

Health Promotion for Priority Populations

HSC 6629

Spring 2024

Professor: Delores. James, Ph.D., R.D., L.D., FAND

Course Prerequisite: None

Office Hours: Tues 10:30-11:30 (email chat); 1:30-2:30 (Zoom);
Thurs 10:30-11:30 (Zoom); appointments as needed

Office/Phone: Room 10 FLG, (352) 294-1806

Email: Please do all class email via Canvas

Tech Support: Contact the UF HELP Desk at (352) 392-HELP



COURSE OVERVIEW

This course is the graduate section of HSC 4623, Minority Health Issues. If you have taken this course as an undergraduate, then you should not take this course. The course lectures are the same but the assignments are different. The course addresses health issues confronting ethnic/racial minority groups politically as well as socioeconomically disadvantaged in America. The course is not intended to be a comprehensive treatment of all pertinent health problems affecting minorities, but will address some of the more salient health concerns.

The purposes of the course are: 1) to identify selected health problems affecting specific target groups and suggest possible strategies for alleviating them; 2) to provide a forum to discuss the social, economic, and political factors that impact health, health status, and health care; 3) to discuss culturally relevant and sensitive strategies and models to prevent and minimize diseases in minority communities; and 4) to develop policy recommendations that may positively impact the health of minority communities.

By the end of the course, the students will be able to:

1. Understand how different groups define and understand “health” and “illness.”
2. Identify the historical, social, political, and economic factors that affect the health status of ethnic minorities and other vulnerable groups in the U.S.
3. Determine the distribution, nature, and contributory causes of major health problems among ethnic minorities and other vulnerable groups.
4. Understand the potential conflicts between minority clients and the American Health Care System and suggest practical ways to mitigate them.
5. Work more effectively with different population groups.
6. Strengthen their skills in cultural competence and cultural humility.
7. Identify issues in developing, implementing, and evaluating and community health programs for priority populations.
8. Explain the evolving nature of AI and its current and evolving applications in public health, health promotion, and healthcare.

TEXTBOOKS/READINGS:

1. Spector, R. (2017). Cultural Diversity in Health and Illness. Pearson's Education, Inc. I highly recommended the eBooks for immediate access and portability. Purchase the eBook code from the bookstore and access the book under the Bookshelf link in Canvas.
2. Additional readings on 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. For technical difficulties with the course website, please contact the UF Help desk at helpdesk@ufl.edu or (352) 392-HELP or (352) 392-4357. Any requests for make-up exams due to technical issues MUST be accompanied by the ticket number received from The Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. **You MUST e-mail me instructor within 24 hours of the technical difficulty if you wish to request a make-up.**

WIFI CONNECTION VIA EDUROAM

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

To connect off campus go here, <https://helpdesk.ufl.edu/connecting-to-eduroam-off-campus/>. **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 are agreeing 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.

COUNSELING AND WELLNESS RESOURCES

- *U Matter, We Care*: If you or someone you know is in distress, please contact 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.

CLASS POLICIES

- **Emails.** All class emails will be done via Canvas, not through the instructor's UF email account. Emails are usually 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/) by providing appropriate documentation. Students who need special accommodation 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 in 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](#).
- **Respect and Trust.** It is imperative that there be an atmosphere of trust and safety in our learning environment. Thus, I will do my best to foster an environment in which we hear and respect each other. Please let me know if something is said or done by me or other students that offends you or causes your discomfort. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. Your suggestions on how to improve the course are encouraged and appreciated.
- **Attendance.** 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.
- **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.
- **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 to use all written, video and audio course material and recordings 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.



Specifically, 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.

MY EXPECTATIONS OF YOU

Students will be notified of any changes and updates to the syllabus in a timely manner. I will do all that I can to help you succeed, but you must decide that you want the very best for yourself. 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:

- Read your syllabus.
- Participate in class discussions.
- Write all due dates on your personal calendar.
- Submit assignments on time.
- 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 responding to discussion posts.

PROFESSIONALISM AND 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, positive interaction with class members, using appropriate language in discussion posts, having a respectful attitude toward the instructor, not arguing for points, and respecting class policies. 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. You receive points for participating in Yellowdig posts and conversations each week, and those points factor into your final grade. More information is under the assignment section of the syllabus and on the website.

EXAMS

Exams (3 @ 75 possible points). Students are expected to synthesize and integrate the information presented in the lectures, readings, class discussions, and videos. Themes related to cultural and linguistic competence; diversity equity, and inclusion; views on health and illness; health literacy; cross-cultural communication; program planning; and health promotion will be incorporated in all exams. Exams will consist of multiple choice, true/false, matching, and fill-in-the-blanks. Exams are open-book and students have **two attempts** that must be completed on the same day. Please note that the second attempt is optional. The highest score will be taken. Please contact the UF HELP Desk if you encounter technical problems during an exam. No make-up exams are given unless a medical reason is provided or there are very extreme circumstances that are documented. See the online exam link for more information.



ASSIGNMENTS

A. Video Assignments

Personal Video Introduction (5 points). Students must make an on-camera personal video introduction (2 to 3 minutes) of themselves to the class and upload and embed it into Canvas so that it opens and plays in the assignment. Do not send video files as attachments. Please post as early as possible, so your classmates have enough time to respond. **Late assignments are accepted within 24 hours of the due date, but will automatically incur a 50% deduction (no exception).**

Video Reflection on Course (5 points). Students must do an on-camera video reflection on a topic or issue **they have learned from the textbook, other readings, or assignments.** Your video post must be **3-5 minutes.** You also must respond to **at least 3 postings from the class** by the due date. Your response to the posts must be at least **100 words.** Please note the deadline for these assignments. Upload the video by the due date and respond to your classmates by the until date. Please do your post as early as possible to give your classmates enough time to respond. **Late assignments are accepted within 24 hours of the due date, but will automatically incur a 50% deduction (no exception).**

Family Healing Tradition Video (1 @ 15 possible points). All families have health and healing traditions, or the way that they protect, maintain, and restore health. For this activity, you will interview your mother, grandmother, or other older female relative since the healing traditions are usually passed down through women. Please identify your ethnocultural heritage and put your answers within that context. This will be presented as a 5-7 minute video. You should also upload high quality photos with captions. The presentation will be graded based on the content, professional communication, content, layout, attractiveness, etc. Please write a script and practice your presentation before uploading. The great thing about a digital assignment is that you can do several retakes. A copy of the presentation will be submitted online under the appropriate assignment link. **Please note the deadline for these assignments. Posts submitted within 24 hours of the deadline will be accepted, but with an automatic 50% deduction. More information is available on the course website.**

Cultural Event Video Presentation (1 @ 50 possible points each). Students will do an on-camera video presentation on a cultural event that they attended during the semester. The event can be a play, arts festival, dance performance, museum exhibit, or religious service that is **different from your own ethnic group and religious experience**, etc. These events also must be from one of the ethnic minority groups discussed in the course. The presentation should have a minimum of 12 slides, not including the title slide. Slides should contain quality photos that you have taken. Photos should have captions or a voice narration describing the photo. It is OK not to like the event, but writing rude, mean, or nasty comments is not acceptable. The presentation will be graded based on professional communication, content, layout, attractiveness, etc. I encourage you to do the video early and to send the video link to a classmate for feedback before submitting the final assignment. **Late assignments are accepted within 24 hours of the due date, but will automatically incur a 50% deduction (no exception).** Presentation should include, but not be limited to:

- a. Name, date and location of the event (include web site if available)
- b. Overview of the event
- c. Companions, if any
- d. Why you chose that event; how is it different from what you would normally do; how much was it out of your comfort zone, etc.
- e. How did you participate in the event?
- f. What were your Aha moments?
- g. Your personal experience of the visit; feedback from your companion(s)
- h. Take high quality digital photos from the event, including some with you in them; put captions on photos; scanned copy of programs, fliers, and receipts (if a paid event)
- i. At least 12 slides
- j. Some slides will contain a few bullets and pictures, while others will have pictures with captions
- k. The presenter needs to be on camera

B. Weekly Questions from Text and Readings

Weekly Questions from Readings (0.5 points per question). Each student must turn in **4 multiple-choice questions from each book chapter assigned for the week as a Word file.** If two chapters are assigned, then you must submit 4 questions each. **Weeks 8 and 15 questions will come from readings/articles since no book chapters are assigned.** Please provide 4 choices (A,

B, C, D) for each question submitted. **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 by 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. Write the questions in the space provided online. **Late assignments will be accepted within 24 hours of the due date, but with an automatic 50% deduction. More information is available on the course website.**

C. Yellowdig Discussion

Yellowdig Health Discussion Board (75 points). 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 on health-related topics relevant to the course. You receive points for participating in Yellowdig posts and conversations, and those points factor into your final grade. Each week for **12 weeks (dates provided on website)**, you will post and or comment on health stories in the news (article or video) that relate in some way to **artificial intelligence, digital technology, health and data science, health promotion, epidemiology, or health issues among vulnerable population groups.** You may use local, national, or international sources.



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).** You will not be able to go back and finish missed weeks.

D. AI Training

AI Literacy Training (10 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. Please see the course website for more information.



E. Case Study

Case Study (1 @ 50 possible points). Students will complete a case study assignment, which is available online on the course assignment link. Please upload as a Word document. Be as complete as possible. Make sure that the assignment is well laid out and that all questions are answered with appropriate sub-headings. Your name and UF ID should also be on the assignment. Please include at least 6 references to support your work. Include the citation in the text and then list the references

in APA format at the end. **Late assignments will be accepted within 24 hours of the due date, but with an automatic 50% deduction. More information is available on the course website.**

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>.

HSC 6629 TENTATIVE CLASS SCHEDULE

Week 1 January 8-12	
<p>Activities</p> <ul style="list-style-type: none"> • Read the syllabus and familiarize yourself with the links on the class website • Purchase eBook for immediate access • Post personal introduction • Complete course contract quiz • Email instructor via Canvas if you just added the class or have DRC accommodations • Check email and announcements <p>Read</p> <ul style="list-style-type: none"> • Book Preface; Ch 1. Building Cultural and Linguistic Foundation • Other assigned readings on the website <p>View Course Materials</p> <ul style="list-style-type: none"> • Module 1 Vulnerable Populations • Module 2: Health Disparities 	<p>Due Dates</p>
Week 2 January 15-19	
<p>Week Activities</p> <ul style="list-style-type: none"> • Email instructor immediately via Canvas if you just added the class • Complete course contract • Post video introduction • Yellowdig opens • Submit weekly exam questions (Ch 1 & 2) • Dr. Martin Luther King Jr. Holiday January 15 <p>Read</p> <ul style="list-style-type: none"> • Ch 2. Cultural Heritage and History • Ch. 14. Cultural Competence • Other assigned readings on the website <p>View Course Materials</p> <ul style="list-style-type: none"> • Module 3: Cultural Heritage • Module 4: Cultural and Linguistical Competence Parts 1 & 2 	<ul style="list-style-type: none"> • Complete Course Contract Quiz by January 15 • Post video introduction by January 16 and respond by January 18 • Submit Ch 1 & 2 questions by January 18
Week 3 January 22-26	
<p>Week Activities</p> <ul style="list-style-type: none"> • Engage with course materials • Submit weekly exam questions (Ch 3 & 14) • Participate in Yellowdig <p>Read</p> <ul style="list-style-type: none"> • Ch 3. Diversity • Other assigned readings on the website <p>View Course Materials</p> <ul style="list-style-type: none"> • Module 5: Diversity • Module 6: Social and Economic Impact on Health 	<ul style="list-style-type: none"> • Submit Chapter 3 & 14 questions by January 25 • Yellowdig opens January 24

Week 4 January 29-February 2	
<p>Week Activities</p> <ul style="list-style-type: none"> Engage with course materials Submit weekly exam questions Participate on Yellowdig Submit proof of AI Training <p>Read</p> <ul style="list-style-type: none"> Ch 4. Health and Illness Other assigned readings on the website <p>View Course Materials</p> <ul style="list-style-type: none"> Module 7: Communication the Message Module 8: Cross-Cultural Concepts of Health and Illness 	<ul style="list-style-type: none"> Week 4 questions by February 1 AI Training Due January 29
Week 5 February 5-9	
<p>Week Activities</p> <ul style="list-style-type: none"> Engage with course materials Submit weekly exam questions (Ch 5 & 6) Participate on Yellowdig <p>Read</p> <ul style="list-style-type: none"> Ch 5. Health Traditions Ch 6. Healing Traditions Other assigned readings on the website <p>View Course Materials</p> <ul style="list-style-type: none"> Module 9: Health and Healing Traditions Module 10: Religion and Health 	<ul style="list-style-type: none"> Submit Family Healing Tradition Video by February 5 and respond to posts by February 7 Submit Week 5 questions by February 8
Week 6 February 12-16	
<p>Week Activities</p> <ul style="list-style-type: none"> Engage with course materials Submit weekly exam questions Participate on Yellowdig Take Exam 1 (Weeks 1-5) <p>Read</p> <ul style="list-style-type: none"> Ch 7. Familial Health Traditions Other assigned readings on the website <p>View Course Materials</p> <ul style="list-style-type: none"> Module 11: Family Health Traditions Module 12: Food and Culture 	<ul style="list-style-type: none"> Exam 1 February 15 Submit Week 6 questions by February 15

Week 7 February 19-23	
<p>Week Activities</p> <ul style="list-style-type: none"> Engage with course materials Submit weekly exam questions Participate on Yellowdig <p>Read</p> <ul style="list-style-type: none"> Ch 8. Health & Illness in Modern Health Care Other assigned readings on the website <p>View Course Materials</p> <ul style="list-style-type: none"> Module 13: Modern Health Care Module 14: Health Literacy 	<ul style="list-style-type: none"> Submit Week 7 questions by February 22
Week 8 February 26-March 1	
<p>Week Activities</p> <ul style="list-style-type: none"> Engage with course materials Participate on Yellowdig Submit weekly exam questions (4 total questions from the readings) <p>Readings</p> <ul style="list-style-type: none"> Assigned readings on the website No book chapter for this week <p>View Course Materials</p> <ul style="list-style-type: none"> Module 15: Models and Theories Module 16: Planning and Promoting Programs Module 17: Ethical and Legal Issues 	<ul style="list-style-type: none"> Submit week 8 questions by March 1
Week 9 March 4-8	
<p>Week Activities</p> <ul style="list-style-type: none"> Submit weekly exam questions Participate on Yellowdig <p>Read</p> <ul style="list-style-type: none"> Ch 9. Health & Illness in American Indian and Alaska Natives Other assigned readings on the website <p>View Course Materials</p> <ul style="list-style-type: none"> Module 18: American Indian and Alaska Native Health Issues Module 19: Immigrant, Migrant, and Refugee Health Issues 	<ul style="list-style-type: none"> Week 9 questions by March 7
Week 10—March 11-15 Spring Break	

Week 11 March 18-22	
<p>Week Activities</p> <ul style="list-style-type: none"> Engage with course materials Submit weekly exam questions Participate on Yellowdig <p>Read</p> <ul style="list-style-type: none"> Ch 10. Health & Illness in Asian Population Other assigned readings on the website <p>View Course Materials</p> <ul style="list-style-type: none"> Module 20: Asian American Health Issues Module 21: Native Hawaiian and Other Pacific Islander Health Issues 	<ul style="list-style-type: none"> Submit week 11 questions by March 22
Week 12 March 25-29	
<p>Week Activities</p> <ul style="list-style-type: none"> Engage with course materials Participate on Yellowdig Submit weekly exam questions Exam 2 (Weeks 6-10) <p>Read</p> <ul style="list-style-type: none"> Ch 11. Health & Illness in Blacks/African Americans Other assigned readings on the website <p>View Course Materials</p> <ul style="list-style-type: none"> Module 22: African American Health Issues 	<ul style="list-style-type: none"> Submit Week 12 questions by March 28 Exam 2 March 28
Week 13 April 1-April 5	
<p>Week Activities</p> <ul style="list-style-type: none"> Engage with course materials Participate on Yellowdig Submit weekly exam questions Draft cultural event video for next week's assignment <p>Read</p> <ul style="list-style-type: none"> Ch 12. Health & Illness in Hispanics Other assigned readings on the website <p>View Course Materials</p> <ul style="list-style-type: none"> Module 23: Hispanic/Latino Health Issues 	<ul style="list-style-type: none"> Submit Week 13 questions by April 4
Week 14 April 8-12	
<p>Week Activities</p> <ul style="list-style-type: none"> Engage with course materials Submit weekly exam questions Participate on Yellowdig <p>Read</p> <ul style="list-style-type: none"> Ch 13. Health & Illness in Whites/Caucasians Other assigned readings on the website <p>View Course Materials</p>	<ul style="list-style-type: none"> Submit Week 14 questions by April 11 Submit Case Study Assignment April 8

<ul style="list-style-type: none"> Module 24: Health Issues in Whites/Caucasians 	
Week 15 April 15-19	
<p>Week Activities</p> <ul style="list-style-type: none"> Engage with course materials Submit weekly exam questions (4 total questions from assigned readings) Participate on Yellowdig <p>Readings</p> <ul style="list-style-type: none"> Assigned readings on the website <p>View Course Materials</p> <ul style="list-style-type: none"> Module 25: Health Issues of Minority Children and Adolescents Module 26: Women’s Health Issues Module 27: Men’s Health Issues 	<ul style="list-style-type: none"> Submit Week 15 article questions by April 18 Submit class video reflection by April 15 respond by April 17
Week 16 April 22-26	
<p>Week Activities</p> <ul style="list-style-type: none"> Engage with course materials Check email and announcements Submit weekly exam questions (4 total questions from assigned readings) Prepare for Exam 3 Reading Days April 27 & 28 <p>Read</p> <ul style="list-style-type: none"> Assigned readings on the website <p>View Course Materials</p> <ul style="list-style-type: none"> Module 28: Minority Elders Module 29: Health Issues of Sexual Minorities (LGBTQIA) 	<ul style="list-style-type: none"> Submit Week 16 article questions by April 25
Week 17 April 29-May 3	
<p>Weekly Activities</p> <p>Exam 3</p>	<ul style="list-style-type: none"> April 30