Methods and Materials in Health Education

HSC 4302

3 credit hours

Spring 2019

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Course Facilitator:  Kim Holton, Ph.D.
Office: Florida Gym
Email: Please use “Inbox” tool of HSC4302 Canvas Course Website
  • Best way to reach me is via email
  • Again, the best way to reach me is via email – if you prefer to
    speak over the phone, please email me first and include your
    phone number so that I can return your call.

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

Required Text:  Bensley, R. J., Brookins-Fisher, J. B. (2009). Community Health Education
Course Description: The purpose of HSC 4302: Methods and Materials in Health Education is to acquaint students with many aspects of fundamental strategies for health education including conceptualizing instruction; developing instructional objectives; planning units and lessons; selecting, developing and using various instructional materials; and evaluating the effectiveness of health instruction in community settings.

Prerequisites: HH-HEB majors, senior standing. HSC 3032 with a grade of C or better (or concurrently). Completion of 15 credits of HSC prefix coursework from the Department of Health Education and Behavior (see Undergraduate catalogue).

Purpose of Course: Health education professionals, as well as society at large, have intuitively known the value of primary prevention through community health promotion. Most deaths that occur in the United States are attributable to external factors that are potentially preventable by altering personal health behaviors, community health resources, and the environment. Research indicates it is more sensible and cost-effective to prevent the occurrence of diseases than to treat a disease after irreversible damage to body tissues, organ systems, and physiologic processes have already occurred. This course provides students with an opportunity to improve knowledge about health education resources and methods for developing skills in health instruction. During the course of the semester, the student will be introduced to skills necessary for excellence and quality in the implementation of health promotion programs. Topics include community health assessment, coalition building, group processes and behavior, health communication, social marketing, legislative action, and media advocacy.

Student Learning Objectives: By the end of this course, students will:

Module 1 – Course Introduction
1. Review the HSC 4302 course syllabus
2. Describe the main objectives of HSC 4302
3. Describe their reasons for enrolling in HSC 4302
4. Summarize what they hope to learn during the course
5. Introduce themselves to the instructor and fellow classmates on Canvas

Module 2 – Theoretical Foundations of Health Education
1. Identify theoretical and conceptual models from health education and related disciplines to improve health promotion program delivery
2. Identify the seven (7) areas of responsibility for a Certified Health Education Specialist (CHES)
3. Describe the six (6) articles included within the Code of Ethics for the Health Education Profession
4. Describe two (2) intrapersonal and two (2) interpersonal behavior change theories used most commonly in health education
5. Describe how to use theoretical frameworks to assess factors that affect implementation of health education interventions
6. Integrate two (2) health education theories and/or models and their constructs/processes of change into community health education practice
7. Analyze factors (e.g., social, cultural, demographic and political) that influence health policy decision-makers
8. Formulate appropriate and measurable health education program objectives

MODULE 3 – HEALTH EDUCATION IN A MULTICULTURAL SOCIETY
1. Define cultural awareness, cultural sensitivity, and multiculturalism
2. List and discuss the six (6) areas of an inclusive environment for cultural competence
3. Describe at least five (5) characteristics of a multi-culturally competent health educator
4. Discuss three (3) techniques for incorporating cultural competence into professional practice
5. Identify and discuss three (3) professional barriers to health educators in achieving multiculturalism
6. Discuss five (5) guidelines health educators can meet to avoid barriers to multiculturalism
7. Discuss at least two (2) methods for overcoming community resistance to multicultural programming
8. Explain how and why health educators should build and maintain trust with multicultural communities
9. Compare and contrast the terms: inclusive language, disparity, majority, and minority

MODULE 4 – HEALTH COMMUNICATION METHODS
1. Identify five (5) steps carried out by federal government agencies to facilitate health communication for the public at large
2. Identify two (2) approaches to developing a logical scope and sequence plan for a health communication program
3. Identify two (2) oral, electronic, and written techniques for communicating health education information
4. Describe methods for assessing the appropriateness of language in health education messages
5. Explain how health communication fits into the five (5) levels of the ecological model that supports objectives for public health
6. Discuss three major limitations of health communication in the U.S. and globally
7. Apply three (3) health communication strategies and related processes
8. Apply health literacy principles to communicate health information and health education needs

MODULE 5 – SOCIAL MARKETING CONCEPTS IN HEALTH EDUCATION
1. Define the process of social marketing and how it applies to health education
2. List the seven (7) main steps of the formative research process used when designing a social marketing campaign
3. Determine the availability of information and resources needed to implement health education programs for a given audience
4. Identify behaviors that tend to promote or compromise health
5. Identify the significance and implications of health care providers’ messages to consumers
6. Identify diverse factors that influence health behaviors
7. Discriminate between the 4 Ps of social marketing (Product, Price, Plan and Promotion)
8. Summarize how social marketing is used in public health to promote health behavior and health policy change

MODULE 6 – DEVELOPING SUSTAINABLE COMMUNITY COALITIONS
1. List the skills (e.g., elicit feedback from partner organizations) needed to develop capacity for improving health status
2. List the steps for building an effective community coalition
3. Define principles of community organization used when facilitating partner relationships and planning health education programs
4. Explain two (2) techniques for promoting cooperation and feedback among community members, personnel, and organizations involved in health education programs
5. Explain how agenda-setting and advocacy methods can be applied to health promotion policy formulation
6. Initiate a plan of action by facilitating group processes and promoting collaboration among stakeholders
7. Assess capacity of potential partner(s) to meet program goals
8. Summarize health-related information to key stakeholders

MODULE 7 – DESIGN AND DELIVERY OF EFFECTIVE COMMUNITY HEALTH PRESENTATIONS
1. Identify three (3) principles for delivering effective multimedia presentations
2. List two (2) strategies for ensuring cultural competence when presenting information
3. Describe three (3) different presentation settings in community health
4. List four (4) characteristics of an effective speaker
5. Describe two (2) common presentation mistakes
6. Select theoretical constructs to apply when developing a presentation for specific populations
7. Compare the effectiveness of presentation methods for different priority populations
8. Identify four (4) strategies for overcoming anxiety caused by public speaking

MODULE 8 – DEVELOPMENT AND DISSEMINATION OF HEALTH EDUCATION MATERIALS
1. Identify developmentally appropriate health education references and resource materials for dissemination
2. Identify three (3) instructional media resources or databases
3. Describe two (2) instructional media techniques applicable for disseminating health education materials for a given program of instruction
4. Explain the five (5) main components of plain language as specified by the National Institutes of Health (NIH)
5. Pretest learners to determine baseline data relative to proposed program objectives
6. Compare different methods of distributing educational materials
7. Evaluate the applicability of health education resources and materials for given audiences
8. Synthesize information presented in the literature to determine the availability of information and resources needed to implement health education programs for a given audience
9. Design health education materials consistent with appropriate and measurable program objectives

MODULE 9 – WORKING WITH MAINSTREAM & SOCIAL MEDIA IN HEALTH EDUCATION
1. Define five (5) different types of media channels
2. Identify two (2) different types of interviews that health educators give to the media
3. Explain three (3) strategies for enhancing personal interview skills
4. Discuss two (2) techniques for working effectively with the media
5. Summarize the history of the Internet and its impact on health communication
6. Describe three (3) examples of popular social media sites and associated tools available to health educators
7. Describe how to plan a media campaign to promote positive health behavior change in the community
8. Compare the benefits and limitations of the different types of media channels

MODULE 10 – FACILITATING SUPPORT GROUPS IN HEALTH EDUCATION
1. Define what is meant by a “support group”
2. Identify the three (3) different “problem members” of a group
3. Identify the difference between synchronous and asynchronous groups in web-based support groups
4. List three (3) tips for successful support group facilitation
5. Identify and discuss key considerations for children and adolescent focus groups
6. Describe the four (4) steps to conduct effective support groups
7. Explain how communication is influenced by four (4) individual needs
8. List and describe the four (4) stages of group development

My Teaching Philosophy: Teaching involves more than merely disseminating accurate scientific information; it involves the expression of concepts, theories, and ideas in such a way to galvanize each student’s individual desire to learn. Real learning is grounded in deep comprehension, retention, and application of information, which enhances empowerment and self-esteem, thereby boosting courage and self-confidence for growth. I make a concerted effort to understand the diversity of my students, and teach
what I believe to be essential for my students to activate their professional potential and take their respective places as productive members of the health education profession. I take a student-centered approach to active learning centered around three goals: (1) familiarize students with health education principles and methods in a non-threatening environment; (2) create a forum for learning where students can critically think about, interpret, and apply knowledge in real-world settings; and (3) inspire students to further investigate their own personal interests and actualize their potential for intellectual development. I adapt my teaching styles to achieve discrete learning objectives set for each course that I teach. To achieve these objectives requires planning, effort, reinforcement, and perseverance by both teacher and student. I employ both conventional and emerging instructional strategies in innovative ways to connect with students to make content both compelling and relevant. Therefore, I encourage students to be active participants in the learning process.

**Instructional Methods:** HSC 4302 will be delivered to students using a combination of: (a) online video material/lectures; (b) online student engagement, discussion, and reflection activities; and (c) assigned readings. UF’s Canvas will be the official course management system for this distance education course.

**Course Policies:**

**Attendance Policy:** Students need to be aware that online learning can present significant challenges, particularly to individuals who are not ‘self-starters’ or those who do not possess good time management skills. The online classroom is available to you 24 hours a day. Unlike traditional instructional settings in which each student gets the same class, the online setting means that every student will participate in the course that he/she chooses to experience. In theory, this type of instruction should be more adaptable to a variety of learning styles. The reality is, however, that some students seem unwilling (we believe all are able) to create and actively participate in their own virtual classroom. This often results in procrastination and low quality performance. Recognizing that everyone learns differently, I’m not going to prescribe the ‘best way’ to approach the course. You should note, however, that this course is not self-paced. You are expected to adhere to the class calendar and timeline that we have developed for you (see Course Schedule below). I do recognize that personal circumstances arise (life happens) that may interfere with your ability to meet a deadline. If these unanticipated events do occur, please let me know as soon as possible. I will not be receptive to retrospective requests for extensions without a compelling rationale for why these requests are being made. Your emails will be responded to within 12-24 business hours. **If your email is not responded to within 24 business hours, please resend your inquiry.** Anytime you have a question or problem, email the course instructor immediately.

Please see the following website for deadlines for withdrawing from the course: [https://catalog.ufl.edu/ugrad/current/Pages/adspring1718.aspx](https://catalog.ufl.edu/ugrad/current/Pages/adspring1718.aspx). For UF policies and procedures regarding dropping and/or withdrawing from all undergraduate courses on campus, please refer to the guidelines posted on the following UF website: [https://catalog.ufl.edu/ugrad/current/regulations/info/drops.aspx#withdraw](https://catalog.ufl.edu/ugrad/current/regulations/info/drops.aspx#withdraw)
Exam Policy: It is recommended that students have the midterm and final exams proctored through ProctorU (UF’s approved online proctoring service). Students are expected to follow the step-by-step procedures on the ProctorU handout (available on the course website) that provides directions regarding how to register for your examinations. Students who elect to use the ProctorU service will need their own home computer and webcam. Although not recommended, students may also elect to have the midterm and final exam administered at an approved off-site testing center. Approved proctoring sites usually are limited to a testing center at another state college (i.e., Sante Fe Community College), college, or university. Any changes made to the date/site of the off-site testing center option must be approved by the instructor at least seven (7) days prior to the exam day.

All student inquiries regarding quiz and exam questions will be fielded following the initial grading of each assessment. If students have questions about specific examination questions, they will be asked to (a) describe their concern(s) in writing and (b) formally submit their inquiry to the course instructor. Please send an email to the course instructor and cc the course TA with any specific quiz/test-related concerns. All emails should be sent within 24 hours of completing the quiz or exam. The course instructor will evaluate the validity of each student concern and take appropriate action as needed (e.g., send a written response to the student, modify the course grade if the student inquiry is found to have sufficient merit).

Make-up Policy: If a student fails to submit either a quiz or exam on-time, they will be provided an opportunity to submit after the deadline provided that they have an acceptable reason for missing the deadline. Decisions to allow students to make-up quizzes/exams after the deadline will be made by the course instructor after consulting the university-wide attendance policies specified in the UF Undergraduate Catalog (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx).

Assignment Policy: Students are expected to do their best work on all course assignments. It is assumed that students will put forth their best effort on all course assignments to get the best results from the course. All module assignments are due by the date/time specified within the “Syllabus” link on the Canvas course website. Assignments will not be accepted late. Students are advised to make back-up copies of all work and submit their work early to prevent technical issues from precluding successful submissions.

Course Technology: The content presented in this version of HSC 4302 is the property of UF Online and may not be duplicated in any format without the expressed written consent of the College of Health and Human Performance and UF Online, and may not be used for any commercial purposes. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.
For issues related to technical difficulties with Canvas, please contact the UF Computing Help Desk at:
- [http://helpdesk.ufl.edu/e-learning-support/](http://helpdesk.ufl.edu/e-learning-support/)
- helpdesk@ufl.edu
- (352) 392-HELP - select option 1

** Any requests for make-ups 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 your instructor within 24 hours of the technical difficulty if you wish to request a make-up.**

**UF Policies:**

*University Policy on Accommodating Students with Disabilities*: Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

*University Policy on Academic Misconduct*: Academic honesty and integrity are fundamental values of the University community. The University of Florida requires all members of its community to be honest in all their endeavors. Students are required to commit themselves to academic honesty by signing a prescribed basic statement, including the *Student Honor Code*, as part of the registration process. *As members of the UF community, students pledge on their honor to neither give nor receive unauthorized aid while working or completing assignments and examinations.* Any individual who becomes aware of a violation of the Student Honor Code is bound by honor to take corrective action.” Violations of the UF Academic Honesty Guidelines will not be tolerated and violators will be treated in accordance with the UF Student Honor Code. All students should be sure that they understand the UF Student Honor Code at [http://www.dso.ufl.edu/students.php](http://www.dso.ufl.edu/students.php).

*Netiquette: Communication Courtesy*: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. I expect that students will show respect to their peers and instructor in all online communications. Improper language and disparaging comments will NOT be tolerated and will result in disciplinary action. See the following link for information on behaviors that are expected when students communicate with their peers and instructors using all available online communication features: [http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf](http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf)
Getting Help:
The University of Florida recognizes that pursuit of an online degree requires just as much student support as pursuit of a traditional on-campus degree and therefore, UF Online is responsible for providing the same student support services to students who are seeking an online degree through distance learning.

Other resources are available at http://www.distance.ufl.edu/getting-help for:

- **Online Library Help Desk**
The help desk is available to assist students with access to all UF Libraries resources.

- **Disabilities Resource Center**
If you have a physical, learning, sensory or psychological disability, please visit the UF Disabilities Resource Center website for more information.

- **Counseling and Wellness Center**
Would you like to speak to a counselor about a problem that you are having? Please visit the UF counseling and wellness center website for more information.

- **Dean of Students Office**
Do you need help resolving a conflict or would you like access to the student code of conduct? Visit the UF Dean of Students website for more information.

Grading Policies:
Information on current UF grading policies for assigning grade points can be found at https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx. If you have questions about course expectations or the grading procedures, or if you have difficulty accessing or understanding the course content, readings, lectures, class activities, assignments, etc., please contact the course TA immediately. **Note:** Work that is submitted late will be NOT BE ACCEPTED.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Module 1 Quiz</td>
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<tr>
<td>Student Introduction</td>
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<td>Module 2 Discussion Board</td>
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<td>Module 2 Quiz</td>
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<td>Module 3 Quiz</td>
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<td>Midterm Exam Scheduling</td>
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<td>Module 6 Discussion Board</td>
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<tr>
<td>Module 6 Quiz</td>
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<tr>
<td>Module 7 Discussion Board</td>
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<td>Module 7 Quiz</td>
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<td>Module 8 Discussion Board</td>
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<td>Module 8 Quiz</td>
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<td>Module 9 Discussion Board</td>
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<td>Module 9 Quiz</td>
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<td>Module 10 Discussion Board</td>
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<td>Module 10 Quiz</td>
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<td>Health Communication &amp; Advocacy Campaign</td>
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<td>Final Exam Scheduling</td>
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<td>Final Exam</td>
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<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>665</strong></td>
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</table>

**Student Introductions (30 points):** Each student will be asked to formally introduce themselves to their peers and the course instructor using the Introductory Discussion Forum in Canvas. Students should post a brief, informative paragraph (5 sentences) answering the following questions: (a) what is your name?, (b) where is your hometown?, (c) what is the most interesting thing you did this summer?, (d) why did you choose to enroll in this course?, and (e) what do you hope to learn while participating in this course? After posting, each student must provide a brief response (1-2 sentences) to 2 other students’ introductions (e.g., identify a common interest, similar expectations of the course).

**Module Quizzes (10 @ 10 points each):** Each student must complete an open-note online quiz at the end of each of the 10 modules. These objective quizzes will ask “true/false” and/or “multiple choice” questions to assess the student’s understanding of the material included within each module. Each quiz will be worth 10 points, and students will have up to 20 minutes to complete each quiz. Automated feedback will be provided immediately following the quiz so that students can view the questions and correct answers to all of the questions. Please note that you are not responsible for reading all of the chapters included in the course textbook; rather, we have purposefully selected chapters that are important to read in order to achieve the student learning objectives set for the course. Therefore, please **read each included chapter carefully and critically.** Pay close attention bolded keywords, key themes, tables, and figures as you read. We strongly recommend taking personal notes while reading each chapter and listening to the video lectures, so that you are prepared to do well on each module quiz.

**Discussion Board Assignments (9 @ 25 points each):** Students will be prompted to contribute posts to online class discussion forums throughout the semester. These posts will be related to questions/topics/scenarios posed by the course instructor that will be posted to the HSC 4302 course Discussion Board in Canvas. Questions/topics/scenarios will be directly related to current course lectures, readings, materials, etc. Each student will be responsible for:
• Posting to the discussion topic at hand on nine (9) separate online discussion forums that will be made available on the HSC 4302 Discussion Board in Canvas. Each of these posts should be a maximum of 200 words. This is an opportunity for the instructor to gauge student learning and application of course material. Posts should be thoughtful and not simply a restatement of what was read (use critical thinking skills!). **It is expected that students will cite course material and/or readings when developing their own personal posts.**

• Thoughtfully responding to at least one post generated by at least one of their classmates on all nine (9) online discussion boards. Each of these posts should be a maximum of 100 words. Reactions should be in your own words based on what you have learned, and should ask questions or provide solutions to questions raised by other students enrolled in the course.

Therefore, a total of 9 posts and 9 responses will be required of each student throughout the course of the semester. Stated differently, you must post a comment or question about a selected question/topic/scenario on nine (9) distinct online discussion boards, **AND** you must respond to a comment or question made by at least one of your classmates on each of the nine (9) distinct online discussion boards. Each post/response will be worth a maximum of 25 points.

See the “Syllabus” tab of the Canvas Course Website for the due dates/times for each post/response.

Remember, posts and responses should represent original thoughts and ideas that reflect your mastery of course material. All content posted on each discussion board should follow “Netiquette: Communication Courtesy” guidelines specified in this syllabus.

**Health Communication and Advocacy Campaign (100 points):** Students will be asked to create a Health Communication and Advocacy Campaign (HCAC). Students must prepare all aspects of the Health Communication and Advocacy Campaign using Microsoft Word and Microsoft PowerPoint, and then convert all campaign materials into one (1) PDF file that should be turned in on Canvas. The campaign is a two-part, multi-component project. All materials should be professionally presented using a **Table of Contents**.

**Part I: Coalition Building/Community Development (40 points).** Each student is expected to read Chapter 12 in their textbook (*Building and Sustaining Coalitions*) to learn how to develop a cohesive coalition dedicated to supporting community health. In Chapter 12, students will be introduced to the necessary steps in coalition development, including how to plan coalition activities and how to facilitate community action for healthy living.
Part I of the HCAC must include the following:

a) **Summary Power Point Presentation of Community Health Issue** (20 points). Students will be asked to research relevant health information for the purpose of communicating a particular health issue in a logical and coherent manner. The presentation of the health issue should be applicable to diverse audiences such as stakeholders and decision makers. Students must develop a PowerPoint presentation that describes the health issue to potential coalition members. Please use the PowerPoint section of the “Developing Effective Presentations” lecture as a guide for summarizing your health issue and developing a PowerPoint Presentation (.ppt file) handout that effectively summarizes the community health issue.

b) **Coalition Action Plan** (20 points). To organize the activities of a newly formed coalition brought together to address the health issue you’ve identified, students must write up a coalition action plan. The coalition action plan should summarize the proposed activities of the newly formed coalition. At the end of the action plan, students must include one (1) advocacy goal with two (2) corresponding objectives for meeting the advocacy goal, AND one (1) educational goal with two (2) corresponding objectives for meeting the educational goal. Please remember to develop **SMART** goals and objectives.

Part II: Creating Awareness through Health Communication, Social Marketing, and Media Advocacy (60 points). This part of the HCAC is intended to allow students to apply skills creating appropriate health communication strategies to (a) inform intended audiences of the coalition’s primary health concerns, (b) influence policy makers and community members to take action to improve the health problems, and (c) empower community members to identify potential solutions to the health problem.

Part II of the HCAC must include the following:

a) **Media Event** (10 points). Each student will describe a Media Event for getting the public involved with your health issue.

b) **Short Media News Release** (10 points). Each student will construct a Media Advisory to notify the media of your Media Event for the purpose bringing free media attention to your health issue and coalition.

 c) **Fact Sheet** (10 points). Each student will create a fact sheet highlighting important and relevant details of the health issue to accompany the Short Media News Release for general distribution.

d) **Flyer** (10 points). Each student will create a Flyer using appropriate layout and design techniques to publicize the coalition’s Media Event.
e) Letter to the Editor (10 points). Each student will develop a one-page letter to the editor of a local newspaper to be sent on behalf of the created coalition. The purpose of this letter should be to advocate for policy changes to improve the health problem in the community.

f) Social Media Strategy (10 points). Each student will develop a brief social media strategy highlighting the extent to which social media (e.g., Facebook, Twitter, YouTube, Instagram) would be used to promote the work of the coalition and engage the public about the health problem the coalition works to improve.

Please refer to a grading rubric posted on Canvas for specific criteria that will be used to grade the assignment.

Midterm (100 points) & Final (100 points) Examinations: The midterm and final examinations will cover course material presented in the course modules on the HSC 4302 course website within Canvas. The Midterm will cover course material from Modules 1-5, and the Final will cover course material from Modules 6-10. Please refer to the “Course Schedule” section of the syllabus for more details. Exams may include multiple choice or true/false questions. The final exam will NOT be cumulative.

Grading Scale: Students will be assigned letter grades based on the number of points earned throughout the semester. Below is the grading scale that will be used to assign grades for this section of HSC 4302:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Number of Total Points Needed to Earn Letter Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>618-665 points earned</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>598-617 points earned</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>578-597 points earned</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>552-577 points earned</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>532-551 points earned</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>512-531 points earned</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>485-511 points earned</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>465-484 points earned</td>
<td>1.67</td>
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<tr>
<td>D+</td>
<td>445-464 points earned</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>419-444 points earned</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>399-418 points earned</td>
<td>.67</td>
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<tr>
<td>E</td>
<td>398 points earned and below</td>
<td>0.0</td>
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</tbody>
</table>

Please note: Students in this class are participating in a pilot evaluation of a new course evaluation system. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF’s CANVAS learning management system. Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at https://evaluations.ufl.edu. Thank you for serving as a partner in this important effort.
Frequently Asked Questions (FAQs)

1. Do we need to watch the lectures?

YES, you need to watch the lectures. There are quiz and exam questions taken straight from the lectures that may or may not be mentioned in the video lectures or on the PPT slides. Quiz and exam questions are derived from the textbook, PowerPoint slides, and lectures. Therefore, watching lectures, reviewing PowerPoint slides, and critically reading the assigned textbook chapters is strongly encouraged.

2. Do I need to fully comply with the recommended course schedule or can I work ahead?

You can complete Modules 1-10 sooner than the recommended timeline on the syllabus; however, please note that all quizzes, discussion boards posts/responses, examinations, and projects must be completed by the date and time listed on the syllabus. We believe that the recommended course schedule will keep you on a very reasonable pace to successfully complete the course (i.e., not too fast and not too slow).

3. Why are we only allotted 20 minutes per quiz?

The goal of the online quizzes in each module is for you to be able to answer the questions without having to look up all of the responses. That is why we budget you up to 4 minutes per question (5 items on each quiz). You can use your course notes and materials if you want, but make sure your notes are well-organized prior to beginning each quiz. The time limit on each quiz will probably prevent you from looking up the answer to each and every question. Remember, you are NOT permitted to work with your classmates or share questions/answers during/after each quiz.

4. What will the exams look like?

The midterm and final exams are multiple choice and true/false. You will have up to 90 minutes to complete each exam. The questions will look similar to the modular quiz questions, but exam questions will be more in-depth and require more thought. Similar to the quizzes, you are NOT permitted to work with your classmates or share questions/answers during/after the completion of your exams.

5. Will you provide a study guide for the exams?

No, I am not going to provide a study guide for the midterm and final, because everything you will need to succeed has been made available to you on the course website. However, we will usually try and provide you with some specifics regarding the exams, such as number of questions to expect from each module. I may also post some
sample questions to give you an idea of the type of questions that will be asked on each
exam. Please note that exam questions will come from the video lectures and material
from the textbook (not just the bulleted material on the PP slides that accompany the
video lectures).

6. How can I resolve a complaint about this course?

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

Disclaimer: This syllabus represents my current plans and objectives. As we go
through the semester, those plans may need to change to enhance the class learning
opportunity. Such changes, communicated clearly, are not unusual and should be
expected.