

# Nutrition Education for Special Population Groups

## HSC 4574

### Fall 2022

**Professor:** Delores. James, PhD, RDN, LDN, FAND, FASHA  
**Course Prerequisite:** HUN 2201  
**Office Hours:** Tues 10:30-11:30 (Canvas email chat); 1:30-2:30 (Zoom); other appointments as needed  
**Office/Phone:** Room 10 FLG, (352) 294-1806  
**Email:** Please do all email through Canvas  
**Tech Support:** UF HELP Desk at (352) 392-HELP



## COURSE OVERVIEW AND OBJECTIVES

This course is an application of nutrition and communication sciences to improve the health and nutrition of special population groups. The course has a human nutrition prerequisite and students are expected to apply that knowledge to their assignments and exams. Students are expected to own a computer with a webcam, have access to reliable high-speed internet, be proficient in Microsoft Office Professional Suite (Word, Excel, PowerPoint, Publisher), and know how to create, edit, and upload videos. These and other programs are available free to all UF students at <http://info.apps.ufl.edu/>. At the end of the course, students will be able to:

1. Discuss the role of food and nutrition education in health promotion and disease prevention.
2. Examine the historical, psychosocial, and economical determinants of the food habits of special population groups.
3. Outline the opportunities and challenges for providing effective nutrition education to different population groups.
4. Create and evaluate nutrition education materials for specific target groups using sound nutrition education principles.
5. Identify the challenges and opportunities for using artificial intelligence and other current and emerging digital technologies in creating effective nutrition education materials for special population groups.

## TEXTS

No textbook to purchase. There are assigned readings on the course website.

## TECH SUPPORT

We understand that computer problems are a fact of life. However, your instructor will not be troubleshooting problems with your computer or Internet. You are responsible for keeping your computer's operating system, and softwares, include virus software up to date. For technical difficulties with the course website, please contact the UF Help desk at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu) or (352) 392-HELP or (352-392-4357).

## WIFI CONNECTION VIA EDUROAM

Students can connect nationally and internationally via the UF on-campus Wi-Fi, **eduroam**, for free with Gatorlink login credentials. The Eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide.

### How to connect to eduroam:

1. If you can get a Wi-Fi signal at any of the Eduroam locations (see below) and your mobile device (laptop, smartphone, or tablet) has already been configured for eduroam, then you will automatically connect.
2. Otherwise, follow the instructions for connecting here: <https://helpdesk.ufl.edu/connecting-to-eduroam-off-campus/>.

There are more than 100 Wi-Fi hotspots in Florida, including several state university campuses and community colleges. You don't have to sit in a car--many locations have open spaces and communal rooms available so you can get online while socially distancing and following CDC guidelines in an air-conditioned space.

Also, in Florida all of the UF/IFAS Research and Education Centers (REC) are equipped with eduroam, so if you live in a rural area of your county you can visit an REC to securely watch course videos and take care of your academic needs. **Here's a link to all the eduroam sites in the U.S.:**  
<https://incommon.org/eduroam/eduroam-u-s-locator-map/>

## LIBRARY SUPPORT

Each department at UF has a designated librarian at the [George A. Smathers Libraries](#) to support your research needs. Scroll down the list of [subject specialists](#) to find the librarian for Health Education and Behavior for help in using the libraries and finding resources.

## CONNECTING VIA ZOOM

Office hours will be conducted via Zoom. If there is a guest speaker or special live session, an audio-visual recording will be recorded for students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image agree to have their video or image recorded.

If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

## CLASS POLICIES

- **Emails.** All class emails will be done on the online course website, not through the instructor's UF email account. Emails will be returned within 24 hours during regular business hours (9 am to 5 pm) Monday through Friday.
- **Special Accommodations:** "Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Students who need special accommodations should

follow this procedure as early as possible in the semester. I am asking that you notify me of any accommodation letter as early in the semester as possible, but ideally by the second week. This will allow us to have an action plan as soon as possible.

- **Academic Honesty:** “The University of Florida requires all members of its community to be honest in all their endeavors. Students are required to commit themselves to the highest standard of honor and integrity by abiding by the Honor Code on all work submitted, The following pledge is either required or implied: *“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”* Violations of the UF Academic Honesty Guidelines will not be tolerated and shall be treated in accordance with the [UF Student Honor Code](#).
- **Attendance and Participation:** Students are expected to attend class and have a high level of engagement with their classmates, instructor, and online course materials. Two important measures of **online class attendance** are weekly participation in Yellowdig discussion board and submission of weekly reading questions. The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences. This information can be found via the following link <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.
- **Assignment Submission:** Late assignments will be accepted within 24 hours of the deadline, but with a 50% penalty. You can always turn in an assignment early. Please submit documentation for medical and family emergencies.
- **Student Athletes:** Student athletes are required to provide the instructor with written documentation of away games that are in conflict with exams as early in the semester as possible.
- **Evaluations.** Students can provide professional and respected feedback on the quality of instruction in this course by completing online evaluations via GatorEvals at <https://evaluations.ufl.edu>. Students will be notified when the evaluation period opens and can be completed in the Canvas course menu. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.
- **Publishing and Recording Class Materials.** This is an online course. Thus, students are allowed the use of all written, video and audio course material and recordings. However specific to Florida House Bill 233 Intellectual and Viewpoint Diversity Act, students are allowed to record video or audio of in-person class lectures for 1) personal educational use, 2) in connection with a complaint to the university, or 3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. **A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, & exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.** Furthermore, students may not publish recorded lectures or other course materials without the written consent of the instructor. Publication of course materials without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium to another person, including classmates. Furthermore, it is prohibited to publish course materials to any media platform, including but not limited to social media, book, magazine, newspaper, leaflet or third party note/tutoring services.

## COUNSELING AND WELLNESS RESOURCES

- *U Matter, We Care*: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.



## MY EXPECTATIONS OF YOU

Students will be notified to any changes and updates to the syllabus in a timely manner. I will do everything I can to help you succeed, but you must decide that you want the very best for yourself. In order to do this, you must resolve to actively engage in your learning and do everything possible to make it worthwhile for you and your classmates. You must also do the following:

- Notify me if you are experiencing personal or family issues so that I can assist you or refer you to appropriate resources.
- Read your syllabus.
- Participate in class discussions.
- Write all due dates on your personal calendar.
- Submit assignments by the due date.
- Visit the course website several times a week.
- Respond to emails in a timely manner.
- Be considerate of your group members.
- Give your best at all times.
- Make excellence your goal.
- Make good choices and accept the consequences of your poor choices.
- Take responsibility for your learning.
- Manage your time well.
- Develop discipline and good study habits.
- Do it right the first time.
- Show initiative.
- Don't make assumptions.
- Ask if you don't understand something.
- Have integrity—don't cheat, plagiarize, or lie.



**Time Commitment for the Course.** This 3-credit course will require approximately a 10-hour commitment each week. Some weeks may require less. Time will be spent reading course materials, completing assignments, and engaging with classmates and instructor.

## PROFESSIONALISM AND CLASS PARTICIPATION

**Professionalism (10 possible points).** This includes, but is not limited to, responding to professor's emails and announcements in a timely manner, turning in all assignments on time, responding to classmates' postings on time, interacting positively with group members, using appropriate language

in discussion posts, having a respectful attitude toward the instructor, abiding by all class policies, and not soliciting the instructor for extra credits or to change your grades. Professionalism is a subjective assessment and the final point value will be determined by the instructor at the end of the semester.

**Hump Day Inspirational Video.** An inspirational video will be posted under the announcement link each Wednesday. Please respond/comment or create your own inspirational message.

**Yellowdig Community Participation.** Yellowdig is an online conversation platform for this course that contributes to your interaction and participation points. It encourages engagement, casual conversation, and the exchange of ideas. More information about Yellowdig is located later in the syllabus and on the course website.

## EXAMS/ QUIZZES

**Nutrition Review Quiz (1 @ 25).** The nutrition review quiz will cover basic information covered in your human nutrition prerequisite course. Topics include the Dietary Guidelines for Americans, MyPlate, and Review of Nutrients. The quiz is open book.

**Exams (3 @ 75 points each).** Students are expected to synthesize and integrate the information presented in the lectures, readings, videos, and other supplemental materials. Exams and quizzes will consist of multiple choice, true/false, matching, and fill-in-the-blanks. Exams and quizzes are open book and students are expected to work alone. However, please do not underestimate the need to study or the difficulty of these exams. You must work quickly and efficiently since difficulty is adjusted with less time on the clock and the use of critical thinking skills.

Due to the potential for technical problems with online exams, you have two possible attempts at the exam and 45 minutes to complete it. You will have 15 minutes to complete the review quiz and two possible attempts. The highest score will be used. I recommend that you take your exams as early in the day as possible in case of technical issues.



Please contact the UF HELP Desk at (352-392-4357) if you encounter technical problems during a quiz or an exam **related to using Canvas**. Any requests for make-ups **due to technical issues related to Canvas** MUST be accompanied by the ticket number received from The UF Help Desk when the problem was reported to them. You MUST email your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Each request will be handled on a case-by-case basis.

Please note that taking screenshots of test questions and sending them to other students or the instructor for inquiry will be considered a violation of the Student Honor Code. The instructor reviews all students' exams within 24 hours to check for errors in coding, etc. If you have a question about an exam question, simply email the instructor the question number. NEVER send a screenshot of a question.

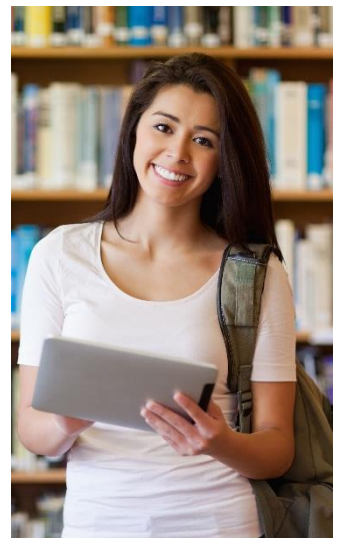
## ASSIGNMENTS

**Course Contract Quiz.** Students must complete the course contract quiz before proceeding to the course materials. Please complete this as early as possible in the first week.

**Questions from Weekly Readings and Videos (0.5 points per question).** Each student must turn in **4 multiple-choice questions from each week's readings. There should be at least one question from each article. No more than two questions can come from each article. If a video is assigned for the week, then at least one question should come from each video.** Please provide 4 choices (A, B, C, D). **The correct answer and the chapter and page number for each question must be given.** Each question is worth 0.5 points. Please submit the questions each week under the assignment link on the due date. About 25%-30% of the exam will be from questions submitted by students. Making up sample questions is a way to help you study and retain the information. Your overall points will be given at the end of the semester and will be based on the quality of the questions that you submit. **Do not submit questions from the course lecture slides. Questions submitted from the course lecture will not receive any points.** Upload a Word file with the questions. Be sure to properly format your questions. Your name and UF ID should be on the file. **Late assignments are accepted within 24 hours of the due date, but will automatically incur a 50% deduction (no exception).**

**Yellowdig Health Discussion Board (75 points).** Yellowdig is an online conversation platform for this course that contributes to your class interaction and participation points. Each week for **12 weeks (dates provided on website)**, you will post and or comment on health and tech stories in the news (article or video) that relate in some way to topics or vulnerable population groups covered in the course from a local, national, or international source.

To earn as many points as possible, you are strongly encouraged to contribute to our Yellowdig Community early and often. **Note: Your Yellowdig points are not equivalent to your grade book points in Canvas.** The maximum Yellowdig points for the semester is 6000, which translates to 75 points in Canvas. **This is equivalent to an exam.** Please go to the course website under the Yellowdig assignment for more details about the guidelines and expectations. A link to the Yellowdig community is also linked in the respective weekly assignments. **Yellowdig discussions open on Wednesdays (12 am) and close on Tuesdays (11:59 pm).**



### **Introduction Video and Course Reflection Video**

- **Personal Video Introduction (5 points).** You are required to post an on-camera, 2-minute personal video introduction to your assigned group. All of the questions must be answered to get the full points. The video should be uploaded into the assignment link. Please note that **I will not be downloading videos to grade them, so please make sure that the video starts in the assignment.** If you have technical issues uploading your video, please contact the UF HELP Desk. You must do you post by the due date and must respond to at least 3 classmates no later than 2 days after the date your post was due. **Late assignments will be accepted 24 hours after the due date, but with a 50% penalty (no exception).**
- **Class Reflection Video (1 @ 5 points each).** Students are required to do an on-camera video reflection of the semester (family news, semester highs and lows, important things learned in the class, etc.). Your video post must be **at least 2 minutes.** The video should be uploaded into the assignment link. Please note that **I will not be downloading videos to grade them, so please make sure that the video starts in the assignment.** If you have technical issues uploading your video, please contact the UF HELP Desk. You must respond to **at least 3**

**postings from the class.** Your response to the posts must be at least **100 words**. Assignments will be graded within 7-10 days. **Late assignments will be accepted 24 hours after the due date, but with a 50% penalty (no exception).**

### **AI in Health Education and Health Promotion Short Course Training (15 points)**

Students will complete an online training on AI in Health Education and Promotion. This aligns with a UF goal to help students become literate and competent in artificial intelligence (AI), regardless of their major. The course includes 5 short lessons: 1) Understanding AI and Machine Learning, 2) AI in Healthcare and Public Health, 3) AI in Health Education and Health Promotion, 4) AI Ethics, and 5) AI Bias and Privacy Concerns. This training is a step toward increasing AI literacy and competence among students who want to have a leading edge in the digital health field.

One of the great things about this training is that it **appears on your transcript** when you pass the training. **This 0-credit short course, HSC 4912**, contains one hour of video lecture materials, several short assignments, and a final quiz. We recommend that you set aside about two hours to complete this short course. Or you may choose to complete it in more than one sitting. Rest assured, when you return to the course, you will resume where you left off. Students must complete a quiz at the end of the course. You must **pass the quiz with an 80%** or higher to pass the course with an “S” grade. Please note that a **“U” grade is considered a failing grade and will appear on your transcript**. You have 3 attempts at the quiz and the highest grade will be used. Please contact the UF HELP Desk if you encounter technical problems during the quiz. Please see the assignment link on the course website for more details.



### **Nutrition Education Project**

You will work alone to create a nutrition infographic and three Instagram posts. Each of these will be due at different times.

### **Canva Nutrition Education Consumer Infographic (1 @15 points).**

Infographics are one of the most popular communication tools. They consist of graphic, visual representations of information, data, or knowledge intended to present complex information in a simple way both quickly and clearly. They consist of 3 main elements: visual (color and graphic), content (statistics and facts), and knowledge (insights about the information). Students will create an original nutrition educational infographic in Canva related to the assigned topic. The focus of your infographic will depend on your assigned topic. However, the focus is usually on prevention, signs and symptoms, nutrition tips and strategies, etc. Please feel free to contact the instructor about the appropriateness of your focus. **Late assignments are accepted within 24 hours of the due date, but will automatically incur a 50% deduction (no exception).** Assignments will be graded within 7-10 days.

The infographic assignment will be graded based on:

- Content
- Layout and attractiveness
- Appropriately sized fonts
- Appropriate use of graphics
- Balance of text to graphics (not unnecessarily wordy)

### Canva Nutrition Education Instagram Posts (3 @15 points).

Social media posts are one of the most popular forms of digital communication. Instagram (IG) is a social media application that has a wide marketing reach. For this assignment, students will create three unique Instagram posts for an IG feed. Posts should be specific to your chosen topic and focus on an area(s) of prevention, signs and symptoms, nutrition tips and strategies, etc. Please feel free to contact the instructor about the appropriateness of your focus. More information is available online.

**Late assignments are accepted within 24 hours of the due date, but will automatically incur a 50% deduction (no exception).** Assignments will be graded within 7-10 days.

The Instagram posts assignment will be graded based on:

- Content
- Layout and attractiveness
- Creativity
- Appropriately sized fonts and use of graphics
- Balance of text to graphics (not unnecessarily wordy)
- Effective call to action

### TOPICS

Healthy Tailgating	Becoming Vegan	Online Grocery Shopping Tips
Breastfeeding Education for Men	Healthy Body Image	Healthy Lunch Boxes for Men
Preventing Osteoporosis	Anemia in Teen Girls	Hydration for Teen Athletes
Weight Loss Myths & Facts	Digital Detox	Increasing Vegetable Intake
Physical Activity in Older Adults	Increasing Fiber Intake	Benefits of Stretching
Saving Money on Groceries	Campus Eating Tips	Topic of Your Choice

### COURSE GRADING SYSTEM

93%-100%=A	90-92%.99%=A-	87%-89.99%=B+	83%-86.99%=B
80%-82.99%=B-	77%-79.99%=C+	73%-76.99%=C	70%-72.99%=C-
67%-69.99%=D+	63%-66.99%=D	60%-62.99%=D-	0%-59.99%=E

### UF Grade Points Effective Summer A 2009

A=4.0	A-=3.67	B+=3.33	B=3.0	B-=2.67	C+=2.33
C=2.0	D+=1.33	D=1.0	D-0.67	E=0	

UF's grading policy can be found at

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.



## Tentative Class Schedule

<b>Week 1 August 23-25 (Nutrition Review)</b>		
<b>Online readings and or videos</b>	<p><b>Week Activities</b></p> <ul style="list-style-type: none"> <li>• Complete course contract</li> <li>• Read the syllabus and familiarize yourself with the links on the class website</li> <li>• Email instructor immediately via Canvas if you just added the class</li> <li>• Review lectures for Review Quiz</li> </ul> <p><b>Lectures for the Week</b></p> <ul style="list-style-type: none"> <li>• Dietary Guidelines; MyPlate; Review of Nutrients; (materials for Review Quiz)</li> </ul>	<b>Due Dates</b>
<b>Week 2 August 28-September 1 (Consumer Education)</b>		
<b>Online readings and or videos</b>	<p><b>Week Activities</b></p> <ul style="list-style-type: none"> <li>• Email instructor immediately via Canvas if you just added the class.</li> <li>• Complete course contract.</li> <li>• Engage with course materials.</li> <li>• Submit weekly exam questions.</li> <li>• Prepare for quiz on last week's materials.</li> </ul> <p><b>Lectures for the Week</b></p> <ul style="list-style-type: none"> <li>• Food Labels; Food Safety &amp; Technology; Vegetarianism</li> </ul>	<ul style="list-style-type: none"> <li>• Course Contract due August 29</li> <li>• Introduction video due August 29; respond to posts by Aug 31</li> <li>• Submit weeks 1-2 questions by August 31</li> </ul>
<b>Week 3 September 4-8 (Nutrition Education Principles)</b>		
<b>Online readings and or videos</b>	<p><b>Week Activities</b></p> <ul style="list-style-type: none"> <li>• Engage with course materials.</li> <li>• Work on next week's assignment.</li> <li>• Submit weekly exam questions.</li> <li>• Yellowdig opens on Wednesday, post and comment.</li> <li>• Review Quiz</li> <li>• <b>Labor Day September 4</b></li> </ul> <p><b>Lectures for the Week</b></p> <ul style="list-style-type: none"> <li>• Nutrition Education Principles; Communicating the Message</li> </ul>	<ul style="list-style-type: none"> <li>• Yellowdig opens September 6</li> <li>• Review Quiz Sep 7</li> <li>• Submit weekly questions by Sep 7</li> </ul>
<b>Week 4 September 11-15 (Nutrition Education Principles)</b>		
<b>Online readings and or videos</b>	<p><b>Week Activities</b></p> <ul style="list-style-type: none"> <li>• Engage with course materials.</li> <li>• Work on next week's assignment.</li> <li>• Make up exam questions for the week.</li> <li>• Post and comment on Yellowdig.</li> </ul> <p><b>Lectures for the Week</b></p> <ul style="list-style-type: none"> <li>• Health Literacy; Cultural and Linguistical Competence; Vulnerable Population Groups; Food Insecurity</li> </ul>	<ul style="list-style-type: none"> <li>• Submit weekly questions by Sep 14</li> </ul>

<b>Week 5 September 18-22 (Food and Culture)</b>		
<b>Online readings and or videos</b>	<p><b>Week Activities</b></p> <ul style="list-style-type: none"> <li>Engage with course materials.</li> <li>Work on next week's assignment.</li> <li>Make up exam questions for the week.</li> <li>Post and comment on Yellowdig.</li> <li>Prepare for Exam 1</li> </ul> <p><b>Lectures for the Week</b></p> <ul style="list-style-type: none"> <li>Food Habits; Food and Culture; Religion, Diet and Health</li> </ul>	<ul style="list-style-type: none"> <li>Submit weekly questions by Sep 21</li> </ul>
<b>Week 6 September 25-September 29 (Food and Culture)</b>		
<b>Online readings and or videos</b>	<p><b>Week Activities</b></p> <ul style="list-style-type: none"> <li>Engage with course materials.</li> <li>Make up exam questions for the week.</li> <li>Post and comment on Yellowdig.</li> <li>Exam 1 (up to week 5)</li> </ul> <p><b>Lectures for the Week (not on exam 1)</b></p> <ul style="list-style-type: none"> <li>African Americans; Hispanics</li> </ul>	<ul style="list-style-type: none"> <li>Exam 1 Sep 28</li> <li>Submit weekly questions by Sep 28</li> </ul>
<b>Week 7 October 2-6 (Food and Culture)</b>		
<b>Online readings and or videos</b>	<p><b>Week Activities</b></p> <ul style="list-style-type: none"> <li>Engage with course materials.</li> <li>Work on next week's assignment.</li> <li>Make up exam questions for the week.</li> <li>Post and comment on Yellowdig.</li> <li><b>Homecoming October 6</b></li> </ul> <p><b>Lectures for the Week</b></p> <ul style="list-style-type: none"> <li>American Indians/Alaska Natives; Asian Americans; Native Hawaiians and Pacific Islander Americans</li> </ul>	<ul style="list-style-type: none"> <li>Submit weekly questions by Oct 5</li> </ul>
<b>Week 8 October 9-13 (Life Cycle Nutrition)</b>		
<b>Online readings and or videos</b>	<p><b>Week Activities</b></p> <ul style="list-style-type: none"> <li>Engage with course materials.</li> <li>Work on next week's assignment.</li> <li>Make up exam questions for the week.</li> <li>Post and comment on Yellowdig.</li> </ul> <p><b>Lectures for the Week</b></p> <ul style="list-style-type: none"> <li>Pregnancy; Breastfeeding; Infants</li> </ul>	<ul style="list-style-type: none"> <li>Submit weekly questions by Oct 12</li> </ul>
<b>Week 9 October 16-20 (Life Cycle Nutrition)</b>		
<b>Online readings and or videos</b>	<p><b>Week Activities</b></p> <ul style="list-style-type: none"> <li>Engage with course materials.</li> <li>Work on next week's assignment.</li> <li>Make up exam questions for the week.</li> <li>Post and comment on Yellowdig.</li> </ul> <p><b>Lectures for the Week</b></p> <ul style="list-style-type: none"> <li>Toddlers &amp; Preschoolers; School-Aged Children; Adolescents</li> </ul>	<ul style="list-style-type: none"> <li>Infographic due Oct 16</li> <li>Submit weekly questions by Oct 19</li> </ul>

<b>Week 10 October 23-27 (Life Cycle Nutrition)</b>		
<b>Online readings and or videos</b>	<p><b>Week Activities</b></p> <ul style="list-style-type: none"> <li>• Make up exam questions for the week.</li> <li>• Prepare for exam 2.</li> <li>• Post and comment on Yellowdig.</li> </ul> <p><b>Lectures for the Week</b></p> <ul style="list-style-type: none"> <li>• Adults; Elderly</li> </ul>	<ul style="list-style-type: none"> <li>• Submit weekly questions by October 26</li> </ul>
<b>Week 11 October 30-November 3 (Chronic Diseases)</b>		
<b>Online readings and or videos</b>	<p><b>Week Activities</b></p> <ul style="list-style-type: none"> <li>• Engage with course materials.</li> <li>• Make up exam questions for the week.</li> <li>• Post and comment on Yellowdig.</li> <li>• <b>Exam 2 (up to week 10)</b></li> </ul> <p><b>Lectures for the Week</b></p> <ul style="list-style-type: none"> <li>• Counseling for Behavioral Change; Hypertension Heart Disease</li> </ul>	<ul style="list-style-type: none"> <li>• Exam 2 Nov 2</li> <li>• Submit weekly questions by Nov 2</li> </ul>
<b>Week 12 November 6-10 (Chronic Diseases)</b>		
<b>Online readings and or videos</b>	<p><b>Week Activities</b></p> <ul style="list-style-type: none"> <li>• Engage with course materials.</li> <li>• Work on next week's assignment.</li> <li>• Make up exam questions for the week.</li> <li>• Post and comment on Yellowdig .</li> <li>• <b>Veterans Day Observed November 10</b></li> </ul> <p><b>Lectures for the Week</b></p> <ul style="list-style-type: none"> <li>• Diabetes; Cancer</li> </ul>	<ul style="list-style-type: none"> <li>• IG Posts due Nov 6</li> <li>• Submit weekly questions by Nov 9</li> </ul>
<b>Week 13 November 13-17 (Chronic Diseases)</b>		
<b>Online readings and or videos</b>	<p><b>Week Activities</b></p> <ul style="list-style-type: none"> <li>• Engage with course materials.</li> <li>• Work on next week's assignment.</li> <li>• Make up exam questions for the week.</li> <li>• Post and comment on Yellowdig.</li> <li>• Complete AI Training Short Course.</li> <li>• <b>Instructor at APHA Conference</b></li> </ul> <p><b>Lectures for the Week</b></p> <ul style="list-style-type: none"> <li>• Weight Management; Eating Disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Submit weekly questions by Nov 16</li> <li>• AI Training due Nov 15</li> </ul>

<b>Week 14 November 20-24 (Chronic Diseases)</b>		
<b>Online readings and or videos</b>	<b>Week Activities</b> <ul style="list-style-type: none"> <li>Engage with course materials.</li> <li>Work on next week's assignment.</li> <li>Make up exam questions for the week.</li> <li>Post and comment on Yellowdig.</li> <li><b>Thanksgiving Break November 22-25</b></li> </ul> <b>Lectures for the Week</b> <ul style="list-style-type: none"> <li>Obesity; Physical Activity</li> </ul>	<ul style="list-style-type: none"> <li>Submit weekly questions by Nov 21</li> </ul>
<b>Week 15 November 27-December 1</b>		
	<b>Week Activities</b> <ul style="list-style-type: none"> <li>Engage with course materials.</li> <li>Submit video assignment.</li> </ul>	<ul style="list-style-type: none"> <li><b>Yellow dig ends 12:01 am November 29</b></li> <li>Course video reflection on due Dec 1; and respond to post by December 5</li> </ul>
<b>Week 16 December 4-8</b>		
	<b>Week Activities</b> <ul style="list-style-type: none"> <li>Engage with course materials.</li> <li>Respond to video reflection post.</li> <li>Prepare for Exam 3</li> <li><b>Reading Days December 7-8</b></li> </ul>	<ul style="list-style-type: none"> <li>Respond to video reflection post by December 5</li> </ul>
<b>Week 17 December 11-15</b>		
	<b>Week Activities</b> <ul style="list-style-type: none"> <li><b>Exam 3 (Weeks 11-15)</b></li> </ul>	<ul style="list-style-type: none"> <li>Exam 3 December 12</li> </ul>