. The philosophy behind the course is that, to understand any component of the industry, students must understand how the components work and what factors have shaped and continue to shape the industry.

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

1. Appraise current issues in health care.
2. Contrast cultural viewpoints in health care.
3. Define the role of social support in maintaining health and coping with illness.
4. Assess the advantages and challenges of communicating health via mobile devices, computers and other technology.
5. Evaluate organizational issues in health communication (e.g., leadership, public relations, marketing).
6. Interpret media images about health and their influence on communication.
7. Summarize the key steps in planning, implementing and evaluating health promotion campaigns.

INSTRUCTIONAL METHODS: This is a mixed-mode course whereby the typical lecture and homework elements of a course are reversed (flipped). Specifically, students are expected to view short video lectures and take preparatory content quizzes outside the in-class session. In-class time is then devoted to application exercises, group activities and class discussions, allowing more time for mastery of course material. Students’ Canvas accounts should be utilized for accessing course materials (http://elearning.ufl.edu/).

COURSE POLICIES:

QUIZZES: Non-cumulative, timed module quizzes are accessible in several places on the course website: in the Modules tool or Modules pages and through Assignments. Students 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. **Note: Proper documentation is required in the case of medical or family emergencies.** Thus, students must take the quizzes 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, students should arrange to complete their quizzes with ample time before the stated deadline time and date. **Note:** The lowest score on module quizzes will be dropped.

Students who experience trouble with the quiz administration must immediately contact the UF Computing Help Desk at 352-392-4357. Once the Help Desk has been contacted, students should be sure to message the instructor immediately with the details of the problem and the Help Desk ticket number. You are responsible for
bringing any technical issues to my attention and for providing appropriate documentation of the issue.

**COURSE TECHNOLOGY:** This course uses the Canvas course management system, which employs several tools to facilitate both individual and group communication within the course, as well as manage the submission and grading of assignments. Students 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. Students are encouraged to become familiar with the Canvas course tools to ensure the best experience possible from this online course. **Note:** Tutorials are also viewable in the Start Here module of the course website.

**RECOMMENDATIONS:** I will consider preparing recommendations for graduate programs, professional schools, internships, scholarships, and jobs if and only if you meet the following requirements:
- You have completed a course with me previously and earned a commendable grade.
- You have a commendable grade in the course you are currently taking with me.
- You are actively engaged in class activities and discussions during each class.
- You have met with me during office hours at least twice during the semester to share about yourself (graduate school interests, career goals, general health education inquiries, etc.).
- You are willing to waive your right to review the letter of recommendation.
- You provide your recommendation request to me via email at least five (5) weeks before the date the recommendation is due. **Note:** I may consider providing a recommendation on shorter notice, depending on circumstances.

**ATTENDANCE/PARTICIPATION:** Attendance is the first recommendation for successful completion of this course and the means to receive optimal benefit for your time and money. Please remember, there are no make-ups for missed in-class activities regardless of the reason it was missed. All students will be held accountable for any information presented in class discussions, lectures, assignments and/or readings, whether they are present or not. If you need to be absent from class, it is your responsibility to first check with your class peer about information and/or assignments discussed. If more information is needed about what was missed, please discuss with
me during the next available office hours. Emails concerning missed information/assignments will not be responded to.

**COURSE GRADING AND ASSIGNMENT POLICIES:**

**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. Online assignments should be submitted via the Canvas course website. In-class assignments should be submitted using a 4- by 6-inch index card. **No late work or email 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. **Note:** Proper documentation is required in the case of medical or family emergencies. Documentation should be given in a timely manner for consideration of makeups. “Timely” will be defined by the nature of the circumstances and the ability to obtain appropriate documentation given the circumstances.

Grades will be determined based on students’ performance on the following activities:

1. **Syllabus Quiz (10 points total)**
   The course syllabus is considered the mutual agreement between the course instructor and the student. The Syllabus Quiz is designed to ensure that students fully understand the assignment expectations of this course, as well as course policies and procedures. **Note:** Students will get two chances to achieve a score of 100% on the syllabus quiz. If a student fails 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 a student gets a score of 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.

2. **Module Quizzes (10 points each; 100 points total; lowest score dropped)**
   Module quizzes are designed to measure competence and application of material presented in the module. The quizzes are brief, based on the video lectures and assigned readings, and may be a combination of multiple-choice, true-false, matching, fill-in-the-blank, and/or short-answer type questions. Quizzes open at the beginning of each new module and close at the specified
time and due date listed in the course schedule. No make-ups are allowed for missed quizzes, which will receive a zero (0) in the gradebook. However, the lowest score on Module quizzes will be dropped. Note: Quizzes are meant to help prepare students for in-class activities and exercises. Students are strongly encouraged and advised to watch the module lectures and read the assigned material ahead of time and then take the module quizzes as soon as the modules open. Doing so should aid the completion of assigned in-class activities and discussions and associated outside assignments in the modules.

3. **Out-of-Class Online Assignments (points vary; 85 points total)**
   A number of various out-of-class online activities are required for this class. These activities will supplement information covered in video lectures, assigned readings, and module discussions. 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.

4. **In-Class Activities and Participation (points vary; 40 points total)**
   A number of graded in-class discussions and activities are required in this course. These activities will supplement information covered in video lectures, assigned readings, and module discussions. 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. In-class activities may NOT be announced in advance, NOR can they be made up. If you are late to class and an activity has already been completed, you will not have the opportunity to make it up. Note: In-class activities will be submitted to the instructor on a 4- x 6-inch index card at the end of each class activity. The instructor will grade the activities and enter the points earned by each student on each activity in an Excel spreadsheet outside of the Canvas gradebook. At the end of the semester, points for in-class activities will be summed and the total number of points for each student entered under the appropriate assignment in the Canvas gradebook. Index cards will be returned to
students after grading of each activity. **Students are advised to keep all returned graded index cards to verify accuracy of points allotted for in-class activities at the end of the semester. Without documentation of an input error, the instructor’s Excel record will stand.**

5. **Attendance (35 points total)**

Your attendance and active participation in class discussions and activities are important for your learning experience and course grade. The flipped course format requires upfront preparation for in-class sessions. Failing to view video lectures, take preparatory quizzes or submit outside assignments will lead to a less-than-optimal in-class learning experience. Class meetings will take place online at least once a week, with some weeks meeting fully online. This makes attendance in classroom sessions all the more important for mastery of course material. The following rubric will be used in assigning attendance points:

- One to no absences, participates consistently; 35 points
- Notified instructor of (unexcused) absences, participates when present; 32 points
- No absences, sometimes participates; 32 points
- Often present, has participated; 30 points
- Few absences, minimal participation; 30 points
- Several (unexcused) absences, participates when present; 28 points
- Several (unexcused) absences, does not participate much; 26 points
- Several absences, has let the group down; 23 points

**Note:** Two in-class sessions have been set aside for project presentations. Attendance at these presentations is required to help with peer evaluation. Students who miss one of the presentation days will lose 2 points from their attendance grade. Missing both presentation days will result in a loss of 4 points. One unexcused (no questions asked) absence is allowed for the other in-class sessions. **Assignment of Attendance points will be completed by your instructor at the end of the term, based on attendance and participation records kept by your instructor.**

6. **Culminating Project (100 points)**

Traditionally, students are expected to demonstrate their knowledge of the principles and frameworks of health communication in an applied end-of-term project and presentation on a specific health issue and target population. For this course, students will develop a Summary Implementation Plan that includes
background and justification; SWOTE analysis; intended audiences; communication objectives by audience; message; settings and channels for conveying messages; activities (media, methods, other materials); partners and resources; tasks and timeline (to include persons responsible for each task, completion dates for each task, resources required to deliver each task, and points at which progress will be checked;) and budget.

7. **Project Presentation (25 points)**
   At the end of the semester, graduate students will give a professional presentation on their Summary Implementation Plan. This presentation will entail a well-designed PowerPoint suitable for delivery to a potential client. Detailed guidelines for presentations will be distributed at the appropriate time in the semester. **Note:** Attendance on presentation days is required to avoid losing attendance points. See No. 5 above.

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<thead>
<tr>
<th>Breakdown of Assigned Work</th>
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<tbody>
<tr>
<td>Assignment (Number)</td>
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<tr>
<td><strong>Quizzes:</strong></td>
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<tr>
<td>Syllabus (1 at 10 points)</td>
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<tr>
<td>Modules (11 at 10 points each; lowest score dropped)</td>
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<tr>
<td><strong>Out-of-class Assignments (Online Activities/Discussions)</strong></td>
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<tr>
<td><strong>In-class Assignments (Activities/Discussions/Attendance)</strong></td>
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<tr>
<td><strong>Culminating Project (includes Topic Selection points)</strong></td>
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<tr>
<td>Project Presentation</td>
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<td><strong>Total</strong></td>
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**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. Please do not ask for an exemption.

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<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A ☺</td>
<td>100.0-94.0</td>
<td>395.00-371.30</td>
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<tr>
<td>A⁻</td>
<td>93.9-90.0</td>
<td>371.29-355.50</td>
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<td>B⁺</td>
<td>89.9-87.0</td>
<td>355.49-343.65</td>
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<tr>
<td>B</td>
<td>86.9-84.0</td>
<td>343.64-331.80</td>
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<tr>
<td>B⁻</td>
<td>83.9-80.0</td>
<td>331.79-316.00</td>
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<td>C⁺</td>
<td>79.9-77.0</td>
<td>315.99-304.15</td>
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<td>C⁻</td>
<td>76.9-74.0</td>
<td>304.14-292.30</td>
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<td>D⁺</td>
<td>69.9-67.0</td>
<td>276.49-264.65</td>
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<td>D</td>
<td>66.9-64.0</td>
<td>264.64-252.80</td>
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<td>D⁻</td>
<td>63.9-61.0</td>
<td>252.79-240.95</td>
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<td>E ☹</td>
<td>≤60.9</td>
<td>≤240.94</td>
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**Note:** Students who have a very low grade but do not drop/withdraw from this course on or before **November 21, 2016**, and who do not explain his/her situation to the instructor on or before **November 21, 2016**, will be given the failing grade, **not** an “I” (Incomplete).

**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 the instructor 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 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 the instructor’s current plans and objectives. As the semester progresses, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected. *Note: Refer to the Canvas course website for specific times when assignments should be submitted. Submission times may vary by assignment.

<table>
<thead>
<tr>
<th>Week No.</th>
<th>Class Dates</th>
<th>Module No.</th>
<th>To Do Lists</th>
<th>Due Dates*</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 23 (in class)</td>
<td>Start Here</td>
<td>1. Read Start Here &amp; Course Syllabus</td>
<td>Mon, Aug 29</td>
<td>Syllabus Quiz</td>
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<td>Aug 25 (in class)</td>
<td>Course Orientation</td>
<td>2. Watch Welcome lecture in Start Here Module</td>
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<td>Assignments:</td>
<td></td>
<td>• Syllabus Quiz</td>
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<td>2</td>
<td>Aug 30 (online)</td>
<td>1 Characteristics</td>
<td>1. Read Ch 1</td>
<td>Wed, Aug 31</td>
<td>M1 Quiz</td>
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<td></td>
<td>Sep 1 (in class)</td>
<td>&amp; Definitions</td>
<td>2. Watch Module 1 lecture</td>
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<td>Wed, Aug 31, M1 Discussion Prep</td>
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<td>3. Prepare for in-class discussion on Health in the News</td>
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<td>Assignments:</td>
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<td>• Quiz M1: Applying Communication Principles</td>
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<td>• Discussion M1 Prep: Health in the News</td>
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<td>3</td>
<td>Sep 6 (online)</td>
<td>2 History &amp; Current</td>
<td>1. Read Ch 2</td>
<td>Wed, Sep 7</td>
<td>M2 Quiz</td>
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<td></td>
<td>Sep 8 (in class)</td>
<td>Issues</td>
<td>2. Watch Module 2 lecture</td>
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<td>(Labor Day, Sept.</td>
<td>Assignments:</td>
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<td>5)</td>
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<td></td>
<td>• Quiz M2: Managed Care Vocabulary</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Topics</td>
<td>Assignments</td>
<td>Due Dates</td>
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<td>4</td>
<td>Sep 13 (online)</td>
<td>3 Patient &amp; Provider Communication</td>
<td>• Read Chs 3-5&lt;br&gt;• Watch Module 3 lecture&lt;br&gt;Assignments:&lt;br&gt;• Quiz M3: Patient-Caregiver Perspectives&lt;br&gt;• Activity M3: Agony of Uncertainty</td>
<td>Wed, Sep 14, M3 Quiz Fri, Sep 16, M3 Activity</td>
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<td>Sep 15 (in class)</td>
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<td>5</td>
<td>Sep 20 (online)</td>
<td>4 Health Literacy &amp; Numeracy</td>
<td>1. Watch Module 4 lectures (2 lectures)&lt;br&gt;2. Read Module 4 materials&lt;br&gt;Assignments:&lt;br&gt;• Activity M4: Assessing Health Literacy&lt;br&gt;• Quiz M4: Health Literacy &amp; Numeracy</td>
<td>Online sessions this week Fri, Sep 23, M4 Activity Fri, Sep 23, M4 Quiz</td>
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<td>Sep 22 (online)</td>
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<td>6</td>
<td>Sep 27 (online)</td>
<td>5 Diversity, Culture, &amp; Illness</td>
<td>1. Read Chs 6-7&lt;br&gt;2. Watch Module 5 lecture&lt;br&gt;Assignments:&lt;br&gt;• Quiz M5: Role Sets &amp; Aging Trends</td>
<td>Wed, Sep 28, M5 Quiz</td>
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<td>Sep 29 (in class)</td>
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<td>7</td>
<td>Oct 4 (online)</td>
<td>6 Social Support &amp; End of Life</td>
<td>1. Read Ch 8&lt;br&gt;2. Watch Module 6 lecture&lt;br&gt;3. Watch Supplemental Material video&lt;br&gt;Assignments:&lt;br&gt;• Quiz M6: Social Support&lt;br&gt;• Discussion M6: Comforting a Friend</td>
<td>Online sessions this week Wed, Oct 5, M6 Quiz Thu, Oct 6, M6 Discussion (original post and replies to classmates)</td>
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<td>Oct 6 (online)</td>
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<td>8</td>
<td>Oct 11 (online)</td>
<td>7 eHealth, mHealth &amp; Telemedicine</td>
<td>1. Read Ch 9&lt;br&gt;2. Watch Module 7 lecture&lt;br&gt;Assignments:&lt;br&gt;• Quiz M7: eHealth, mHealth &amp; Telemedicine&lt;br&gt;• Discussion M7: Meet ePatient Dave</td>
<td>Online sessions this week Wed, Oct 12, M7 Quiz Thu, Oct 13, M7 Discussion (original post and replies to classmates)</td>
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<td>Oct 13 (online)</td>
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<td>Week</td>
<td>Date</td>
<td>Topics</td>
<td>Assignments</td>
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| 9    | Oct 18 (online) Oct 20 (in class) | Theory & Formative Research     | 1. Read NCI’s *Theory at a Glance*  
2. Watch Module 8 lectures (2 lectures)  
3. Prepare for in-class exercise on BEHAVE Framework  
Assignments:  
Quiz M8  
Discussion M8 Prep: BEHAVE Framework | Wed, Oct 19, M8 Quiz  
Wed, Oct 19, M8 Discussion Prep |
| 10   | Oct 25 (online) Oct 27 (in class) | Reporting the Science           | 1. Review Ch 3 in text (previously assigned in Module 3)  
2. Watch Module 9 lectures (2 lectures)  
3. Read MMWR article on HPV  
4. Read AP news story on HPV  
Assignments:  
• Quiz M9: Patient-Caregiver Communication | Wed, Oct 26, M9 Quiz |
| 11   | Nov 1 (online) Nov 3 (in class)   | Health Images in the Media      | 1. Read Ch 11  
2. Watch Module 10 lecture  
3. Prepare for in-class discussion on Media Literacy  
Assignments:  
• Quiz M10: Health Images in the Media  
• Activity M10 Prep: Media Literacy  
• Project Topic | Wed, Nov 2, Quiz M10  
Wed, Nov 2, Activity M10 Prep  
Fri, Nov 4, Project Topic |
| 12   | Nov 8 (online) Nov 10 (in class)  | Planning, Promotion, & Messages (Veterans’ Day, Nov. 11) | 1. Read Chs 13-14  
2. Watch Module 11 lectures  
3. Prepare for in-class discussion leader on Health Campaign Analysis  
Assignments:  
• Quiz M11: Health Campaigns to Motivate Change | Wed, Nov 9, M11 Quiz  
Wed, Nov 9, M11 Activity Prep |
<table>
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Instructions</th>
<th>Notes</th>
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| Nov 15     | M11 Activity Prep: Health Campaign Analysis                                                                                                                                   | 1. Read Chs 12 and 13 in Schiavo text (provided online in course reserves and on Canvas website)  
2. Read Logic Model Development Guide  
3. Watch Module 12 lecture (Part 1)  
Assignments:  
Activity M12: Draft Logic Model for in-class peer review*                                                                 | Wed, Nov 16, Draft Logic Model  
*Note: Bring laptops to class Nov 17 for in-class peer reviews; two print copies are also required.                              |
| Nov 17     | The Implementation Plan                                                                                                                                                    |  |  |
| Nov 22     | The Implementation Plan                                                                                                                                                    | 1. Watch Module 12 lectures (2 lectures) (Part 2)  
Assignments:  
Summary Implementation Plan Project                                                                 | Online sessions this week (Thanksgiving, Nov. 23-26)  
Work on M12 Project                                                                 |
| Nov 29     | The Implementation Plan                                                                                                                                                    | **Culminating Project**  
Assignments:  
M12 Project Presentations (graduate students)  
Summary Implementation Plan Project                                                                 | Thu, Dec 1, M12 Project Presentations  
Fri, Dec 2, Project (all students)  
**Attendance is required on this day. No passes given.** |
| Dec 1      | The Implementation Plan Course Wrap-up                                                                                                                                       | **Culminating Project**  
Assignments:  
Project Presentations                                                                 | **Attendance is required on this day. No passes given.** |
| Dec 6      | The Implementation Plan Course Wrap-up                                                                                                                                       |  |  |
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:

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 notify 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

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