

Personal & Family Health

HSC2103 | Class # 26962| 3 Credits | Spring 2026

Connect with HHP



COURSE INFORMATION

INSTRUCTOR

Ashlee Ossiboff, MA, MS, PhD, MCCHES, NBHWC

Office: FLG15

Office Phone: 352.294.1023

Email: Ahoffmanossiboff@ufl.edu

Preferred Method of Contact: Canvas Inbox

OFFICE HOURS

Tuesday, 1:45 – 2:45pm, Thursday 8:30-9:30am or by appt.

MEETING

100% online - asynchronous

TIME/LOCATION

COURSE DESCRIPTION

Surveys personal health concerns: emotional health; aging and death; alcohol, tobacco and drug abuse; personal fitness; nutrition and dieting; consumer health; chronic and communicable diseases; human sexuality; and environmental health.

PREREQUISITE KNOWLEDGE & SKILLS

No prerequisites for this course

REQUIRED MATERIALS

- *Kiely, M., Manze, M. G., & Palmedo, P. C. (2025). Personal health: A public health perspective. Jones and Bartlett Learning.*
- ISBN-13: 978-1284099652
- *Text is available through UFAllAccess. UF All Access is the University of Florida's digital course materials program. Selected courses are available through UF All Access to provide students with the lowest prices on their eBooks. Students can choose to opt into these materials and be provided instant access to their access codes for their homework systems and/or access to a digital version of their books. The charges will be billed to their student accounts automatically and if they have Financial Aid available, it will automatically pay for these charges.*
 - *Click here to access course codes: <https://www.bsd.ufl.edu/AllAccess/OptIn>*
 - *Click here for All Access support: <https://www.bsd.ufl.edu/AllAccess/Home/Support>*
 - *If you cannot find the answer, please email: allaccess@bsd.ufl.edu*

COURSE LEARNING OBJECTIVES:

1. Gain factual knowledge of key concepts in the area of health and well-being.
2. Increase knowledge of prevalence, risk factors, and treatment to common health problems.
3. Understand impact of individual, social cultural, community, environmental, and policy level factors have on health outcomes.
4. Demonstrate how theory and research can be applied in real-world settings to improve health and well-being.
5. Apply strategies to improve personal health and well-being.

COURSE & UNIVERSITY POLICIES

ATTENDANCE POLICY

100% online asynchronous course. University policies regarding attendance can be found here:
<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies>

PERSONAL CONDUCT POLICY

Students are expected to exhibit behaviors that reflect highly upon themselves and our University. Outline for them exactly what that means in the context of your course. 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 (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor or TA in this class.

EXAM MAKE-UP POLICY

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. In the event of a documented emergency, you must contact instructor immediately to schedule a comprehensive, essay format exam, which is the same level of difficulty, presented in an alternate format.. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

COURSE EVALUATIONS

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/>.

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 lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (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.

GETTING HELP

HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

ACADEMIC RESOURCES

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling.
<https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, 1317 Turlington Hall, (352) 392-2010. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://www.sfa.ufl.edu/pub/StudentComplaintPolicy.pdf> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

GRADING

GRADED ASSIGNMENTS

Assignment	Amount	Points Each	Point Total	Overall %
Quizzes (2 drops)	14	20	240	50
Experience/Discussion (1 drop)	13	20	240	50
Overall Total		480 points	100%	

DESCRIPTION OF GRADED WORK

My aim as an educator is to facilitate an educational environment conducive to learning and personal growth while providing an atmosphere that engages students and provokes further interest in the designated subject area. I would like to strengthen students' confidence and belief in their ability and future. Further, I strive to increase students' capacity of lifelong learning by exposing them to various methods of learning, understanding, and participation in a diverse and captivating setting.

Individuals learn in unique ways; therefore, a variety of learning modalities (lecture, participation activities, application assignments, and class discussions) are offered and encouraged.

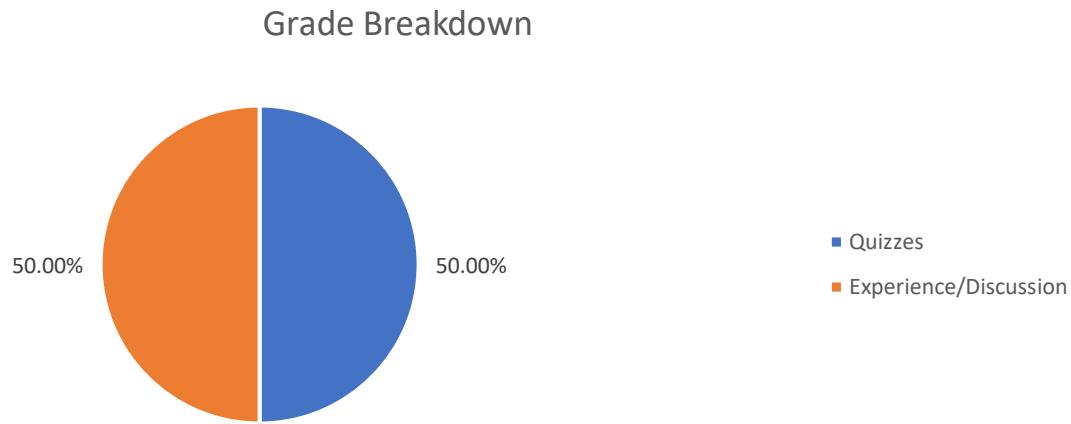
This class is divided into 12 modules. Each module is interactive and includes the following components:

Chapter Reading – Students will first read associated textbook chapter(s) to establish foundation of knowledge, strengthen comprehension and interaction of course information, and have a foundation of lecture information.

Lectures & Additional Engagement – After reading, students will learn more about module topics by viewing module lectures, additional readings, and other activities associated with the module.

Quizzes – After learning module information, students are tested on knowledge gained by taking a 10-item quiz, designed to assess reading and lecture comprehension. Due on Wednesday of corresponding module.

Discussion/Experience – Each week, students will have an application-based activity in the form of a discussion or personal engagement activity. Discussion will present students with a relevant topic related to module and asked to apply lecture concepts, as well as seek and include new information in an initial discussion post to their peers. Students will then read and respond to two of their peers' posts. Initial post due on Wednesday of the corresponding module. Peer replies are due on the following Sunday. Reply must be thoughtful, articulate, and include question peers' post provoked. Experience assignments ask students to complete an activity to engage module material by applying a task to everyday situations. Due on Sunday of corresponding module.



GRADING

All assignments are graded according to associated rubrics. Specific feedback on assignments provided through document feedback, submission comments, and described directly on rubric. Students are expected to review feedback and ask any questions for clarity prior to submitting future assignments. Effort to have each assignment graded and posted within one week of the due date will be made. **Questions related to assignment grades should be asked through the Canvas Inbox within 7 days of when the grade is posted.** For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Points	Letter Grade	Percentage	GPA Point Value
446 and above	A	93 and above	4.0
432 – 445	A-	90 – 92.9 %	3.67
418 – 431	B+	87 – 89.9%	3.33
398 – 317	B	83 – 86.9%	3.0
384 – 397	B-	80 – 82.9 %	2.67
370 – 383	C+	77 – 79.9%	2.33
350 – 369	C	73 – 76.9%	2.0
336 – 349	C-	70 – 72.9 %	1.67
321 – 335	D+	67 – 69.9%	1.33
302 – 320	D	63 – 66.9%	1.0
288 – 301	D-	60 – 62.9 %	.67
287 and below	E	Below 60 %	0

WEEKLY COURSE SCHEDULE

CRITICAL DATES & UF OBSERVED HOLIDAYS

- January 19: Martin Luther King, Jr. Day (Monday)
- March 9 – 13: UF Spring Break (Monday - Friday)
- April 23 – 24: UF Spring Semester Reading Days (Thursday – Friday)
- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/pdfs/calendar2526.pdf>

WEEKLY SCHEDULE

Week	TOPICS, HOMEWORK, & ASSIGNMENTS
Week 1 Jan. 12 – Jan. 17	<p>Topic: <i>Course Introduction</i></p> <p>Summary: Familiarize students with course materials and expectations of the course. Students will engage in introductory tasks to ensure a complete understanding of course requirements and how to succeed in the course.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Syllabus <p>Assignment:</p> <ul style="list-style-type: none"> Introduction Quiz – <i>Syllabus & APA format</i> Introduction Discussion – <i>Student Introductory Video</i>
Week 2 Jan. 18 – Jan. 24	<p>Topic: <i>Introduction to Health</i></p> <p>Summary: In this module students will learn the definition of health and how it is measured. They will also learn how society and the choices we make influence our health. To expand upon their knowledge of health and behavior change, students will learn basic health behavior theories.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Textbook – Chapter 1: Health: An Introduction Project better self. (2018). THE CHOICE (Short Animated Movie) [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v= HEnohs6yYw Centers for Disease Control and Prevention. (2023). Social Determinants of Health [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=u_ loBt7Nicw Act.tv. (2019). Systemic Racism Explained [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=YrHIQIO_bdQ World Health Organization (WHO). (2016). WHO: Preventing disease through healthy environments [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=tupJDf13jBo <p>Assignment:</p> <ul style="list-style-type: none"> Quiz 1 – <i>Introduction to Health</i> Experience 1 – <i>Apply Behavior Change Theory</i>

Week	TOPICS, HOMEWORK, & ASSIGNMENTS
Week 3 Jan. 25 – Jan. 31	<p>Topic: <i>Nutrition & Health</i></p> <p>Summary: In this module, students will learn the process of digestion. They will also learn human nutrition needs and how macro and micronutrients are defined. Current nutrition guidelines and how to make healthy nutrition choices will also be presented.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Textbook – Chapter 2: Starting with Food: Nutrition & Health United States Dietary Association. (2020). 2020-2025 Dietary Guidelines for Americans. TED-Ed. (2016). How the food you eat affects your brain – Mia Nacamulli [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=xyQY8a-ng6g Ted-Ed. (2015). What is a calorie? – Emma Bryce [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=VEQaH4LruUo Avena, N. (2014) <p>Assignment:</p> <ul style="list-style-type: none"> Quiz 2 – <i>Nutrition & Health</i> Discussion 2 – <i>College Nutrition</i>
Week 4 Feb. 1 – Feb. 7	<p>Topic: <i>Physical Activity</i></p> <p>Summary: In this module, students will learn benefits of regular exercise. Environment influences of physical activity will also be reviewed. Different types of physical exercise will be presented, and students will plan how to improve exercise adherence.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Textbook – Chapter 3: Let's get Moving! Active Living for Better Health British Heart Foundation. (2017). What happens inside your body when you exercise? [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=wWGulLAa000 JAMA Network. (2018). How much exercise should you get each week (according to research)? [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=G2HU4NJ_M3c TED-Ed. (2015). What makes muscles grow? – Jeffrey Siegel [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=2tM1LFFxeKg Rolighetsteorin. (2009). Piano stairs – TheFunTheory.com – Rolighetsteorin [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=2Ixh2n0aPyw <p>Assignment:</p> <ul style="list-style-type: none"> Quiz 3 – <i>Physical Activity & Health</i> Experience 3 – <i>New Physical Activity</i>
Week 5 Feb. 8 – Feb. 14	<p>Topic: <i>Mental Health</i></p> <p>Summary: In this module, students will learn the definition of mental health and mental illness. The module also describes the influences of prison, stigma, and stress mental illness. The importance of sleep will also be reviewed. We will also discuss community, family, and other social influences on mental health as well as mental health care.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Textbook – Chapter 6: Minding Your Mental Health National Council of Social Service. (2018). A Social Experiment on Mental Health Stigma Beyond the Label [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=VQoiz4wfV_c Aguirre, C. (2015). What would happen if you didn't sleep? [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=dqONk48l5vY World Health Organization (WHO). (2012). I had a black dog, his name was depression [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=XiCrniLQGYc&list=PL7Qx7g05X6Q6QVkgTfCVf9EUmTbOKv3wi&index=20 NAMI. (2015). 10 Common Warning Signs Of A Mental Health Condition [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=zt4sOjWwV3M&t=2s <p>Assignment:</p> <ul style="list-style-type: none"> Quiz 4 – <i>Mental Health</i> Experience 4 – <i>Improve Sleep Habits</i>
	<p>Topic: <i>Sexual Health</i></p> <p>Summary: In this module, students will learn sexual and reproductive anatomy. We will also discuss sex, gender identity, and sexual orientation. Additionally, healthy relationships, sexual assault, and sexual healthcare, and reproductive health.</p> <p>Required Readings/Works:</p>

Week	TOPICS, HOMEWORK, & ASSIGNMENTS
Week 6 Feb. 15 – Feb. 21	<ul style="list-style-type: none"> Textbook – Chapter 5: Beyond the Birds & the Bees: Sexual & Reproductive Health NBC News. (2015). Growing Up Transgender: Malisa's Story NBC Nightly News [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=CGPRNbxON8g Thames Valley Police. (2015). Tea and Consent [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=pZwvrxVavnQ In Our Own Voice. (2018). The History of Reproductive Justice [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=ihwvHHInrlU <p>Assignment:</p> <ul style="list-style-type: none"> Quiz 5 – <i>Sexual Health</i> Discussion 5 – <i>Sexual Health in Schools</i>
Week 7 Feb 22 – Feb. 28	<p>Topic: <i>Infectious Diseases</i></p> <p>Summary: In this module, students will learn transmission of infection and disease pathogens. They will also learn about disease susceptibility, prevention, and treatment. Further, we will discuss important infectious diseases and how they can affect college campuses.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Textbook – Chapter 8: Don't Share These with Your Friends: Infectious Diseases Let's Learn Public Health. (2017). Infectious Diseases: A Beginner's Guide to the Basics [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=9axOFTPqS0c&t=63s Science ABC. (2018). Immune System: Innate and Adaptive Immunity Explained [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=PzunOgYHeyg Centers for Disease Control and Prevention (CDC). (2018). Zika Virus 101 [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=zc7yvv15qTM It's Okay To Be Smart. (2015). Antibiotic Resistance and the Rise of Superbugs [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=fyRyZ1zKtyA&t=158s Ted-Ed. (2012). How Pandemics Spread [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=UG8YbNbdaco <p>Assignment:</p> <ul style="list-style-type: none"> Quiz 6 – <i>Infectious Diseases</i> Discussion 6 – <i>Vaccines</i>
Week 8 Mar. 1 – Mar. 7	<p>Topic: <i>Chronic Illness</i></p> <p>Summary: In this module, students will learn about common chronic illness in society today, such as cancer, cardiovascular diseases, diabetes, chronic respiratory diseases, and other chronic illnesses. They will also learn about modifiable factors to reduce their risk.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Textbook – Chapter 13: A Growing Challenge: Chronic Diseases National Geographic. (2018). Cancer 101 National Geographic [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=aNyQjIYadsw Ted-Ed. (2017). What happens during a heart attack? – Krishna Sudhir [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=3_PYnWVoUzM TED Institute. (2018). The global rise of diabetes – and how to prevent it TED Institute [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=EwgPg85GJY0 Ted-Ed. (2017). How does asthma work? – Christopher E. Gaw [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=PzfLDi-sL3w <p>Assignment:</p> <ul style="list-style-type: none"> Quiz 7 – <i>Chronic Diseases</i> <p>Experience 7 – <i>Assist Loved One</i></p>
Week 9	<p>Topic: <i>Environmental Health</i></p> <p>Summary: In this module, students will learn about various sources of energy, food safety, and pesticides and agriculture. They will also learn about water quality and quantity, as well as the environmental impact of plastics. Global warming, air quality, toxic exposure, and natural disasters will also be explained.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Textbook – Chapter 11: Environmental Health: Nurture Nature National Geographic. (2017). His Epic Message Will Make You Want to Save the World Short Film Showcase [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=B-nEYsyRIYo

Week	TOPICS, HOMEWORK, & ASSIGNMENTS
Mar. 8 – Mar. 14	<ul style="list-style-type: none"> National Geographic. (2017). Renewable Energy 101 National Geographic [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=1kUE0BZtTRc Vox. (2016). Flint's water crisis, explained in 3 minutes [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=NUSiLowkrIw Power of Prevention. (2014). Little Things Matter: The Impact of Toxins on the Developing Brain [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=E6KoMAbz1Bw NRDCflix. (2017). What is Environmental Justice? [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=flu-AfQ0cBM Entertainment Clicks. (2016). Our Future Narrated by 'Morgan Freeman' [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=pn4erD-oIVg <p>Assignment:</p> <ul style="list-style-type: none"> Quiz 8 – <i>Environmental Health</i> Discussion 8 – <i>Carbon Footprint</i>
Week 10	SPRING BREAK – NO CLASS MEETINGS
Week 11 Mar. 22 – Mar. 28	<p>Topic: <i>Global Health</i></p> <p>Summary: In this module, students will learn about global health. They will learn women's health issues across the globe, as well as refugee and migrant health. We will also review global influence on both communicable and noncommunicable diseases. Lastly, we will review how to increase worldwide health.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Textbook – Chapter 15: Global Health: We Are the World Girls Not Brides. (2011). Girls Not Brides: Traditions can change – ending child marriage [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=l4v3vq5-z8Y UK Faculty of Public Health. (2018). The public health impacts of armed conflict [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=hFTjEHSBKa UNICEF Georgia. (2018). UN Sustainable Development Goals – Overview [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=M-iJM02m_Hg <p>Assignment:</p> <ul style="list-style-type: none"> Quiz 9 – <i>Global Health</i> Discussion 9 – <i>Social Organization</i>
Week 12 Mar. 29 – Apr. 4	<p>Topic: <i>Addiction & Health</i></p> <p>Summary: In this module, students will learn an overview of substance abuse. They will learn what legal substances are abused, as well as the effects of illegal drugs. We will also discuss behavioral addiction such as gambling, technology, exercise, and sex. Lastly, we will review harm reduction.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Textbook – Chapter 7: This is Your Brain on Addiction: Substance Use & Addictive Behavior Johns Hopkins Medicine. (2018). Beating Opioid Addiction Joy's Story [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=PfwO4rrd5CM CNN. (2012). How addiction changes your brain [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=5f1nmqiHII Ted-Ed. (2020). What causes opioid addiction, and why is it so tough to combat – Mike Davis [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=v0CdS128-q4 <p>Assignment:</p> <ul style="list-style-type: none"> Quiz 10 – <i>Addiction & Health</i> Discussion 10 – <i>Addiction Photovoice</i>
Week 13 Apr. 5 – Apr. 11	<p>Topic: <i>Injuries, Accidents, & Violence</i></p> <p>Summary: In this module, students will learn how various injuries occur in sports and day-to-day living. They will also learn about violence across the lifespan. We will discuss unhealthy-romantic and other social relationships, as well as bullying and hazing. Lastly, we will discuss gun violence and criminal activity as it related to physical harm.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Textbook – Chapter 9: The Bandage Bridge: Injuries & Accidents Textbook – Chapter 10: Be on the Right Side: Prevent Violence SummerBreak. (2016). Wait for it...this could save your life @SummerBreak 4 [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=E9swS1VI6Ok

Week	TOPICS, HOMEWORK, & ASSIGNMENTS
	<ul style="list-style-type: none"> • American Academy of Pediatrics. (2019). Bode and Morgan Miller Share Story of Daughter's Drowning [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=wzjP0D0Nvx4 • TEDx Talks. (2017). Men, own your role in domestic violence Christian Rainey TEDxCharleston [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=zhKoy2QPThE • FOX 11 Los Angeles. (2017). Bullying continues after teen girl hangs herself [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=auVtqQIcQFM <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 11 – <i>Injuries, Accidents, & Violence</i> • Discussion 11 – <i>Learned Violence & Prevention</i>
Week 14 Apr. 12 – Apr. 18	<p>Topic: <i>Complimentary, Alternative, & Spiritual Approaches to Health</i></p> <p>Summary: In this module, students will learn benefits and risks of complementary and alternative health approaches. Students will also learn how mind-body approaches affect health and are utilized across various cultures. Lastly, they will also learn how religion and spirituality influences health.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Textbook – Chapter 4: Keep Calm & Carry On: Complimentary, Alternative, & Spiritual Approaches to Health • Seeker. (2015). What Is Homeopathy And Is It Real Science? [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=1LFp6ASW0Ao • Insider Tech. (2017). Deepak Chopra's Go-To 3-Minute Meditation To Stay Focused [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=4Bs0qUB3BHQ • Biagetti, L. (2018). What is Reiki? A Short Film [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=thMT8W6qAwg • Ted-Ed. (2015). How stress affects your body – Sharon Horesh Bergquist [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=v-t1Z5-oPtU <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 12 – <i>CAMS & Spiritual Approaches</i> • Experience 12 – <i>Try A CAM</i>
WEEK 15A APR. 19 – APR. 22	TOPIC: COURSE WRAP-UP
WEEK 15B APRIL 23 – APRIL 27	READING WEEK – NO CLASS
WEEK 17 APRIL 26 – MAY 1	FINALS WEEK – NO CLASS – NO FINAL

SUCCESS & STUDY TIPS

1. Effective Time Management: Allocate dedicated study time for each course, prioritize tasks, and use tools like planners or digital calendars to stay organized.
2. Active Participation: Engage in class discussions, ask questions, and seek clarification when needed. Active participation fosters deeper understanding and retention of course material.
3. Regular Attendance: Attend all classes and participate actively in lectures, discussions, and group activities. Regular attendance is crucial for staying up-to-date with course content.
4. Complete Readings and Assignments Promptly: Stay on top of readings and assignments by completing them promptly. Break tasks into smaller, manageable chunks to avoid procrastination.
5. Effective Notetaking: Develop effective note-taking strategies during lectures and while reading course materials. Summarize key points, highlight important information, and organize notes for easy review.
6. Utilize Resources: Take advantage of resources available to you, such as textbooks, online materials, academic journals, and library resources. Utilize office hours to seek clarification and additional support from instructors.
7. Study Actively: Engage in active learning techniques such as self-testing, summarization, concept mapping, and teaching others. These techniques promote deeper understanding and retention of information.
8. Practice Self-Care: Maintain a healthy balance between academic work and personal well-being. Prioritize self-care activities such as exercise, adequate sleep, healthy eating, and relaxation techniques to optimize your academic performance.
9. Set Realistic Goals: Set specific, measurable, achievable, relevant, and time-bound (SMART) goals for your academic performance. Break long-term goals into smaller, manageable tasks to track progress effectively.
10. Seek Help When Needed: Don't hesitate to seek help from instructors, academic advisors, tutors, or classmates when facing challenges or needing clarification. Asking questions and seeking assistance is a sign of strength, not weakness.
11. Review and Reflect: Regularly review course materials, notes, and assignments to reinforce learning. Reflect on your progress, strengths, and areas for improvement to continuously enhance your academic performance.
12. Stay Motivated and Persistent: Maintain a positive attitude, stay motivated, and persevere through challenges. Remember your long-term goals and celebrate your achievements along the way.