

**UNIVERSITY OF FLORIDA
COLLEGE OF HEALTH AND HUMAN PERFORMANCE
DEPARTMENT OF HEALTH EDUCATION AND BEHAVIOR**

**PERSONAL AND FAMILY HEALTH
HEALTH EDUCATION PROGRAMS SYLLABUS**

HSC-2103

Fall 2025

Office: FLG 71

Office Hours: Monday 1-3p, Wednesday 1-3p, and by appointment

Phone: 352-294-1807

Class Meeting: FLG 0245, MWF 10:40a – 11:30a

Erik W. Black, PhD, MPH

E-mail: ewblack@ufl.edu

COURSE DESCRIPTION:

This course surveys personal health concerns across the life span, aiming to equip students with knowledge and strategies to make informed decisions regarding their own health and lifestyle choices. The course will acquaint students with the understanding that the decisions they make affect the health of self, families, friends, and communities. An emphasis will be placed on individual responsibility for personal health and the promotion of informed, positive health behaviors.

Topics include stress management, nutrition, exercise, weight management, chronic and infectious diseases, healthy relationships, sexual health, drug use and misuse, aging, and the health care system.

COURSE CORRESPONDENCE:

- Using CANVAS email is the *BEST* way to contact me.
- Email inquiries received Mondays through Thursdays will usually receive a reply within 24 business hours of receipt; however, if you have not received a reply within 48 hours, please resend your inquiry. Emails sent after 12:00pm on Fridays and/or during the weekends will be replied to the following Monday. See “Course Email Etiquette” on page 6 for more information.
- Please check Canvas emails and announcements regularly (daily). You are responsible for all information sent using these lines of communication.

REQUIRED BOOKS:

Housman, J., Odum, M. (2023). Essentials for healthy living, 9th ed. Jones and Bartlett.

COURSE OBJECTIVES:

Upon completion of this course

- Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view. Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.
- Students will be able to summarize factual knowledge of key concepts in health and well-being.
- Students will describe the prevalence, risk factors, and treatment of common infectious, chronic and acute health problems.
- Students will understand the impact of individual, social, cultural, community, environmental, and policy-level factors have on health outcomes.
- Students will demonstrate how theory and research can be applied in real-world settings to improve health and well-being.
- Students will apply strategies to improve personal health and well-being.

METHODS OF INSTRUCTION:

1. Lecture
2. Discussion
3. Films/Videos/Audiotapes
4. Individual Activities

COURSE REQUIREMENTS:

Read all chapters and assigned reading before attending class.
Constructively participate in class discussions/activities.
Participate in course evaluations.
Complete all assignments/exams on time.

EVALUATION METHODS:

Requirement	Point Value
Examination 1	100
Examination 2	100
Mental Health First-Aid Training	50
GEMRU Training (Naloxone/Narcan)	50
Introduction Forum	5
Honorlock Quiz	5

Content Quizzes (12 @ 5 points each, lowest scored dropped)	55
Discussion Forums (5 @ 5 points each)	25
Reflection Questions (5 @ 10 points each)	50
Reflection Question and Track Your Spending	20
Personal Health Activities (11 @ 5 points each)	55
TOTAL POINTS	515

Examinations 1 and 2 (2x100 points each, 100 points):

You are expected to synthesize and integrate the information presented in class, readings, videos, and other supplemental materials for exams. Exam 1 will cover content from weeks 1-8. Exam 2 will cover content from weeks 10-15. We will not meet as a class during week 9, so that you have time to take exam one (you will complete it online using Proctor U). Exam 2 will open at 12:00a on 12/4 and close at the end of your scheduled final exam time for this course on 12/10 at 5p.

Introduction forum (5 points):

Brief introduction to your classmates during week 1. Tell us who you are, where you're from and an interesting fact about yourself.

Honorlock Quiz (5 points):

A brief quiz to assure that Honorlock is working on your computer.

Content Quizzes (12x5 points each, lowest score dropped, 55 points):

There are 12 quizzes, each worth 5 points. Quizzes are brief, open-book, open-note assessments based upon the reading assignment for that week. Each quiz is timed, you have 10 minutes to complete the questions. You will have two attempts to complete each quiz; Canvas will automatically accept the highest score. Quizzes may include multiple-choice, true/false, and/or short answer type questions. The lowest quiz score will automatically be dropped from your course grade.

Discussion Forums (5x5 points each, 25 points):

There are 6 discussion forums, each worth 5 points. Each forum will include a question prompt for you to respond to. You will also be required to respond to two of your peers' prompts. Be mindful of due dates, your initial prompts are due on Friday, to provide time to respond to peers by Sunday.

Reflection Questions (5x10 points each, 50 points):

There are 5 reflection questions, each worth 10 points. You will be prompted to respond to a question related to the week's course content. Reflections should be approximately 100 words in length.

Reflection Question and Track Your Spending (1x20 points each, 20 points):

You will be prompted to respond to a question related to the financial literacy course content. Reflections should be approximately 100 words in length. In addition you will be challenged to record all your expenses from 10/20-11/2 using the template provided. You will be required to upload the template.

Personal health activities (11x5 points each, 55 points):

There are 11 personal health activities, each worth 10 points. Throughout this semester you will be challenged to practice building tools for your personal health and wellness. You will complete 11 personal health activities throughout the semester. It is your choice how you focus your time and efforts. But your personal health activity must be related to three of the six components of health (physical, social, or intellectual). You will choose the activity and complete it as an assignment. Activities could be related to a common goal, for example, if a student was interested in learning how to play pickleball, they could spend an hour each week on the pickleball courts. Here are some examples of activities that are related to the three Components of Health:

Physical Health – Swimming, running, team sports

Social Health – Volunteering, catching up with a friend or family member

Intellectual Health – Reading, journaling or creative writing, learning a new language, Sudoku or crossword puzzles

Spiritual Health –

To earn credit for your personal health activity you will document what you did, when you did it and provide photo evidence (upload a photograph or screenshot from your phone) of your participation. Don't overthink photographic evidence, I am not looking for an action shot of you playing golf, a simple selfie on the golf course will do. If you spend your time reading, upload a picture of the book. Or, if you caught up with a friend or family member via phone, take a screen capture of your call time and submit it. If you have questions about documentation, please reach out to Dr. Black.

Keep in mind, you can focus on a different personal health activity each week or you can keep your focus on one activity. If you have questions about an activity, please contact Dr. Black.

The grading scale is as follows:

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% = F

A minimum grade of C is required for general education credits.

UF's grading policy can be found at

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

**Grades will not be curved (even if you are <1 point away from the next letter grade).
Grades will only change if an error was made in the grading process.**

HSC3102 Personal and Family Health Course Calendar – Spring 2025

Disclaimer: This schedule represents my current plans and objectives as of 8/21/25. 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.

Week	Weekly Tasks and Due Dates All Assignments Due @ 11:59p Unless Otherwise Specified
<p style="text-align: center;">Week 1 <i>Orientation</i> 8/22 – 8/24</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe the dimensions of health and their influence on your well-being. 2. Discuss major health concerns in the US. 3. Consider how decisions impact health. 4. Discuss the differences between conventional and alternative treatment methods. 	<p>Review HSC3102 syllabus, complete reading (ch1)</p> <ol style="list-style-type: none"> 1. Quiz 1 – Syllabus and Chapter 1 - Sunday, 8/31 2. Discussion Forum 1 – Introduction - Personal post - Sunday, 8/31 3. Discussion Forum 1 – 2x peer reply - Sunday, 8/31 4. Reflection 1 – Bicycle helmets on campus – Sunday, 8/31
<p style="text-align: center;">Week 2 <i>Psychological Health</i> 8/25 - 8/31</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Discuss the concept of self-care. 2. Learn to use the A.I.D. plan of action. 3. Describe the basics of psychological health 4. List common psychological disorders. 5. Describe factors associated with ‘good’ mental health. 	<p>Complete reading (ch2) Guest speaker, Monday and Wednesday Caronne Rush, MSM, MEd, EdS Lecturer, UF Health Office of Interprofessional Education & UF College of Education, Counselor Education Program Awareness. Interaction. Direction (AID) Training</p> <ol style="list-style-type: none"> 1. Quiz 2 – Chapter 2 – Sunday, 8/31

Week	Weekly Tasks and Due Dates All Assignments Due @ 11:59p Unless Otherwise Specified
<p style="text-align: center;">Week 3 <i>Stress and Stress Management</i> 9/1 - 9/7 NO CLASS 9/1 – Labor Day</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe the difference types of stress. 2. Describe how your body responds to stress. 3. Reflection on strategies you have developed for coping with stress 4. Identify stressful events that can affect health. 	<p>Complete reading (ch3)</p> <ol style="list-style-type: none"> 1. Quiz 3 – Chapter 3 - Sunday, 9/7 2. Discussion Forum 2 - Sunday, 9/7 3. Destressing – personal post - Sunday, 9/7 4. Discussion Forum 2 – Destressing – 2x peer reply - Sunday, 9/7 5. Personal health activity (PHA) 1 - Sunday, 9/7
<p style="text-align: center;">Week 4 <i>Self-Discovery</i> 9/8 – 9/14</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Define self-discovery. 2. Consider how the hero’s journey may relate to the discovery of your ‘true self’. 3. Describe how successes and failures can impact personal growth and self-discovery. 	<p>Come to class</p> <ol style="list-style-type: none"> 1. Documentary: Finding Joe (in class) 2. Discussion Forum 3 – Self-discovery - Sunday, 9/14 3. Discussion Forum 3 – Self-discovery – 2x peer reply - Sunday, 9/14 4. Personal health activity (PHA) 2 - Sunday, 9/14 5. Honorlock Familiarization Quiz - Sunday, 9/14

Week	Weekly Tasks and Due Dates All Assignments Due @ 11:59p Unless Otherwise Specified
<p style="text-align: center;">Week 5 <i>Violence and Abuse</i> 9/15 – 9/21</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Consider how violence affects health. 2. Describe factors that contribute to violence. 3. List the major types of violence and abuse. 4. How to assess your risk of becoming a victim of violence. 5. Describe steps that can decrease personal risk of violence. <p style="text-align: center;"><i>No class 9/19 - Homecoming</i></p>	<p>Complete reading (ch4)</p> <ol style="list-style-type: none"> 1. Quiz 4 – Chapter 4 - Sunday, 9/21 2. Personal health activity (PHA) 3 - Sunday, 9/21
<p style="text-align: center;">Week 6 Reproductive Health 9/22 - 9/28</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe the functions and structures of the male and female reproductive systems. 2. Explain what happens throughout the menstrual cycle. 3. Describe how a fetus develops. 4. Describe the changes in a pregnant woman from conception through the postpartum period. 5. Discuss the benefits and drawbacks of contraceptive methods. 	<p>Complete reading (ch5)</p> <ol style="list-style-type: none"> 1. Guest speaker, Monday and Wednesday, Kristina Garcia-Guettler, PhD Instructional Associate Professor UF College of Health and Human Performance 2. Quiz 5 – Chapter 5 - Sunday, 9/28 3. Reflection Question 2 – Who is most responsible? - Sunday, 9/28 4. Personal health activity (PHA) 4 - Sunday, 9/28

Week	Weekly Tasks and Due Dates All Assignments Due @ 11:59p Unless Otherwise Specified
<p style="text-align: center;">Week 7 <i>Romantic Relationships and Sexuality</i> 9/29 - 10/5</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Explain how biological and psychological factors influence sexual behavior. 2. Describe symptoms and treatments for sexual dysfunctions. 3. Discuss the relationship between cultural and sexuality. 4. Define and explain theories of love and commitment. <p style="text-align: center;">No class 10/3</p>	<p>Complete reading (ch6)</p> <ol style="list-style-type: none"> 1. Quiz 6 – Chapter 6 - Sunday, 10/5 2. Reflection Question 3 – Sex education in Florida public schools - Sunday, 10/5 3. Personal health activity (PHA) 5 - Sunday, 10/5
<p style="text-align: center;">Week 8 <i>Drug Use and Abuse</i> 10/6 - 10/12</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Discuss the differences between drug use, misuse, and abuse. 2. Explain the effects of psychoactive drugs on the mind and body. 3. Describe patterns of drug and effects of use in the United States. 4. Identify risk factors for drug dependence. 	<p>Complete reading (ch7)</p> <ol style="list-style-type: none"> 1. Guest Speakers Gator Emergency Response Medical Unit (GEMRU) W&F – Substance Education and Narcan Training 2. Quiz 7 – Chapter 7 - Sunday, 10/12 3. Discussion Forum 4 – Marijuana regulation – personal post - Sunday, 10/12 4. Discussion Forum 4 – Marijuana regulation – 2x peer reply - Sunday, 10/12 5. Personal health activity (PHA) 6 - Sunday, 10/12

Week	Weekly Tasks and Due Dates All Assignments Due @ 11:59p Unless Otherwise Specified
<p style="text-align: center;">Week 9 Exam 1 <i>10/13 - 10/19</i></p>	<p>Complete Exam 1 (ch 1-7) Exam Opens: 10/13 @ 11:59p Exam Closes: 10/19 @ 11:59p</p>
<p style="text-align: center;">Week 10 <i>Alcohol and Tobacco</i> <i>10/20 – 10/26</i></p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. List factors related to and consequences of alcohol abuse and dependence. 2. Discuss alcohol's effects on college students. 3. Explain how alcoholism is diagnosed and treated. 4. Describe who uses tobacco products and why. 5. Describe the short- and long-term health effects of tobacco use. 6. Discuss the benefits and process of quitting tobacco. 	<p>Complete reading (ch8) and Meyer (2021).</p> <ol style="list-style-type: none"> 1. Quiz 8 – Chapter 8 - 10/26 2. Reflection Question 4 – Oral nicotine pouches - 10/26 3. Personal health activity (PHA) 7 - 10/26 4. Track your spending from 10/20-11/2 – 11/9 [use xls sheet in Canvas]
<p style="text-align: center;">Week 11 <i>Financial Wellness</i> <i>10/27 – 11/2</i></p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Recognize emotional spending triggers. 2. Describe different types of debt. 3. List different investment options. 4. Understand the importance of having a financial safety net. 5. Recognize the importance of long-term financial planning. 	<ol style="list-style-type: none"> 1. Documentary: Get Smart with Money (in-class) 2. Personal health activity (PHA) 8 - 11/2 3. Reflection 5 – Spending – 11/9
Week	Weekly Tasks and Due Dates All Assignments Due @ 11:59p Unless Otherwise Specified

<p style="text-align: center;">Week 12</p> <p style="text-align: center;"><i>Nutrition</i></p> <p style="text-align: center;">11/3 – 11/9</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe the basic principles of nutrition. 2. Discuss how your body digests and uses the food you eat. 3. Explain sources of nutrition and their functions. 4. Explain how malnutrition affects health. 	<p>Complete reading (ch9)</p> <ol style="list-style-type: none"> 1. Quiz 9 – ch9 - 11/9 2. Personal health activity PHA (9) - 11/9 3. Discussion Forum 5 – Nutrition choice as a student – 11/9
<p style="text-align: center;">Week 13</p> <p style="text-align: center;"><i>Physical Fitness</i></p> <p style="text-align: center;">11/10 - 11/16</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe the principles of physical fitness. 2. Explain why exercise is optimal for health. 3. Discuss the prevention of exercise injuries. 	<p>Complete reading (ch11)</p> <ol style="list-style-type: none"> 1. Quiz 10 – ch11 - 11/16 2. Personal health activity PHA (10) - 11/16

Week	Weekly Tasks
<p style="text-align: center;">Week 14 <i>Infection, Immunity, Non-Infectious Disease</i> 11/17 – 11/23</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe the causes of noninfectious diseases. 2. Discuss trends in infectious diseases since 1900. 3. Explain how the chain of infection works. 4. Compare nonspecific and specific immunity. 5. Describe symptoms of sexually transmitted infections. 6. Describe treatment and prevention methods for sexually transmitted infections. 	<p>Complete reading (ch14)</p> <ol style="list-style-type: none"> 1. Quiz 11 - Chapter 14 - 11/23 2. Reflection Question 5 – Vaccination: choice or obligation - 11/23 3. Personal health activity PHA (11) - 11/23
<p style="text-align: center;">Thanksgiving Break 11/24 – 11/30</p>	<p style="text-align: center;">Have a safe, happy and healthy Thanksgiving!</p>
<p style="text-align: center;">Week 15 12/1 – 12/3 Aging, Dying and Death</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe the status of aging Americans. 2. Explain why we age. 3. Discuss the effects of aging on health and well-being. Reflection on personal spiritual and emotional perspectives about death and dying. 4. Describe the options for terminal care. 5. Discuss how to prepare for death. 	<p>Complete reading (ch15)</p> <ol style="list-style-type: none"> 1. Quiz - Chapter 15 – 12/3
<p style="text-align: center;">Final Exam</p>	<p>Complete exam 2 Exam Opens: 12/4 @ 12:00a Exam Closes: 12/10 @ 5:00p</p>

COURSE POLICIES

Special Accommodations: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability that affects your ability to learn, you are encouraged to register through the Disabilities Resource Center (DRC) in the Dean of Students Office at 352-392-1261, or www.dso.ufl.edu/drc. You are encouraged to provide your accommodation letter and make your needs known to the instructor within the first two weeks of the semester.

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, tell me and I will do what I can to help you.

Academic Honesty: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies several behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please don’t hesitate to ask.

Grade Appeals: It is your responsibility to review your graded assignments/quizzes/exams when they are returned. After a grade is returned/released, students have one week to appeal the grade with me. After one week, a grade will not be changed. THERE WILL BE NO EXCEPTIONS TO THIS POLICY.

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 11:59 PM EST on the date specified in the syllabus/schedule. Late work will receive a 20% reduction for each day late. You are advised to make back-up copies of all work and submit your work early to prevent technical issues from precluding successful submissions.

NOTE: Requirements for class assignments, discussions and other work in this course are consistent with university policies found at catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Excused Absence Policy: Per University of Florida policy, excused absences include medical appointments and illness (with doctor’s note), deaths in the family (with

documentation) and school events (with documentation on school letterhead). Additional absences require documentation of medical excuses or extenuating circumstances and must be submitted to me within three days of the absence.

Course Evaluation Process: Students are expected 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 in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students 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/>.

Course Email Etiquette: Professionalism is expected of all students. Thus, you should use proper etiquette when sending emails. This includes an appropriate “Subject” heading stating your course number and topic of message, a proper greeting/salutation, grammatically correct message body, a proper closing, followed by your first and last name.

For example:

Subject Heading: HSCXXXX - Chapter 2 quiz question

Greeting/Salutation: Hello, Dr. Black,

Message Body:

I think Question 2 on my quiz may have been graded incorrectly. On page ##, paragraph ##, it reads “[insert textbook information here].” I believe this supports why my answer selection of “True” is correct. Can you kindly review this question on my quiz and let me know your thoughts?

Closing:

Thank you!

Name:

Your first and last name / HSCXXXX

Preferred 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 if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.

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 in Canvas. This does not change your legal name for official UF records.

Title IX: 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/
www.dso.ufl.edu/sccr/process/victim-rights/

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 discussion in this course. Intolerant, inflammatory, or insulting behavior or speech is not acceptable and may lead to dismissal from the course."

Class Recordings: Per the House Bill 233 Intellectual and Viewpoint Diversity Act, you 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.
- (3) As evidence in, or in preparation for, a criminal or civil proceeding.

All other purposes are prohibited. You may not publish recorded lectures without my written consent.

As defined in the bill, a "class lecture" is an educational presentation intended to inform or teach 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 UF course.

This 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 my permission 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.

Policy on Recommendation Letters: I will consider preparing recommendations for graduate programs, professional schools, internships, scholarships and for jobs if and only if ALL the following requirements have been met by you:

- You have completed a course with me and have a confirmed grade.
- You are/were in good standing in my course(s).
- You are/were actively engaged in class activities and/or discussions in my course(s).
- You met me during office hours at least twice during each course/semester you were my student.
- You are willing to waive your right to review the letter of recommendation.
- You verbally AND electronically request the letter of recommendation.
- You provide a copy of your resume or CV
- You provide your recommendation request to me via email at least 4 weeks prior to the date the recommendation is due.

UNIVERSITY RESOURCES

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, each online program is responsible for providing the same student support services to both students who are in residence on the main campus and those who are seeking an online degree through distance learning.

Online Computing Help Desk: <http://helpdesk.ufl.edu/>

The UF Computing Help Desk is available to assist students when they are having technical issues.

Online Library Help Desk:

<http://guides.uflib.ufl.edu/content.php?pid=86973&sid=686381>.

The help desk is available to assist students with access to all UF Libraries resources.

Disabilities Resource Center: <http://www.dso.ufl.edu/drc/>

If you have a physical, learning, sensory or psychological disability, please visit the DRC.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/>

Visit the counseling and wellness center to speak to a counselor about any personal problems.

Dean of Students Office: <http://www.dso.ufl.edu/>

Visit the Dean of Students site for help resolving a conflict or for student code of conduct inquiries.

U Matter, We Care: umatter@ufl.edu

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.

GatorWell Health Promotion Services: <http://gatorwell.ufsa.ufl.edu>

Health Education for the Gator Nation. GatorWell Health Promotion Services supports student success by providing excellent, accessible, and relevant health information, programs and services to UF students about health and wellness topics relevant to the college experience.