

Women's Health Issues
Department of Health Education & Behavior
Spring 2024
HSC 6575 Section 1955 # 12792
Tuesday – 10:40 AM – 11:30 AM; Thursday – 10:40 AM – 12:35 AM
FLG 265

Instructor: Suzanne Sneed-Murphy, PhD

Office: FLG 6

Phone: 352-294-1607

E-MAIL: murphysm@hhp.ufl.edu

Virtual and In-Person Office Hours: Tuesday 3:00 PM -6:00 PM EST; alternate dates and times by appointment. Students are encouraged to meet with the instructor at least once during the semester either by phone, e-mail conversation, or in person via Zoom. Phone calls, e-mails, and appointments outside of office hours are welcome. A Zoom link for office hours will be sent via a weekly canvas announcement. The link will not change during the semester.

Department Chair: Dr. Mildred Maldonado-Molina; FLG 5: mmmm@ufl.edu

Course Website: <http://elearning.ufl.edu>

***I am usually connected to my UF email so that may be the best way to get a timely and clear response.** The instructor will use canvas mail or @ufl.edu email accounts for instructor-initiated communication. **Please email me using the Canvas messaging tool.**

- It is your responsibility to regularly check for course emails and announcements via ufl.edu and Canvas accounts.
- Email inquiries sent Mondays through Fridays will usually receive a reply within twenty-four business hours of receipt. If you have not received an email reply within 48 hours (other than the weekends), please resend your inquiry.

Course Prerequisite: Health Education and Behavior or Applied Physiology and Kinesiology - fitness/wellness majors, and junior or senior standing.

Textbook and Resources (Required for all):

- Alexander, L., LaRosa, J., Bader, H., Garfield, S. & Alexander, W (2021). New Dimensions in Women's Health (8th ed.). Sudbury, MA: Jones and Bartlett Publishers.
 - ISBN: 97812841784118
- Additional required readings, to supplement the book readings, will be assigned throughout the course of the semester. Those readings will be posted to your Canvas course site and announced in class.

UF Catalog Course Description: Women and men experience similar diseases, disorders, and causes of death, but women often experience these in different forms and at different stages in life. Explores current women's health issues and covers a broad range of health issues of special importance to women.

Instructor Course Description: The multi-dimensional roles of American women as individuals, partners, mothers, nurturers, caretakers, and career persons cause health status to be of vital importance. While women and men both experience similar diseases, disorders, and causes of death, women often experience these in different forms and at different stages and ages in life. The primary purpose of this course is to explore current issues in women's health. The course will cover a broad range of health issues that are either unique to women or of special importance to women. Other topics include information for the health consumer, preparation as an advocate of healthy lifestyles, and awareness of the role health plays in the lives of all women.

Course Objectives: Upon completion of this course, students will be able to:

- Identify and describe the current issues affecting women's health.
- Identify and describe chronic illness that is more likely to affect women
- Identify and explain the significance of cultural and international diversity and women's health.
- Identify the important events in the history of the women's social movement and in the history of women's health.
- Illustrate an understanding of the current literature on women's health.
- Identify and explain how the health education process can be applied to women's health issues.
- Demonstrate, through class activities and participation, how to be an effective advocate for women's health issues.

Class Format:

- A combination of lectures and class activities
- Course materials (assignments, exams, class notes) are located online through University of Florida's E-Learning System, CANVAS <http://elearning.ufl.edu>
- Faulty Internet connections **WILL NOT** be accepted as an excusable reason for any missed assignments, activities, quizzes, and/or exams.

Attendance: You are expected to attend all class sessions and be prepared to actively engage in class discussion. It is your responsibility to get a copy of any notes or handouts from a classmate should a class session be missed. University policies regarding attendance will be followed and can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/infor/attendance.aspx>.

- Attendance will be randomly 'taken' via activity completion, etc. No advance notice will be given. The University of Florida excused absence items will be the only 'reasons' accepted to make up the attendance credit.

Excessive Missing Assignments:

The university recognizes the right of instructors to make attendance mandatory and require documentation for absences, missed assignments, or failing to fully engage in class, including class discussions. After due warning, instructors can prohibit further attendance and subsequently assign a failing grade for the excessive absences. This policy applies to both in-person and online class instruction. Note: If you are missing assignments for any reason, please reach out to me immediately. Failing to communicate with me (respond to emails, discuss progress in the course) could lead to removal from the course for excessive

absences and failure to fully engage in the course. I truly dislike having to take such measures. Communication is one of the keys to success in this course.

ChatGPT Policy: Information regarding my policy regarding the use of ChatGPT or similar AI tools will be discussed during the first two weeks of class.

Headphones/AirPods etc., Policy: Students are expected to remove headphones, AirPods, or any other device from their ears when entering the classroom (unless prior notification and ok from instructor has been given).

What You Can Do to Be Successful in HSC 6575:

- **Attend all class sessions and arrive on time**
- **Watch ALL supplement videos – this is a requirement**
- Take ownership of your education and learning experience.
- Familiarize yourself with all course due dates.
- Read assigned textbook chapters and/or supplementary materials before beginning any assessment or discussion forum.
- **Respect the viewpoints & contributions of your instructor and classmates – both during class meetings and in discussion forums. See additional respect policy.**
- **You are expected to adhere to deadlines. Assignments will NOT be accepted late. I do recognize that personal circumstances may interfere with your ability to meet a deadline. I require prior notification when able to do so. If notified before the deadline of a circumstance that may cause a student to miss an assignment, an extension may be granted.**
- **If an emergency arises that causes you to miss a deadline, you must contact the instructor within 24 hours and provide formal documentation (if required) within 48 hours.**
- Inform me whenever there is a problem related to the class, whenever you feel the need to clarify questions, or whenever you desire to further explore topics of interest.

Course Requirements, Accessibility:

- Reliable Internet connection (DSL, LAN, or cable connection desirable)
- Access to the University of Florida's E-Learning System, CANVAS <http://elearning.ufl.edu>
- Webcam and some type of speakers and microphone
- Google Chrome browser (for Honorlock test proctoring)

Course Activities and Evaluations: All assignments are due by 11:59 PM EST.

****Students need to log in and log out of canvas once an assignment is uploaded to double-check the following:**

- The correct assignment uploaded
- The assignment uploaded correctly with all parts
- Incorrect/incomplete uploads will be graded accordingly

1. **Introduction Video/Peer reply and syllabus quiz. (20 points total)**

Introduction video/Peer reply – Please submit a recorded video introducing yourself. Answer the following questions:

1. Name
2. Why you chose to take this course and
3. What do you hope to learn/gain from taking this course

Students are also required to respond to ONE student's introduction *in writing* with the following:

1. Hello and your name
2. Do you hope to learn/gain something similar as they? Not just yes or no – comment on what they hope to learn and speak to what you hope to learn. (10 points)

Syllabus quiz: Complete the 10-question syllabus quiz by the due date indicated. (10 points)

2. There will be **three exams (3@100 points)** given each semester. The exams will be online through Canvas and will cover material from class lectures, text and article readings, and class activities. Each exam may include multiple choice, matching, short answer, and essay questions. **The exams are not cumulative. Exams must be completed during class time unless otherwise arranged with the instructor.**

Your exams in this course will be proctored using Honorlock. Honorlock is a service that allows students to complete their assessment at any location while still ensuring the academic integrity of the exam for the institution. Using almost any webcam and computer, you can take exams at home, at work, or anywhere you have internet access – if considered a secure location. You DO NOT need to create an account, download software, or schedule an appointment in advance. Review the [Honorlock guide for more information](#).

Honorlock Guidelines:

- You will need a webcam and some type of speakers and microphone.
- **You will need Google Chrome browser**
 - **To get started, you will need Google Chrome and download the Honorlock Chrome Extension. You can download the extension at www.honorlock.com/extension/install**
- A stable internet connection is required
- You will need a government-issued photo ID or student ID
- No breaks are allowed during your testing session and cell phones and other devices will not be permitted in the testing area.
- No other people are allowed in the area in which the test is being taken.
- **Any unauthorized notes, presence of a tablet or cell phone, or other attempts to cheat will abort the test session and will be reported to your instructor – this will result in a zero on the exam and is a student honor code violation.**

Grade Appeals. It is your responsibility to review your graded exams when they are returned. After reviewing, students have **one week** to appeal the grade to the instructor. After **one week**, a grade will not be changed. **THERE WILL BE NO EXCEPTIONS TO THIS POLICY.**

Make-Up Exams: There will be no individual make-up exams. Students missing an exam will take the general make-up exam given at the end of the semester. This exam will cover material from the entire semester – a cumulative exam. Your grade on this exam will serve as your grade for the missed exam(s). **The make-up exam will be given on Wednesday, April 24, 2024.**

Students may not use this exam to replace a grade on exams 1 - 3 – students may only sit for this exam if they miss one of the three-course exams.

3. Article Applications Discussion Posts: Article applications will serve as a way for you to apply information from the assigned article to health issues related to women. There will be five applications/discussions at 10 points each (50 points total). Instructor questions will be used to facilitate a discussion on the assigned readings. You will prepare and post answers to the posted discussion questions and respond to two discussions by supporting/disputing the reactions of others. The article application due dates are indicated on the syllabus. **The assignments are due by 11:59 PM on the due date and will be submitted electronically via Canvas.** Assignments may be submitted early if necessary. **Assignments will not be accepted late.**
See Appendix A for more information related to discussion posts and reply etiquette. Please see the rubric for more information.

- Your posts must respond to EACH prompt using 100-150 words.
- Your replies must respond to BOTH prompts for peer replies with 50-100 words each. **In other words – you must respond to student one prompt one with 50-100 words and student one prompt two with 50-100 words. Do the same for student two.**

Rubric for personal post article:

<p>7.0 pts Great Job, that is exactly what I was looking for! Reflects good understanding of related article content; answers all prompts in thorough format (100-150 words for each prompt)</p>	<p>4.0 pts Not too bad, it is close to what I was looking for. Lacks full development of concept or thought related to article. Does not answer prompts in a thorough format (50-99 words for each prompt)</p>	<p>2.0 pts Close - but you may wish to consider reviewing course information. Lacks full development of concept or thought related to the article. Does not answer prompts in a thorough format and/or does not answer all prompts (10-49 words for each prompt).</p>	<p>0.0 pts Uh oh, what happened here? You missed it completely. Posts information that is off-topic, incorrect, or irrelevant to the article. OR no post submitted. Late assignments also receive 0 points</p>
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Rubric for replies (1.5 points for each reply – 3 points total)

<p>1.5 pts Great Job, that is exactly what I was looking for! Demonstrates analysis of</p>	<p>.5 pts Not too bad, it is close to what I was looking for.</p>	<p>0.0 pts Uh oh, what happened here? You missed it completely. Posts shallow contribution</p>
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others' posts; extends meaningful discussion by building on previous posts Post is 50-100 words in length for each prompt and for each student.	Elaborates on an existing posting with further comment or observation. Post is 25 to 49 words in length for each prompt and for each student.	to discussion (e.g., agrees or disagrees); does not enrich discussion. Posts no follow-up responses to others. Late reply posts also receive 0 points
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4. Topic Applications: Throughout the term, you will be assigned topic applications. There will be five topic applications at 10 points each (50 points total). The objective of all activities is to have you problem solve, synthesize, or analyze the concepts you have learned in the course – and be able to discuss the issue with the remainder of the class.

Topic assignments are due by 11:59 PM on the due date and will be submitted electronically via Canvas. Topic Assignments may be submitted early if necessary. **Assignments will not be accepted late.**

5. Practical applications: These fun assignments are designed to provide content application to “everyday” experiences. For example, you will be asked to journal about mental health, create a color page, etc. There will be five experience assignments at 10 points each (50 total points). The due dates are indicated on the syllabus. **The assignments are due by 11:59 PM on the due date and will be submitted electronically via Canvas.** **Assignments will not be accepted late.**

6. Attendance Assignments: Attendance will be randomly ‘taken’ via activity completion, etc. No advance notice will be given. The University of Florida excused absence items will be the only ‘reasons’ accepted to make up the attendance credit for a missed day in which attendance is recorded. Points for attendance assignments will vary. Total points awarded: 30 points

7. Fact Sheet and Presentation: (60 points) This assignment is designed to promote individual understanding and sharing of evidence-based information to the instructor. You are required to (1) Develop a 2-3-page factsheet (30 points) on a topic related to women’s health issues – I believe it is in your best interest to choose a topic in which you are interested and (2) Record and present the fact sheet information to the instructor in a 5-8-minute presentation (30 points) using PowerPoint, Voice Thread, Zoom, etc. Students may also choose to present directly to the instructor via zoom. The fact sheet must be turned in to the instructor via canvas no later than **April 13, 2023**, and must include a reference page in APA format. The presentation is on the same day. Please see canvas for further instructions. **Please see Appendix B for the rubric and more information.**

Assignments: Due by the date specified on the syllabus - EST. Assignments will not be accepted late. I do recognize that personal circumstances arise that may interfere with your ability to meet a deadline. If these things do occur, let the course instructor know as soon as you know – **before the deadline**. See the emergency information above. Anytime you have a question or problem, email the course instructor immediately.

Course Activities and Evaluation:

Course Requirement	Points	Percent of Total Points
Introduction Video	10	2.0%

Syllabus Quiz	10	2.0%
Exams (3 @ 100 points each)	300	53.5%
Article Applications/Discussions (5 @ 10 points each)	50	9.0%
Topic Applications (5 @ 10 points each)	50	9.0%
Practical Applications (5 @ 10 points each)	50	9.0%
Fact Sheet and Presentation	60	10.0%
Attendance	30	5.5%
Total Points	560	100%

Grading Scale Range: HSC 6575

Points	Percentage	Letter Grade	GPA Value
523.6 and above	93.5 % and above	A	4.0
504-523.599	90 – 93.49 %	A-	3.67
484-503.999	86.5-89.99 %	B+	3.33
467.6-483.999	83.5-86.49 %	B	3.0
448-467.599	80.0-83.49 %	B-	2.67
428-447.999	76.5-79.99 %	C+	2.33
411.6-427.999	73.5-76.49 %	C	2.0
392-411.599	70.0-73.49 %	C-	1.67
372-391.999	66.5-69.99 %	D+	1.33
355.6-371.999	63.5-66.49 %	D	1.0
336-355.599	60.0-63.49 %	D-	.67
335.999 and below	Below 60 %	E	0

I will not provide any opportunities for “extra credit.” Please do not ask for any extra credit opportunities. Please understand that 503.9999999999999999 points equals a “B+” semester grade.

UF Grading Policies. Information related to current UF grading policies and assignment points can be found at <http://ufl.edu/catalog/policies/regulationgrades.html>.

Respect Policy: Please read the following respect policy:

"All individuals, regardless of their gender, gender identity, gender expression, sexual identity, sexual orientation, race, ethnicity, religious affiliation, physical or mental ability, political affiliation, or any other perceived generalized differentiator, is welcome in this course. It is expected that we treat each other with respect and as equals. Treat one another as you want to be treated so that we can have valuable discussions in this course. Intolerant, inflammatory, or insulting behavior or speech is not acceptable and may lead to dismissal from the course."

Pronoun and Name Change in Canvas: It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name and pronouns that reflect your identity. Please let me know how you would like to be addressed in class if your name and pronouns are not reflected by your UF-rostered name.

You may also change your “Display Name” in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear on Canvas. This does not change your legal name for official UF records.

Name Coach: It is important to the learning environment that you feel welcome and heard. To encourage a welcoming environment, I strive to learn each student’s name and pronounce it correctly. I encourage you to use the Name Coach tab in our course Canvas site to help me better pronounce your name correctly.

Class Recording: Per the House Bill 233 Intellectual and Viewpoint Diversity Act, students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or preparation for, a criminal or civil proceeding. All other purposes are prohibited. **Specifically, students may not publish recorded lectures without the written consent of the instructor.**

A “class lecture” is an educational presentation intended to inform or instruct enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. **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.**

Publication without the 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 (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Americans with Disabilities Act (ADA):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other entities, this legislation requires that all students with documented disabilities be guaranteed a learning environment that provides reasonable accommodation for their disabilities. To connect with the Disability Resource Center please visit [DRC Get Started](#). If you and you need specific accommodation(s) for the course, I will gladly provide those accommodation(s).

- If you did not register formally, but you know you have behavioral or learning disabilities or other issues that might affect your performance in the course, please tell me and I will help you. If special needs/circumstances arise, it is your responsibility to notify me immediately, not at the course's end.

Health and Wellness:

- **U Matter, We Care:** Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.
- **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.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- **University Police Department:** [Visit the UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Academic Resources (additional student resources in Canvas):

- **E-learning technical support:** Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- **Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- **Library Support:** The Department of Health Education and Behavior has a designated librarian to support your research needs. To contact your subject specialist visit: [Library Specialists Page](#). There are many ways to receive assistance concerning using libraries or finding resources.
- **Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- **Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- **Student Complaints On-Campus:** [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- **On-Line Students Complaints:** [View the Distance Learning Student Complaint Process](#).

ACADEMIC HONESTY: You are expected to make an honest effort in this class and to be scrupulous in maintaining academic integrity. Cheating and plagiarism will not be tolerated, and college guidelines on academic misconduct will be enforced.

By formally registering for coursework at the University of Florida, you agreed to abide by the following statements from the University:

- As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. “You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g., assignments, papers, quizzes, exams).
- Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. To avoid misunderstandings on both our parts, please refer to the University of Florida Student Honor Code located here: [Honor Code UF](#).

Title IX: the University of Florida has zero tolerance for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF’s Title IX Coordinators. Students can report incidents or learn more about their rights and options by contacting Student Conduct and Conflict Resolution at 202 Peabody Hall, 352-392-1261; or visit: www.dso.ufl.edu/sccr/process/incident-report/ OR www.dso.ufl.edu/sccr/process/victim-rights/

E-mail Etiquette: Email Dr. Sneed-Murphy: I prefer the following email etiquette:

- The subject line should indicate the content of or reason for the message.
- Please begin the message by addressing your recipient with “Dear Dr. Sneed-Murphy, or Dr. Murphy.”
- The message ends with your name (please include your first AND last name).

Recommendation Letter Policy (please provide 6 weeks prior notice):

- You must be in good standing in Dr. Murphy’s classes (good attendance, grade, etc.)
- You have taken at least **TWO** courses with Dr. Murphy
- You have met with Dr. Murphy at least **TWICE** in her office or via Zoom.
- You both verbally and electronically request the letter of recommendation.

Course Assistance: If you have questions about course expectations or the grading procedures, or if you have difficulty with the course content, the readings, the lectures, the class activities, or the assignments, please email the course instructor immediately. **Do not wait until it is too late.**

I provide a discussion post specifically for student questions. Other students may have related questions – this discussion post allows me to answer for all students to view. Students should review the syllabus and the student discussion post before sending an e-mail as the answer may already be answered.

Online Course Evaluation: You are asked to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback professionally and respectfully is available at <https://gatorevals.aa.ufl.edu/students/>. You will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Success and Study Tips:

- Attend class and be an attentive student.
- Ask questions – as soon as they arise.
- Engage in course discussion and the course office hours.
- Do not fall behind – ask questions as soon as you think of one.
- Stay organized – post the due dates, place the due dates in your phone calendar – set reminders!
- Check Canvas announcements daily – or twice daily.
- Review all power points and supplemental material weekly.
- Contact the instructor or post to the student question discussion if you need/want further information/clarification.
- Stay motivated and positive – this material is FANTASTIC!

*******Syllabus is subject to change with instructor notification**

Course Schedule:

Date	Class Content	To Do	ASSIGNMENT DUE These dates are NOT flexible
Jan. 8 – Jan. 12	Module 1 – <i>Introduction</i>	<ul style="list-style-type: none"> • Read ALL Introduction information • Review and become familiar with syllabus • Check announcements 	

Jan. 15 – Jan. 19 Jan. 15 – MLK Day Holiday	Module 1 continued and Module 2 <i>Historical and Political/Global Dimensions of Women’s Health</i>	<ul style="list-style-type: none"> • View All Supplemental Videos • Read Chapter 1 in textbook • Complete All Assignments • Check announcements 	<ul style="list-style-type: none"> • Intro Video – Jan 17 • Intro Replies – Jan 18 • Syllabus Quiz – Jan 19 • Topic Assignment 1 – Jan 19
Jan. 22 – Jan. 26	Module 2- <i>Economics of Women’s Health/Women in the Workforce</i>	<ul style="list-style-type: none"> • View All Supplemental Videos • Read Chapters 2 and 15 in textbook • Complete All Assignments • Check announcements 	<ul style="list-style-type: none"> • Topic Assignment 2 – Jan 25
Jan. 29 – Feb. 2	Module 3 – <i>Health Promotion/Disease Prevention Global issues Stages of Life</i>	<ul style="list-style-type: none"> • View All Supplemental Videos • Read Chapter 3 • Complete All Assignments • Check announcements 	<ul style="list-style-type: none"> • Topic Assignment 3 – Feb 1
Feb. 5 – Feb. 9	Module 4 – <i>Menopause</i>	<ul style="list-style-type: none"> • View All Supplemental Videos • Read Chapter 8 • Complete All Assignments • Check announcements 	<ul style="list-style-type: none"> • Practical Application 1 – Feb 8
Feb. 12 – Feb. 16	Exam 1 Module 5 – <i>Nutrition/Healthful Eating</i>	<ul style="list-style-type: none"> • Complete EXAM 1 from a secure location - no class meeting Feb 13 • View All Supplemental Videos • Complete All Assignments • Check announcements 	<ul style="list-style-type: none"> • Exam 1 – Feb 13 • Article Discussion 1 – Feb 15
Feb.19 – Feb. 23	Module 5 cont. – <i>Nutrition/Healthful Eating</i> Module 6 – <i>Physical Fitness and Exercise</i>	<ul style="list-style-type: none"> • View All Supplemental Videos • Read Chapter 9 in textbook • Complete All Assignments • Check announcements 	<ul style="list-style-type: none"> • Practical Application 2 – Feb 20 * In place of class • Practical Application 3 – Feb 20 * In place of class

Feb. 26 – March 1	Module 7 – <i>Mental and Emotional Health</i>	<ul style="list-style-type: none"> • View All Supplemental Videos • Read Chapter 12 in textbook • Complete All Assignments • Check announcements 	<ul style="list-style-type: none"> • Practical Application 4 – Feb 29
March 4 – March 8	Exam 2 Module 8 – <i>Cardiovascular Disease</i>	<ul style="list-style-type: none"> • Complete Exam 2 in a secure location – no class meeting March 5 • View All Supplemental Videos • Complete All Assignments • Check announcements 	<ul style="list-style-type: none"> • Exam 2 – March 5 • Article Discussion 2 – March 7
March 18 – March 22	Module 8 cont. – <i>Cardiovascular Disease</i>	<ul style="list-style-type: none"> • View All Supplemental Videos • Read Chapter 10 in textbook • Complete All Assignments • Check announcements 	<ul style="list-style-type: none"> • Article Discussion 3 – March 21
March 25 – March 29	Module 9 – <i>Cancer</i>	<ul style="list-style-type: none"> • View All Supplemental Videos • Read Chapter 10 in textbook • Complete All Assignments • Check announcements 	<ul style="list-style-type: none"> • Topic Assignment 4 – March 28
April 1 – April 5	Module 10 – <i>Tobacco and Other Drugs</i>	<ul style="list-style-type: none"> • View All Supplemental Videos • Read Chapter 13 in textbook • Complete All Assignments • Check announcements 	<ul style="list-style-type: none"> • Article Discussion 4 – April 4
April 8 – April 12	Module 11: <i>Autoimmune Conditions</i>	<ul style="list-style-type: none"> • View All Supplemental Videos • Complete All Assignments • Check announcements 	<ul style="list-style-type: none"> • Topic Assignment 5 – April 9 * In place of class • Fact Sheet and Presentation – April 9
April 15 – April 19	Module 12: <i>Bone and Joint Health</i> Module 13: <i>Healthy Aging</i>	<ul style="list-style-type: none"> • View ALL Supplemental Videos • Complete ALL Assignments • Check announcements 	<ul style="list-style-type: none"> • Article Discussion 5 – April 16 • Practical Application 5 – April 18
April 22 – April 24	Exam 3		<ul style="list-style-type: none"> • Exam 3 – April 23

		<ul style="list-style-type: none">• <u>Complete Exam 3 in a secure location – no class meeting</u> <u>April 23</u>• Have a great summer break	
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*March 9 – 16 – UF Spring Break

Appendix A

Supplemental Information about Discussion Posts & Replies: by Elle O'Keefe

<http://www.rasmussen.edu/student-life/blogs/online-learning/creating-the-perfect-discussion-post-for-online-classes/>

- The discussion area is the foundation for two-way communication with your instructors and classmates. The discussion forum is the heart of the online course as it serves as a platform for learning and engaging.
- As an online learner, you hope that your post will draw other students' attention to validate your opinions, add insight, and build a stronger learning experience. Classmate feedback can be priceless to your learning process as an online student. After you make such an investment, it can be discouraging to see that nobody responded to your discussion post.
- There are a few things online students can do to make your discussion posts stand out to your peers and to your instructors to get more responses and help increase your grades. This article will highlight some great tips for creating the perfect discussion post for your online college courses.

Content

- **Make sure that your posts facilitate comments.** Sometimes in a discussion forum the questions can be worded so that everyone's responses are similar. In this case, you will want to go the extra mile by adding a question at the end of your post, so you are facilitating a question and answer-type conversation among your classmates and instructor.
- **Beyond answering just the questions, incorporate your experiences with a related subject matter.** People love to read stories because it helps them feel an emotional connection to the content.
- **Current events are an effective way to get people involved in discussion forums.** Local or national news stories may tie in perfectly content discussed in your online classroom's forum. For example, an article about mortgage fraud might be beneficial in a discussion forum about ethical decision making.
- **Do not be afraid to intertwine the course content learned in different courses to supplement your discussion forums.** Learning is funny: even though we might just think that all courses are taught in isolation, they all really combine as pieces of a larger puzzle.
- **Ask a thought-provoking question or taking a controversial stand.** After you learn the material, you can step back and look how you can apply it in a difficult situation where your original answer might seem counterintuitive. Do not be afraid to ask the "Yeah, but what if..." questions.
- **If you say the same thing everyone else says, you can expect the same results.** Add something different, something of value, and look at the changes to your response rate.

Formatting

- **If your post is easy to read, it is likely that more people will read and respond.** In such case, if everyone is using single spacing, use single spacing. If everyone is formatting the text to the left, format it to the left. If everyone uses size three, use size three. If everyone is using a specific font and color, use the specific font and color. You want to avoid any distracting colors, fonts, or awkward spacing, or other odd formatting. Look at your posts, to see how similar they are to your classmates' posts. If they are quite different, then change them.

- **Avoid spelling or grammatical errors.** You lose credibility and your instructors and fellow students may discount the quality of your posts if your posts are riddled with errors. Do not let the reader try to interpret what you are saying: say it clear and precise.
- **Replies.** If you want to maximize the number of responses, respond to several peers each week. First, identify a group of peers whose opinions you value (by judging the quality of their posts and responses to other classmates) and make sure to respond to at least one of the members of that group each week.
- **Try to respond to every one of your classmates throughout the course.** When you show that you value your classmates' contributions, they will value yours. Remember the saying; the best way to make a friend is to be one. Well, the best way to be responded to in the discussion forum is by providing good responses to your classmates.

Appendix B

Fact Sheet:

Students are expected to research a topic related to Women's Health (of their choice) and create a 2-3-page fact sheet. The fact sheet should be well-designed, organized, easy to understand and free of grammatical/spelling error. Students may add pictures, color, etc., to make it more visually pleasing. I encourage students to utilize bulleted information instead of narratives. I also recommend using a specific area from a broad health topic. For example: Instead of breast cancer (which is a huge topic area) – choose something like this: Breast cancer among women aged 25-35 who have no family history.

Minimum FIVE references required and must be listed in APA format. It is expected that fact sheets will include the following information (use the following headings within your fact sheet):

- Overview of condition
 - Background information
 - Signs/Symptoms
 - Incidence/prevalence
- Demographics
 - Age
 - Race/Ethnicity
 - Gender
 - Geographic
 - Other disparities
- Risk factors
- Preventive factors – What is already working? Also, add in your own thoughts.
 - Behaviors that may help reduce risk
- Importance to college aged population

Presentation:

Students are expected to present their fact sheet information using Voice Thread and Power Point, Zoom, etc. Students may choose voice over (audio only with PPT) or video (student is visible during PPT). Students will upload link to presentation to the presentation location within Canvas. Voice Thread instructions [HERE](#). Students may also wish to present directly to the instructor via zoom – this is fine, I just need to be made aware prior to the deadline.

The presentation must be 5-8 minutes in length and should include the following:

- Engagement Activity
 - Suggestions: Pre-quiz/post-quiz; brief 30 sec to 1-minute video about subject; ask a question to the viewer as you would if presenting in person; post-quiz only
- Information you believe to be most important. Students are not expected to present their full fact sheet. Must include information regarding background, risk, prevention, incidence/prevalence, and importance to college population
- Clear and concise explanation of the above
- Free of spelling and grammatical error

Fact Sheet Rubric:

Criteria	Not Mastered	Mastered- Somewhat	Mastered-Good	Mastered	Points
Style and Grammar Organization and Structure	(0) Contains six or more grammatical, punctuation, or spelling errors Language is frequently Unclear Structure and organization not evident	(3) Contains four or five grammatical, punctuation, or spelling errors Language is frequently Unclear Structure and organization present but does not present a clear message to reader	(4) Contains two or three grammatical, punctuation, or spelling errors Language is clear Structure and organization is easy to follow	(5) No more than one grammar error Language is clear and Precise Structure and organization is clear and easy to follow	5
Content	(5) Inappropriate content Importance to college students not included Contains more than four incorrect facts Statistics related to race/ethnicity, age, and other demographics not included Incidence and prevalence rates not included	(10) Content unclear Importance to college population not clearly defined Contains three or four incorrect facts Minimal information related to race/ethnicity, age, and other demographics Incidence and prevalence rates not clearly defined	(15) Content somewhat Clear Importance to college population somewhat defined Contains two incorrect Facts Sufficient information related to race/ethnicity, age, and other demographics Incidence and prevalence rates somewhat included	(20) Content clear and Precise Importance to college population defined clearly and Precisely Contains no more than one incorrect fact Information related to race/ethnicity, age and other demographics included Incidence and prevalence rates included	20
References	(0) Not included	(3) Included but not formatted correctly Contains 1-2 references	(4) Included and formatted correctly but not sufficient for facts on sheet Contains 3-4 references	(5) All reference listed relate to facts on sheet and are formatted correctly Contains at least 5 references	5

Presentation Rubric:

Criteria	Not Mastered	Mastered- Somewhat	Mastered-Good	Mastered	Points
Organization and Structure	(0)	(3)	(4) Language is clear Structure and	(5)	5

	Language is frequently Unclear Structure and organization not evident	Language is frequently Unclear Structure and organization present but does not present a clear message to listener	organization is easy to follow	Language is clear and Precise Structure and organization is clear and easy to follow	
Content	(5) Inappropriate content Importance to college students not included Statistics related to race/ethnicity, age, and other demographics not included in presentation Incidence and prevalence rates not included in presentation	(10) Content unclear for Listener Importance to college population not clearly defined Minimal information related to race/ethnicity, age, and other demographics discussed during presentation Incidence and prevalence rates not clearly defined during discussion	(15) Content somewhat clear for listener Importance to college population somewhat defined Sufficient information related to race/ethnicity, age, and other demographics discussed during presentation Incidence and prevalence rates somewhat included during presentation	(20) Content clear and Precise Importance to college population defined clearly Information related to race/ethnicity, age and other demographics included in presentation Incidence and prevalence rates included in presentation	20
Engagement Activity	(0) Not included			(5) Included	5