UF | Department of Health Education and Behavior
College of Health and Human Performance
UNIVERSITY *of* FLORIDA

Health Communication for Consumers

HSC4664/6665 | Class # 26936/ 26940 | 3 Credits | Spring 2026

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COURSE INFORMATION

INSTRUCTOR	**Ashlee Ossiboff, MA, MS, PhD, MCHES, NBC-HWC** Office: FLG15 Office Phone: 352.294.1023 Email: Ahoffmanossiboff@ufl.edu Preferred Method of Contact: Canvas Inbox
OFFICE HOURS	Tuesday, 1:45-10:25am, Thursday 8:30-9:30am or by appt.
MEETING TIME/LOCATION	Tuesday, 8:30-10:25am, Thursday 9:35-10:25am FLG 245

COURSE DESCRIPTION

Survey of theory and research relevant to the role of communication processes in health behavior, health care, and health promotion.

PREREQUISITE KNOWLEDGE & SKILLS

No prerequisites for this course

REQUIRED MATERIALS

- Parvanta, C. & Bass, S. (2020)*. Health communication: Strategies and skills for a new era. Jones and Bartlett Learning*
- *ISBN: 9781284065879*
- *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*
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  - *If you cannot find the answer, please email: allaccess@bsd.ufl.edu*

COURSE FORMAT

This course is structured in a 'flipped' format, where students are expected to read assigned materials, utilize various learning resources, and view module lectures independently. The face-to-face class sessions are then dedicated to applying the information learned through interactive activities, discussions, and practical exercises. This approach encourages active participation, critical thinking, and hands-on application of health and wellness coaching concepts.

COURSE LEARNING OBJECTIVES:
- Knowledgeably discuss current issues in health care.
- Apply strategies to improve communication between patients and providers.
- Contrast cultural viewpoints about health.
- Define the role of social support in maintaining health and coping with illness.
- Explain advantages and challenges of communicating about health through various forms of media and media channels.
- Evaluate health images in the media and apply media literacy concepts to improving health messages.
- Identify appropriate theoretical frameworks to promote behavior change.
- Create effective message strategies to promote better health among populations.

COURSE & UNIVERSITY POLICIES

ATTENDANCE POLICY
100% attendance rate is expected for this course. Attendance will be monitored and assessed through variable, in-class participation assignments. Students are required to actively engage in all class activities to ensure full participation and successful completion of the course requirements. University polies 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

Assignment	Amount	Points Each	Point Total	Overall %
Quizzes (2 drops)	12	20	240	35
Class Engagement (2 drops)	10	5	50	7
Health Communication	12	30	360	51
Communication Campaign	14	30	50	7
		Overall Total	**700 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. Professor

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

Lectures and Additional Engagement – After reading, students will learn more about module topics by viewing module lectures, additional readings, and other activities associated with module.
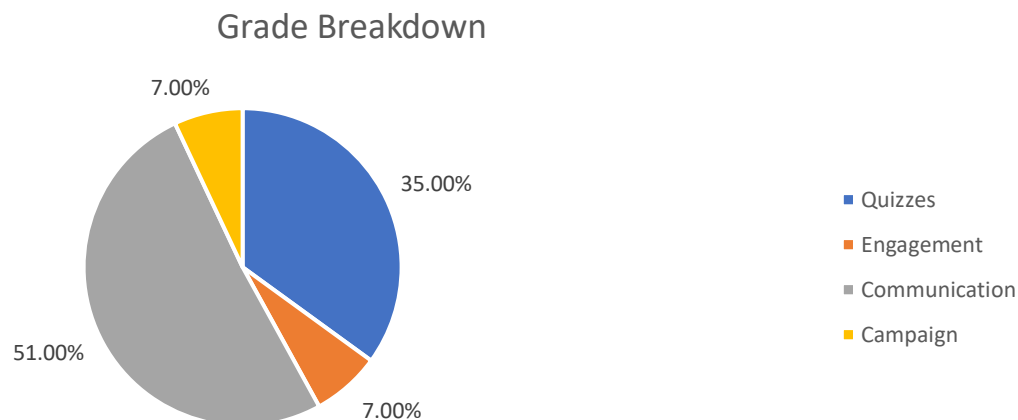
Quizzes – After learning module information, students are tested on knowledge gained by taking a 10-item quiz, designed to assess reading and lecture comprehension.

Health Communication Tasks – Designed to apply information learned in the module and refine skills as a health educator. Each module includes a Health Communication Task designed to help students apply what they have learned to real-life scenarios and situations. These tasks allow students to practice creating communication materials—such as messages, visuals, or strategies—that reflect the concepts covered in the module. This ongoing application strengthens understanding, builds practical skills, and prepares students to translate health communication theory into effective, real-world practice.

Peer Review Requirement for Design Assignments – For each Design assignment, students are required to complete two peer reviews. These reviews are intended to help you strengthen your own skills, learn from your peers' work, and engage in constructive professional feedback. Peer reviews are automatically assigned once the assignment deadline passes. You can access your assigned reviews by opening your own submission and selecting the peer review links that appear in the top right corner.

All reviews must be completed using the provided rubric, include feedback for any criteria not fully met, highlight what was strong or well-executed, and offer at least one suggestion for improvement. Please note: perfect scores should not be given, as thoughtful critique and growth-oriented feedback are essential to the learning process.

Health Communication Campaign – Culminating experience for the course. In this final project, students will apply the strategies, theories, and methods learned throughout the semester to design a comprehensive campaign addressing a specific health issue. The campaign integrates audience analysis, message development, communication channels, and evidence-based approaches to create a clear, impactful plan. This assignment demonstrates students' ability to translate course concepts into a practical, professional health communication product.

Grade Breakdown

- Quizzes — 35.00%
- Engagement — 7.00%
- Communication — 51.00%
- Campaign — 7.00%

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
651 and above	A	93 and above	4.0
630 – 650	A-	90 – 92.9 %	3.67
609 – 629	B+	87 – 89.9%	3.33
581 – 608	B	83 – 86.9%	3.0
560 – 580	B-	80 – 82.9 %	2.67
539 – 559	C+	77 – 79.9%	2.33
511 – 538	C	73 – 76.9%	2.0
490 – 519	C-	70 – 72.9 %	1.67
469 – 489	D+	67 – 69.9%	1.33
441 – 468	D	63 – 66.9%	1.0
420 – 440	D-	60 – 62.9 %	.67
419 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, and Assignments
Week 1 Jan. 12 – Jan. 17	**Topic:** *Course Introduction* **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. **Required Readings/Works**: • Syllabus **Assignment:** • Quiz 0 – *Course Introduction* • Communication 0 – *Introduce Yourself* • Quiz 1 – *Health Overview*
Week 2 Jan. 18 – Jan. 24	**Topic:** Module 1 – *Health Overview* **Summary:** A strong foundation is the basis of any success. In this module, we will review significant factors that affect life expectancy and health outcomes. We will explore internal and external factors that play a role in our health and behavior. We will also learn how to review information to develop direction in communication efforts. **Required Readings/Works**: • Textbook – Chapter 1: Your World, Your Health • Lozano, R., et al. (2012). Global and regional mortality from 235 causes of death for 20 age groups in 1990 and 2010: a systemic analysis for the Global Burden of Disease Study 2010. *The Lancet, 380*(9859), 2095-2128. • Turner, J. C., Leno, E. V., & Keller, A. (2013). Causes of mortality among American college students: A pilot study. *Journal of College Student Psychotherapy, 27*(1), 31-42. https://doi.org/10.1080/87568225.2013.739022 **Assignment:** • Quiz 1 – *Health Overview* • Communication 1 – *Diagram Social Ecological Model*
Week 3 Jan. 25 – Jan. 31	**Topic:** Module 2 – *Communication 101* **Summary:** This module offers an overview of what goes into communication. We will discuss how models are used In communication – what it heads, how we process, and the challenges incurred. We will then determine how to approach health communication. **Required Readings/Works**: • Textbook – Chapter 2: Communication 101: What's Health Got to Do with It? • Mcleod, S. (2023). What Is Cognitive Dissonance Theory? *Simply Psychology*. https://www.simplypsychology.org/cognitive-dissonance.html • Brewer, N. T., Chapman, G. B., Gibbons, F. X., Gerrard, M., McCaul, K. D., & Weinstein, N. D. (2007). Meta-analysis of the relationship between risk perception and health behavior: The example of vaccination. *Health Psychology, 26*(2), 136-145. https://doi.org/10.1037/0278-6133.26.2.136 **Assignment:** • Participation 2 – *Communication Reflection* • Communication 2 – *Health Communication Examples* • Quiz 2 – *Communication 101*
Week 4 Feb. 1 – Feb. 7	**Topic:** Module 3 – *Health Literacy* **Summary:** Health literacy, encompassing personal and organizational aspects, is crucial for advancing health equity by building trust and empowering individuals to make informed health decisions. **Required Readings/Works**: • Textbook – Chapter 3: Getting it Right: Words, Numbers, & Meaning • Beauchamp, A., Buchbinder, R., Dodson, S., Batterham, R. W., Elsworth, G. R., McPhee, C., Sparkes, L., Hawkins, M., & Osborne, R. H. (2015). Distribution of health literacy strengths and weaknesses across socio-demographic groups: a cross-sectional survey using the Health Literacy Questionnaire (HLQ). *BMC Public Health, 15*(678). **Assignment:** • Quiz 3 – *Health Literacy* • Communication 3 – *Health Literacy Solutions*
Week 5 Feb. 8 –	**Topic:** Module 4 – *Strategies & Theories* **Summary:** This module explores health communication strategies and theories, focusing on how engagement, information, and persuasion can effectively motivate behavior change and improve health outcomes. **Required Readings/Works**:

Week	Topics, Homework, and Assignments
Feb. 14	• Textbook – Chapter 4: Health Communication Practice Strategies and Theories • Collins, S. E., & Carey, K. B. (2007). The theory of Planned Behavior as a model of heavy episodic drinking among college students. *National Library of Medicine, 21*(4), 498-507. https://doi.org/10.1037/0893-164X.21.4.498 • Wallace, L. S., Buckworth, J., Kirby, T. E., & Sherman, W. M. (2000). Characteristics of exercise behavior among college students: Application of Social Cognitive Theory to predicting stage of change. *Science Direct, 31(*5), 494-505. https://doi.org/10.1006/pmed.2000.0736 • The Health Communication Capacity Collaborative HC3. (2014). *A theory-based framework for media selection demand generation programs.* Baltimore: Johns Hopkins Bloomberg School of Public Health Center for Communication Programs. **Assignment:** • Quiz 4 – *Strategies & Theories* • Communication 4 – *Theory Application & Channel Selection*
Week 6 Feb. 15 – Feb. 21	**Topic:** Module 5 – *Meaningful Communication* **Summary:** Understanding the unique beliefs, experiences, and cultural perspectives of an audience is crucial for tailoring health messages that resonate and encourage positive responses. **Required Readings/Works**: • Textbook – Chapter 5: Creating Meaningful Health Communication • Hawkins, R. P., Kreuter, M., Resnicow, K., Fishbein, M., Dijkstra, A. (2008). Understanding tailoring in communicating about health. *National Library of Medicine, 23*(3), 454-466. https://doi.org/10.1093/her/cyn004 • Rothman, A. J., Bartels, R. D., & Salovey, P. (2006). The strategic use of gain-and-loss-framed messages to promote healthy behavior: how theory can inform practice. *Journal of Communication*. https://doi.org.10.1111/j.1460-2466.2006.00290.x **Assignment:** • Quiz 5 – *Meaningful Communication* • Communication 5 – *McGuire's Hierarchy of Effects*
Week 7 Feb 22 – Feb. 28	**Topic:** Module 6 – *Channel Selection* **Summary:** This module explores how evolving communication technologies, from social media to traditional media, impact the delivery of health information and how to choose the most effective channel for your audience. **Required Readings/Works**: • Textbook – Chapter 6: Media and Communication Channel Selection and Planning: The Plot Thickens • Moorhead, S. A., Hazlett, D. E., Harrison, L., Carroll, J. K., Irwin, A., & Hoving, C. (2013). A new dimension of health care: Systemic review of the uses, benefits, and limitations of social media for health communication. *National Library of Medicine, 15*(4), 85. https://doi.org/10.2196/jmir.1933 • Kontos, E., Blake, K. D., Chou, W. S., & Prestin, A. (2014). Predictors of eHealth usage: Insights on the digital divide from the Health Information National Trends Survey 2012. *Journal of Medical Internet Research, 16*(7). • Baezconde-Garbanati, L. A., Chatterjee, J. S., Frank, L. B., Murphy, S. T., Moran, M. B., Werth, L. N., Zhao, N., Amezola de Herrera, P., Mayer, D., Kagan, J., & O'Brien, D. (2014). Tamale Lesson: A case study of a narrative health communication intervention. *Journal of Communication in Healthcare, 7*(2), 82-92. https://doi.org/10.1179/1753807614Y.0000000055 **Assignment:** • Quiz 6 – *Channel Selection* • Communication 6 – *Social Media Strategy*
Week 8 Mar. 1 – Mar. 7	**Topic:** Module 7 – *Communication Interventions* **Summary:** This module focuses on developing health communication programs by involving the target community, planning interventions, and using formative research to ensure the messages meet audience needs. **Required Readings/Works**: • Textbook – Chapter 7: Planning Health Communication Interventions • Maar, M. A., Yeates, K., Toth, Z., Barron, M., Boesch, L., Hua-Stewart, D., Liu, P., Perkins, N., Sleeth, J., Wabano, M. J., Williamson, P., & Tobe, S. W. (2016). Unpacking the black box: A formative research approach to the development of theory-driven, evidence-based, and culturally safe text messages in mobile health interventions. *National Library of Medicine, 4(*1), 10. https://doi.org/10.2196/mhealth.4994 **Assignment:** • Quiz 7 – *Communication Interventions* • Communication 7 – *Audience Segmentation*

Week	Topics, Homework, and Assignments
Week 9 Mar. 8 – Mar. 14	**Topic:** Module 8 – *Implementation & Evaluation* **Summary:** This module highlights the importance of creating a tactical plan for executing health communication interventions, including testing through pilot phases and soft launches to ensure smooth implementation. **Required Readings/Works**: • Textbook – Chapter 8: Implementation & Evaluation • TURiskCommLab. (2016). Using eye tracking to test a literacy appropriate decision aid [Video]. *YouTube.* https://www.youtube.com/watch?v=gA-Vm_0QlMk • Compass. (2012). How to develop a monitoring and evaluation plan. *The Compass for SBC.* https://thecompassforsbc.org/how-to-guide/how-develop-monitoring-and-evaluation-plan • Compass. (2022). Handbook: Sexy, Smart, and Safe. *The Compass for SBC.* https://thecompassforsbc.org/project-examples/handbook-sexy-smart-and-safe **Assignment:** • Quiz 8 – *Implementation & Evaluation* • Communication 8 – *Create a Logic Model*
Week 10 Mar. 15 – Mar. 21	**SPRING BREAK – NO CLASS MEETINGS**
Week 11 Mar. 22 – Mar. 28	**Topic:** Module 9 – *Communication & Healthcare* **Summary:** This chapter reviews the essential communication skills needed in healthcare settings to improve patient outcomes and address the ongoing challenges in provider-patient interactions. **Required Readings/Works**: • Textbook – Chapter 9: Communication in the Healthcare Setting • Kennedy, D. M., Fasolino, J. P., & Gullen, D. J. (2014). Improving the patient experience through provider communication skills building. *Patient Experience Journal, 1*(1). **Assignment:** • Quiz 9 – *Communication & Healthcare* • Communication 9 – *Patient Health Communication*
Week 12 Mar. 29 – Apr. 4	**Topic:** Module 10 – *School Health* **Summary:** This module explores the role of schools in promoting healthy behaviors, highlighting how health communication is used to address youth risk behaviors and support health education programs. **Required Readings/Works**: • Textbook – Chapter 10: School Health • Compton, J., Jackson, B., & Dimmock, J. A. (2016). Persuading others to avoid persuasion: inoculation theory and resistant health attitudes. *Frontiers, 7.* https://doi.org/10.3389/fpsyg.2016.00122 **Assignment:** • Quiz 10 – *School Health* • Communication 10 – *School Health Index & School Health Materials*
Week 13 Apr. 5 – Apr. 11	**Topic:** Module 11 – *Workplace Health* **Summary:** This module examines the unique challenges and strategies of health communication in the workplace, emphasizing the need for a strategic approach to align health initiatives with organizational goals and maintain positive employer-employee relationships. **Required Readings/Works**: • Textbook – Chapter 11: Workplace Health • Liebert, M. L., Patsch, A. J., Smith, J. H., Behrens, T. K., Charles, T., & Bailey, T. R. (2012). Planning and development of the better bites program: A pricing manipulation strategy to improve healthy eating in a hospital cafeteria. *Sage Journals, 14*(4). https://doi.org/10.1177/1524839912461792 **Assignment:** • Quiz 11 – *Workplace Health* • Communication 11 – *Worksite Health Promotion Initiative*
	Topic: Module 12 – *AI & Health Communications* **Summary:** AI is transforming health communication by making information more personalized, accessible, and efficient through tools like chatbots, virtual assistants, and automated analysis. It supports public health by tracking trends,

Week	Topics, Homework, and Assignments
Week 14 Apr. 12 – Apr. 18	simplifying complex information, and enhancing education with interactive tools while helping address misinformation. However, challenges such as privacy, bias, and transparency must be managed to ensure ethical and effective use. **Required Readings/Works**: - Narayanan, S., Ramakrishnan , R., Durairaj, E., & Das, A. (2023). Artificial intelligence revolutionizing the field of medical education, *Cureus 15*(11), e49604. https://doi.org/10.7759/cureus.49604 - Wang, J., & Li, J. (2024). Artificial intelligence empowering public health education: Prospects and challenges. *Frontiers in Public Health*, *12*, 1-11. https://doi.org/10.3389/fpubh.2024.1389026 - World Health Organization (2024, April 2). WHO Unveils a Digital Health Promoter Harnessing Generative AI for Public Health, https://www.who.int/news/item/02-04-2024-who-unveils-a-digital-health-promoter-harnessing-generative-ai-for-public-health **Assignment:** - Quiz 12– *AI in Health Communication* - Communication 12 – *AI & Health Education Innovations Pitch*
Week 15a Apr. 19 – Apr. 22	**Topic:** Health Communication Campaign **Summary:** This week, students will focus on completing their Health Communication Campaign, the culminating assignment for the course. This project brings together the strategies, theories, and skills developed throughout the semester and demonstrates how they can be applied to real-world health communication challenges. Students should use this time to refine, organize, and finalize all components of their campaign to produce a clear, polished, and professional final product. **Assignment:** *Health Communication Campaign*
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.