

**UNIVERSITY OF FLORIDA
COLLEGE OF HEALTH AND HUMAN PERFORMANCE
DEPARTMENT OF HEALTH EDUCATION AND BEHAVIOR
HSC 5956
WRITING FOR PROFESSIONAL PUBLICATIONS**

HSC-5956-
Fall 2025

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CLASS MEETING: Weil 0273, Monday 3p-6p (periods 8-10)

COURSE DESCRIPTION:

The course seeks to help you develop the skills that will enable you to craft professional publications that are unbiased, and evidence based. We will focus on the application of a methodological, stepwise process to engage in professional writing in health-related publications. The course will cover a range of professional publications including general intra-institutional communications, resumes, cover letters, infographics, literature reviews and a paper that synthesizes published literature. Additionally, the course will challenge learners to incorporate artificial intelligence into the writing process ethically and responsibly.

REQUIRED BOOKS: There is no textbook required for this course. All readings will be supplied either in print format or via course links in CANVAS.

COURSE OBJECTIVES:

Upon completion of this course, it is expected that the student will:

1. Identify health related academic, professional and consumer literature.
2. Describe the differences between academic and professional writing.
3. Analyze and evaluate primary and secondary sources of data.
4. Conduct effective literature searches using multiple methods.
5. Develop effective note-taking techniques for documenting literature search results and for ideas regarding manuscript structure and content.
6. Select a topic for professional writing and hone it into a more specific topic.
7. Prepare a scoping literature review.
8. Respond to critiques from collaborators and revise a draft accordingly.
9. Comment effectively on others' writing, both informally and formally.
10. Effectively deliver a presentation synthesizing critical information about a health-related topic.
11. Select and use AI tools and techniques appropriate to a specific context and application.

12. Evaluate and apply contextually appropriate ethical practices to use across all aspects of AI.
13. Adapt writing to different audiences, purposes, and contexts.
14. Avoid plagiarism.
15. Create effective infographics for a non-technical audience.

METHODS OF INSTRUCTION:

1. Lecture.
2. Discussion.
3. Presentations.
4. Small Group Activities.
5. Individual Activities.
6. Skills Practice.

COURSE REQUIREMENTS:

- A. Each student is to:
1. Attend class.
 2. Complete all assigned readings before attending class.
 3. Constructively participate in class discussions/activities.
 4. Engage with the professor and peers in a professional and respectful manner.
 5. Participate in course evaluations.
 6. Complete all assignments/exams by assigned dates throughout the semester.

B. Course Components

Attendance, Class Activities and Participation	12%
Personal Health Activities	10%
Resume	5%
Cover letter	5%
Infographic	5%
Journal Club	10%
Policy Brief	10%
Annotated bibliography	10%
Mental Health Minute	3%
Capstone Paper	20%
Capstone Presentation	5%

C. Course Components in Detail

1. **Attendance, Participation and Professionalism:** This is a graduate level course. Your participation, attendance and professionalism is expected. Planned absences (e.g. religious holiday, university-sponsored athletic events) require prior notification. Absences that are not documented appropriately will be counted as unexcused. See the Attendance Policy below for more details. Please see the Canvas

rubric for attendance, participation and professionalism for more detail.

2. **Policy Brief:** A policy brief presents a concise summary of information that can help readers understand, and likely make decisions about, government policies. Policy briefs may give objective summaries of relevant research, suggest possible policy options, or go even further and argue for courses of action. You will write a policy brief that addresses a well-defined problem that can be addressed at the level of policy (e.g. Opt-in versus opt-out policies for sex education in k-12 schools). Once you have crafted your draft, you must use UF Navigator or CoPilot as an editorial tool, writing a prompt for AI to make recommendations and revisions to your draft. Once you have your AI feedback, you will use this feedback to revise your annotated bibliography before final submission. Your policy brief will include the following sections:
- a) **Title:** A good title quickly communicates the contents of the brief in a memorable way.
 - b) **Context or Scope of Problem:** This section communicates the importance of the problem and aims to convince the reader of the necessity of policy action.
 - c) **Policy Alternatives:** This section discusses the current policy approach and explains proposed options. It should be fair and accurate while convincing the reader why the policy action proposed in the brief is the most desirable.
 - d) **Policy Recommendations:** This section contains your policy recommendation; it should include a detailed explanation of how the policy will address the issue address the policy issue.
 - e) **Appendices:** If some readers might need further support in order to accept your argument but doing so in the brief itself might derail the conversation for other readers, you might include the extra information in an appendix.
 - f) **Consulted or Recommended Sources:** These should be reliable sources that you have used throughout your brief to guide your policy discussion and recommendations.

Submit the following as one file and bring a hard copy to class:

- 1. Draft policy brief
 - 2. AI prompt for revisions and recommendations to draft
 - 3. AI recommendations
 - 4. Revised policy brief
3. **Personal Health Activities:** There are five (5) personal health activities, each worth 1% of your final grade. As healthcare professionals we should be role modeling personal health and wellness. You will complete **five one-hour 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 physical, social, spiritual or intellectual health. You will choose the activity. 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 for each activity on the pickleball courts. Conversely, a student could choose a different activity for each assignment. Here are some examples of activities that are related to the four components of health:

Physical Health – Swimming, running, team sports, walking

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

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

Spiritual Health – Meditation, attending a religious function

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. For example, 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, or need help with activity suggestions, please reach out to Dr. Black.

4. **Mental Health Minute:** Students will prepare and deliver a brief (no more than 5 minute) presentation on a mental health topic (think broadly, for example, procrastination, imposter phenomenon, and shame are great topics) of their choice. Dr. Black will model the style and format of this presentation for the first few weeks of class.
5. **Annotated Bibliography:** An annotated bibliography provides an overview or a brief account of the available research on a given topic. It is a list of research sources that takes the form of a citation for each source, followed by an annotation - a short paragraph summarizing and evaluating the source. An annotated bibliography may be a stand-alone document or a component of a larger project or effort. Select a health-related topic or behavior that is detailed in the 2022 University of Florida American College Health Association National College Health Assessment (ACHA NCHA) Survey (e.g. incidence of low and very low food security among UF undergraduates). This topic should be of interest and relevance to you and must be approved by Dr. Black. Prepare an annotated bibliography that provides a one to two paragraph introduction to your topic and then lists and annotates five credible and authoritative sources. At least three of these sources must be peer-reviewed journal articles. For each source, include complete bibliographic information in APA style (unless your journal requires a different citation style) and provide a one to two paragraph annotation. Your annotation should be limited to no more than 300 words, and it should include:
 1. Citation in APA format
 2. Explanation of main points
 3. Verification/critique of author expertise.
 4. Your comments on the worth, effectiveness, and usefulness of the work in related to your topic.

5. Point of view from which the work was written. Is there evidence of bias or is the work intended to reach a specific audience
6. Relevant links to other sources.
7. Once you have crafted your draft, you must use UF Navigator or CoPilot as an editorial tool, writing a prompt for AI to make recommendations and revisions to your draft. Once you have your AI feedback, you will use this feedback to revise your annotated bibliography before final submission.

Submit the following as one file and bring a hard copy to class:

1. Draft annotated bibliography
2. AI prompt for revisions and recommendations to draft
3. AI recommendations
4. Revised annotated bibliography

6. **Infographic:** Select a health-related topic as the foundation for creating an infographic. For example, you could focus on mental health and mental disorders in early life, vision loss among older adults, or traffic safety. You will develop an infographic to disseminate critical information topic in a way that effectively communicates a message with a select non-scientific target audience (i.e., elementary school children, adults with limited English proficiency). Once you have selected your topic and audience, you will use Canva (or another tool of your choice) to build your infographic. UF provides free access to the student version (free) of Canva. I encourage you to use AI (Canva AI) to aid the construction of your infographic. Once you have completed your infographic you will use UF Navigator or Copilot to review and further revise it.

Submit the following as one file and bring a hard copy to class:

1. Canva (or other tool of your choice) constructed infographic
2. Brief, <10-minute presentation of your infographic, must include information about topic, audience, your Canva generated infographic and the process you used to construct your infographic

You can access the student version of Canva via this link:

<https://www.canva.com/education/students/>

7. **Journal Club:** Each student will be responsible for selecting and leading the review and critical appraisal of a scholarly journal article of their choosing. **Articles must be peer-reviewed** and must address a topic related to health behavior, health education, health promotion, public health or community health. Each student will be assigned a class period to lead discussion. One week prior to discussion, students will provide a link to the article that will be reviewed. All students must read the article prior to class and be prepared to critically discuss it.
8. **Resume (or CV):** A well-crafted resume effectively highlights skills, experience, and education in a way that resonates with potential employers and increases their

chances of getting an interview. It serves as a tool to showcase qualifications and market oneself for employment opportunities. This is a multi-part assignment:

1. Find a job posting for a health education position (or a position that you would be qualified for once you obtain your graduate degree).
 2. Analyze the job description and required qualifications.
 3. Create (or revise) a resume as if you were going to apply for this position. I recommend reviewing the example resumes provided by [UF's Career Connections Center](#), and selecting one that you feel is most appropriate given your aspirations and background. If you choose to, you may seek assistance from the Career Connections Center, they can help with resume drafting.
 4. Using the AI application of your choice, upload your document and instruct the AI to provide feedback and revise your resume. You will need to craft an appropriate prompt to do this. Don't worry, we will practice prompt writing in class.
 5. Revise your resume based upon the feedback and revisions you receive from the AI application. You need not need to accept the AI's suggestions, rather, mindfully consider what the AI is recommending.
 6. Submit the following as one file and bring a hard copy to class:
 - i. A cut/paste of the job posting
 - ii. Your draft resume
 - iii. The prompt you used to instruct the AI tool to refine your resume.
 - iv. The revised resume produced by the AI.
 - v. Your revised resume.
9. **Cover Letter: This is a multi-part assignment.**
1. Using the job posting from the resume assignment you will draft a cover letter. I recommend reviewing the example cover letters provided by [UF's Career Connections Center](#). If you choose to, you may seek assistance from the Career Connections Center, they can help with cover letter drafting.
 2. Using the AI application of your choice (I recommend UF Navigator or MS Co-Pilot), upload and instruct the AI to provide feedback and revise your cover letter. You will need to craft an appropriate prompt to do this. Don't worry, we will practice prompts writing in class.
 3. Revise your resume based upon the feedback and revisions your receive from the AI application. You need not need to accept the AI's suggestions, rather, mindfully consider what the AI is recommending.
 4. Submit the following as one file and bring a hard copy to class:
 - i. A cut/paste of the job posting
 - ii. Your draft cover letter
 - iii. The prompt you used to instruct the AI tool to refine your cover letter.
 - iv. The revised cover letter produced by the AI.
 - v. Your revised cover letter.

10. **Capstone Paper/Literature Review:** This paper will build upon your annotated bibliography. Your task will be to synthesize the literature in order to make a recommendation for an intervention that addresses the health-related topic or behavior that you selected from the 2022 University of Florida American College Health Association National College Health Assessment (ACHA NCHA) Survey (e.g. incidence of low and very low food security among UF undergraduates). You must identify at least three different interventions related to the topic that are described in scholarly publications (peer-reviewed and grey literature). You must summarize the interventions, as well describe the strengths and weaknesses associated with them. Finally, you must make and justify your recommendation on which of the three interventions you would implement on the UF campus. Once you complete your final draft, you will use the AI application of your choice (I recommend UF Navigator or MS Co-Pilot), upload and instruct the AI to provide feedback and suggestions on how to improve your paper. You will need to craft an appropriate prompt to do this. Revise your resume based upon the feedback and revisions you receive from the AI application. You need not need to accept the AI's suggestions, rather, mindfully consider what the AI is recommending.

Your paper must include:

1. An introduction that includes a description of the topic using local, state and national data (e.g. NCHA-ACHA Survey, FLCharts, CDC).
2. A description of the three evidence-based interventions associated with the topic, discuss the data related to the effectiveness of these interventions. This must include a summary, as well as your assessment of the strengths and weaknesses associated with each intervention within the context of application at the University of Florida.
3. A recommendation for an intervention that you feel would be most efficacious if implemented at UF, explain why this intervention would be most efficacious.
4. References in APA format.

Submit the following as one file and bring a hard copy to class:

- i. Your draft capstone paper
- ii. The prompt you used to instruct the AI tool to refine your cover letter.
- iii. The revised capstone paper produced by the AI.
- iv. Your revised capstone paper

11. **Capstone Presentation:** Synthesize your capstone paper into a 15-minute presentation that you deliver to your peers during class.

D. 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

UF Grade Points

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 F=0

UF's grading policy can be found at

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

Grades will not be curved or rounded up (even if you are .01 point away from the next letter grade). Grades will only change if an error is made in the grading process.

	SATISFACTORY	UNSATISFACTORY
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing the literature, and providing an adequate discussion with a sophisticated understanding of the data and results of the study.	Papers either include a research question that is unclear, a poorly formed methodology or results, or provide only minimal or inadequate discussion of the data. Papers may also lack sufficient or appropriate attention to the literature.
ORGANIZATION AND COHERENCE	Documents exhibit logical structure for academic research, including a clear research question or hypothesis, a coherent literature review, appropriate expression of methodology and discussion of results. Sections and paragraphs illustrate coherence, including the use of topic sentences and logical transitions.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents present ideas persuasively and confidently. Claims are strongly supported with evidence. Methods are valid. Conclusions are well reasoned from the data presented.	Generalizations are not supported by the citation of literature, data is interpreted illogically, and conclusions may not be reasonably drawn from the evidence.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.

MECHANICS	Papers will feature correct or error-free presentation of ideas. If any spelling, punctuation, or grammatical errors remain, they are unobtrusive and do not obscure the paper's argument.	Papers contain mechanical or grammatical errors that impede the reader's understanding or severely undermine the writer's credibility.
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ATTENDANCE POLICY:

University of Florida believes that attendance is essential to success in academic courses. The university believes that learning is an interactive process on the part of the students, and it is not just a matter of their passive absorption of information. To benefit fully from their respective courses, students need to participate in and contribute constructively to the classroom experience. In fact, the success of any course depends as much on what students contribute to the class as on what the instructor presents.

Participation, which includes timely arrival, preparation, professionalism and attendance, accounts for 10% of your final grade.

Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor. For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

Student Athletes: Student athletes are required to provide the instructor with written documentation of away games that conflict with classes (especially exams) as early in the semester as possible.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above.

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. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.” I am asking that you email me a copy of the accommodation letter and sent up an online appointment as early in the semester as possible, but ideally by the second week. This will allow us to have an action plan as soon as

possible.

In-Class Recording

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

A “class lecture” is an educational presentation intended to inform or 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 University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission from the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

ACADEMIC INTEGRITY:

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course.

The Honor Pledge

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student 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.”

COURSE OUTLINE: Please note that this outline represents a blueprint for the course as of 8/25/2025. Content and assignments may be adapted as the semester progresses. Any adaptations will be communicated well in advance.

Date	Topics	Course Activities	Requirements (Assignments Due)
Week 1 8/25 – Introduction, Grammar, Icebreaker			
Monday, 8/25	Introduction	Review of Syllabus	
	Introduction	Course Introduction	
	Mental Health Minute	Brief Presentation	Sign up for Mental Health Minute
	Mindful Writing	Lecture and Discussion	
	Icebreaker	Collaborative Activity	
	Required reading	Homework/Assignment	Read before 9/8 class: Sherman, R. E., Anderson, S. A., Dal Pan, G. J., Gray, G. W., Gross, T., Hunter, N. L., ... & Califf, R. M. (2016). Real-world evidence—what is it and what can it tell us. <i>N Engl J Med</i> , 375(23), 2293-2297. https://doi.org/10.1056/NEJMs1609216
	Reminder		No class 9/1 – Labor Day
Week 2 9/8 – Literature Searches, Effective Email, Evidence			
Monday, 9/8	Literature reviews	Guest speaker: Jane Morgan-Daniel, UF Libraries	
	Mental Health Minute	Brief presentation	Brief (no more than 5 minutes) presentation
	Required reading and discussion	Real-world evidence, evidence scavenger hunt	Sherman, R. E., Anderson, S. A., Dal Pan, G. J., Gray, G. W., Gross, T., Hunter, N. L., ... & Califf, R. M. (2016). Real-world evidence—what is it and what can it tell us. <i>N Engl J Med</i> , 375(23), 2293-2297. https://doi.org/10.1056/NEJMs1609216
	Effective Email Communication	Lecture and discussion, collaborative activity	
	Personal Health Activity	Homework/Assignment	Introduce, due Sunday 9/21 @ 11:59p

Week 3 9/15 – Resumes and Cover Letters, Grammar, Writing AI Prompts			
Monday, 9/15	Resume writing and cover letters	Guest speaker: Kyle Schramm Career Connections Center Lecture and discussion, assignment	
	Mental Health Minute	Brief presentation	Brief (no more than 5 minutes) presentation
	Writing effective AI Prompts	Lecture and discussion, activity	
	Personal Health Activity 1 Due	Homework/Assignment	Submit online by (Sunday 9/21 @ 11:59p)
	Resume	Homework/Assignment	Resume: Submit online by Sunday 9/21 @ 11:59p
	Cover Letter	Homework/Assignment	Cover letter: Submit online by Sunday 9/28 @ 11:50p
Week 4 9/22 – AI and Professional Writing			
Monday, 9/22	Guest Speaker	Dr. Mickey Schafer, Associate Director, Instructional Professor, University Writing Program	Literature Reviews
	AI and Professional Writing	Discussion	Read before 9/22 class: Coman, A. W., & Cardon, P. (2024). Perceptions of professionalism and authenticity in AI-assisted writing. <i>Business and Professional Communication Quarterly</i> , 0(0). https://doi.org/10.1177/23294906241233224
	Grammar 1 – Sentence Structure	Lecture and Discussion	
	Mental Health Minute 1	Brief presentation	Brief (no more than 5 minutes) student presentation
	Journal Club 0	Journal Club	Read before 9/22 class: Black, E. W., Ferdig, R. E., Fleetwood, A., & Thompson, L. A. (2022). Hospital homebound students and K-12 online schooling. <i>Plos One</i> , 17(3), e0264841. Sign up for journal club
	Cover Letter	Homework/Assignment	Cover letter: Submit online by Sunday 9/28 @ 11:50p

Week 5 9/29 - Infographics			
Monday, 9/29	Guest Speaker	Dr. Mickey Schafer, Associate Director, Instructional Professor, University Writing Program	Literature Reviews
	Infographics	Lecture, discussion, homework	Infographic due Sunday 10/5 @ 11:59pm
	Journal Club 1	Journal Club	
	Grammar – Sentence Structure	Lecture and discussion	
	Mental Health Minute 2	Mental Health Minute	Brief (no more than 5 minutes) student presentation
	Personal Health Activity 2 due	Homework/Assignment	Submit online Sunday 10/5 @ 11:59p
Week 6 10/6 -			
Monday, 10/6	Annotated Bibliographies	Lecture and discussion	Topic discussion and selection (topic must be approved by Dr. Black)
	Journal Club 2	Journal Club	
	Writing Activity	In-class activity	Persuasive public health narrative
	Mental Health Minute 3	Mental Health Minute	Brief (no more than 5 minutes) student presentation
	Annotated Bibliography	Homework/Assignment	Submit online by Sunday 10/26 @ 11:59p

Week 7 10/13 -			
Monday, 10/13	Peer Review, Editing, Critical Feedback		
	Journal Club 3	Journal Club	
	Mental Health Minute 4	Mental Health Minute	Brief (no more than 5 minutes) student presentation
	Writing Activity	In-class activity	Policy
	Personal Health Activity 3 due	Homework/Assignment	Submit online by Sunday 10/19 @ 11:59p
Week 8 10/20 -			
Monday, 10/20	Capstone paper	Introduce capstone paper	Introduction
	Policy Briefs	Lecture, Introduce Policy Brief	Lecture, introduction
	Journal Club 4	Journal Club	
	Mental Health Minute 5	Mental Health Minute	Brief (no more than 5 minutes) student presentation
	Personal Health Activity 4 Due	Homework/Assignment	Submit online by Sunday 10/26 @ 11:59p
	Capstone Paper	Homework/Assignment	Submit online by Sunday 11/30 @ 11:59p
	Policy Brief	Homework/Assignment	Submit online by Sunday 11/9 @ 11:59p
Week 9 10/27 -			
Monday, 10/27	Journal Club #5	Journal Club	
	Mental Health Minute 6	Mental Health Minute	Brief (no more than 5 minutes) student presentation
	Policy Brief Consultations		In class feedback from Dr. Black, class time dedicated to working on homework/assignments.
Week 10 11/3 -			
Monday, 11/3	Writing and presentation activity	In-class activity	
	Journal Club 6	Journal Club	
	Mental Health Minute 7	Mental Health Minute	Brief (no more than 5 minutes) student presentation
	Personal Health Activity 5 due	Homework/Assignment	Submit online by Sunday 11/9 @ 11:59p

Week 11 11/10 -			
Monday, 11/10			
TBD			
Week 12 11/17 -			
Monday, 11/17	Capstone Paper Consultations		In class feedback from Dr. Black, class time dedicated to working on homework/assignments.
	Capstone Paper Due	Homework/Assignment	Submit online by Sunday 11/30 @ 11:59p
	Reminder		No class 11/24 – Thanksgiving Holiday
Week 13 12/1 – Capstone Presentations			
Monday, 12/1	Capstone Presentations		
	Course Debrief		

You are expected to synthesize and integrate the information presented in class, readings, videos, guest lectures, and other supplemental materials.

Throughout the semester you will participate in active learning activities during class. These assignments will be graded on a complete/incomplete basis. To earn a complete grade, assignments must be complete and demonstrate an understanding of content and context. Assignments will be either submitted online or in class (as per instructions).

Class Participation (10%):

In order to participate, students must attend class. Additional information about participation, including the rubric which will be used for evaluation is located on Canvas.

CAMPUS RESOURCES:

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit the [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.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).

University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal well-being, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

ACADEMIC RESOURCES:

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)