HSC4579: Women's Health Issues

Department of Health Education & Behavior
University of Florida
Spring 2022

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Course Logistics:

Class #: 13514
Class Meeting Days/Times: 100% online (asynchronous)
Office Hours: Use Canvas Scheduler to select and confirm appointment date/time.

- Weekly: Wednesdays 10:30am-1:30-pm ET
- Additional evening office hours will be held from 5:30pm-9:00pm on the following dates:
  - January 19th, 2022 | February 16th, 2022 | April 13th, 2022 |

Emails & Course Correspondence

- Using Canvas email tool is the ***BEST*** way to contact me. Be sure to reference "Email Correspondence" (pg.7).
- Emails are read and responded to between 8am-4pm ET on weekdays. Inquiries received Mondays through Thursdays will usually receive a reply within 24 business hours of receipt; however, if you have not received a reply within 48 hours, please resend your inquiry.
  - Emails sent after 4:00pm on Fridays and/or during the weekends will be replied to the following Monday.

Course Description:

The multidimensional roles of American women as individuals, partners, mothers, nurturers, caretakers, and career persons cause women's health status to be of vital importance. While women and men both experience similar diseases, disorders, and causes of death, women often experience these in different forms and at different stages and ages in life. The primary purpose of this course is to explore current issues in women's health. The course will cover a broad range of health issues that are either unique to women or of special importance to women. Additional topics include information for the health consumer, preparation as an advocate of healthy lifestyles, and awareness of the role health plays in the lives of all women.

REQUIRED Course Textbook:

- Title: New Dimensions in Women's Health (8th Edition)
- Authors: Alexander, LaRosa, Bader, Garfield, Alexander
- Formats Available: Paperback & E-Book
- ISBN-10: 1284178412 | ISBN-13: 9781284178418
- **Note: This course is aligned to this specific edition of the textbook.**
  - *If you choose to purchase/rent/study a previous edition of this text, you do so at your own risk.*
- When applicable, other books/readings as assigned for class will be provided via Canvas Couse Website.

Prerequisites: Health Education and Behavior (HEB) or Applied Physiology and Kinesiology (APK) - fitness/wellness majors, and junior or senior standing.

CAVEAT: *The course guide/syllabus, schedule, any course-related rubrics, course requirements, and procedures in this course are subject to change in the event of extenuating circumstances.*

Learning Outcomes / Course Objectives:

Upon completion of this course, students will be able to:

1. Summarize the history and overall current state of contemporary women's health in the U.S.
2. Explain the significance of cultural and international diversity and women's health.
3. Cite the important events in history of the women's social movement and in the history of women's health.
4. Illustrate an understanding of the current literature on women's health.
5. Associate how the health education process can be applied to women's health issues.
6. Distinguish the major issues for women, moving through early life transitions, including biological, educational, social and political issues.
7. Demonstrate, through course activities and participation, how to be an effective advocate for women's health issues.

What You Can Do To Be Successful in HSC4579:

- Take ownership of your education and learning experience.
- Familiarize yourself with all course due dates.
- Read assigned textbook chapters and/or supplementary materials prior to:
    - watching video lecture,
    - beginning quizzes, and
    - engaging in discussion forums.
- View ALL lecture videos – this is required.
- Be an active participant in course discussion forums and respect the viewpoints & contributions of your instructor and fellow classmates.
- Inform me whenever there is a problem related to the class, whenever you feel the need to clarify questions, or whenever you desire to further explore the topics of interest.

Course Announcements:

- Check Canvas announcements daily. Set up your Canvas "Notifications" so you are informed as soon as possible when announcements are made by the instructor.
- You are responsible for ***all*** information included within Canvas Announcements.

Course Requirements, Accessibility:

- Reliable Internet connection (DSL, LAN, or cable connection desirable)
- Access to University of Florida's E-Learning System, Canvas http://elearning.ufl.edu/.
- Webcam, speakers, microphone, and capability to record sound.
- Google Chrome browser (for Honorlock exam proctoring)

Course and Instructional Format:

- A combination of readings, pre-recorded video lectures and activities will be used in this course and will be delivered ENTIRELY online through University of Florida's E-Learning System, Canvas http://elearning.ufl.edu/.
- Faulty Internet connections WILL NOT be accepted as an excusable reason for any missed assignments, activities, quizzes, and/or exams.

Course Requirements, Evaluation and Grading:

The grade for this course will be based upon the cumulative point total of the following:

Course Requirements	Point Value
1. Course Introductory Assignments: Photo Upload, DF: Introduce Yourself, Syllabus Quiz, Honorlock Quiz	27 points
2. Zoom Meeting with Dr. Garcia-Guettler	10 points
3. Readiness Assessment Quizzes (RAQ's) (Mod 1-12 | 12 RAQ's @ 5pts each and 1 drop permitted)	55 points
4. Discussion Forum (DF) Posts & Replies (Mod 1-12 | 12 DF's @ 8pts each and 1 drop permitted)	88 points
5. Gratitude Journal Entries (GJE) (Mod 1-12 | 12 GJE's @ 5pts each with 1 drop permitted)	55 points
6. Exam Peer Review Contributions (3 @ 5pts each)	15 points
7. Infographic Project (Topic Selection 5pts, Project 25pts, Video Introduction and Peer Feedback 20pts)	50 points
8. Exams (3 @ 100pts each)	300 points
Course deadlines can be found towards the end of this syllabus and on our Canvas course site.	**Total = 600 points**

Grading Scale:

A	93% - 100%	558.00 – 600.00 points
A-	90% - 92.9%	540.00 – 557.99 points
B+	88% - 89.9%	528.00 – 539.99 points
B	83% - 87.9%	498.00 – 527.99 points
B-	80% - 82.9%	480.00 – 497.99 points
C+	78% - 79.9%	468.00 – 479.99 points
C	73% - 77.9%	438.00 – 467.99 points
C-	70% - 72.9%	420..00 – 437.99 points
D+	68% - 69.9%	408.00 – 419.99 points
D	63% - 67.9%	378.00 – 407.99 points
D-	60% - 62.9%	360.00 – 377.99 points
E	0% - 59.9%	359.99 points and below
UF Grade Points and Grading Policies		

Please note:

Students who have a very low grade and do not drop/withdraw from this course nor explain his/her situation to the instructor on or before the UF Drop/Withdrawal Deadline will be given an "E" (Failing grade), NOT an "I" (Incomplete grade).

It is unethical and a violation of the UF Student Honor Code to request an unjustifiable grade adjustment (UF Student Honor Code: "Conspiracy to Commit Academic Dishonesty"). Please understand that 89.99999% equals a "B+" semester grade. Under no circumstances will I give extra credit assignments, extra points, nor fractions of extra points, so please do not ask. However, if a grade input error occurs, you should notify me as soon as possible. I will examine the Canvas grade to determine whether a calculation error has occurred and if so, the grade will be adjusted accordingly.

Descriptions of Course Requirements

1. Course Introductory Assignments (27 points)

a. Canvas and Zoom Photo Upload (2 points)
b. Personal Introduction & Peer Replies (10 points)
c. Syllabus Quiz (10 points)
   - Syllabus Quiz: The course syllabus is considered THE mutual agreement between me (the course instructor) and you (the student). The Syllabus Quiz is to ensure that you fully understand the policies, procedures, and assignment expectations of this course.
d. Honorlock Familiarization Quiz (5 points)
   - Honorlock will proctor your exams this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. Honorlock is available 24/7 and all that is needed is a computer, a working webcam, and a stable Internet connection. More information about using HonorLock will be included in our Canvas course website
   - This "Familiarization Quiz" is designed to provide you with an opportunity to try/test HonorLock. If any HonorLock issues arise which need attention, it/they must be taken care of prior to Exam 1.

2. Zoom Meeting with Dr. Garcia-Guettler (10 points)

a. This activity is for us to familiarize ourselves with each other via Zoom meeting. Meeting availability will be posted within the Canvas course calendar. You can schedule our meeting via the Canvas Scheduler or via email. We can use this time to discuss career goals/ambitions, course

content…anything you'd like! There are 2 parts to this activity: (a) scheduling appointment; 2 points, and (b) following through with appointment; 8 points.

3. **Readiness Assessment Quizzes "RAQ's" (12 @ 5 points each with 1 drop permitted = 55 points)**
   a. Modules 1-12 RAQ's are brief, open-book, quizzes based on the reading assignment for that module. These quizzes may include multiple-choice, true/false, and/or short answer type questions.

4. **Discussion Forum "DF's" (12 @ 8 points each with 1 drop permitted = 88 points)**
   a. Please see rubric below prior to developing your Discussion Forum (DF) posts so that you will earn the most amount of points. Supplemental information provided in Appendix A.

Rubric for your DF Personal Post (5 points)		
Great Job, that's exactly what I was looking for! (5pts)	**Not too bad, it's close to what I was looking for. (2.5pts)**	**Uh oh, what happened here? Let's revisit this. (0pts)**
This post reflects a good understanding of related textbook reading. You posted factually correct. You provide a reflective and substantive contribution. This post advances the discussion. Meets word count minimum.	Generally competent. Posts information that is factually correct; however, contribution lacks full development of concept or thought. Suggests reading/lecture was scanned but not carefully. Word count within 25 words of minimum.	Little or no evidence of having read course materials and/or preparing for the discussion. Post contains information that is off-topic, incorrect, and/or irrelevant to discussion. Late or no post provided. Word count is more than 25 words below the minimum.
Rubric for your DF Peer Replies (2 replies per discussion topic, 1.5 point per reply = 3 points		
Great Job, that's exactly what I was looking for! (1.5pts)	**Not too bad, it's close to what I was looking for. (0.75 pts)**	**Uh oh, what happened here? Let's revisit this. (0pts)**
Response demonstrates analysis of other's post; extends meaningful discussion by building on previous post using follow-up questions and/or providing thoughtful, reflective comments. Meets the minimum sentence requirement.	Response is relevant to the original post; however, it doesn't quite support the position. Few connections are made and/or comments repeat or summarize other postings. Within 1 sentence of minimum requirement.	Posts shallow contribution to discussion (e.g., *"I agree with Patty."*) and/or does not enrich discussion. There was no peer reply posted. Late reply posts also receive 0 points. More than 1 sentence below minimum requirement.

5. **Gratitude Journal Entries "GJE's" (12 @ 5 points each with 1 drop permitted = 55 points)**
   a. Each student will be asked to post gratitude journal entries with assigned prompts/topics identified within the corresponding Module.

6. **Exam Peer Review Contributions (3 @ 5 points each = 15 points)**
   a. For each exam, you will contribute 3 questions (2 multiple choice & 1 true/false) from specifically assigned pages (according to last name) of the course textbook to supplement exam preparation.

7. **Infographic Project (50 points total)**
   a. An infographic is a distinctly visual illustration of information, data, or content intended to quickly convey information to a reader. Students will develop an infographic based on a women's health issue of their particular interest. Specific details of assignment requirements will be posted in the Canvas course website. There are 4 parts to this Infographic Project:
      1. Topic Selection and Description (5 points)
      2. Project (25 points)
      3. Video Introduction and Explanation of Project (10 points)
      4. Peer Review and Feedback (10 points)

8. **Exams (3 Exams @ 100 points each = 300 points)**
   a. There will be 3 non-cumulative, closed-book, closed-note exams for this class. Material presented on each exam is formulated to assess your comprehension as well as applicability of information learned. Exams will consist of questions using various formats such as: multiple choice, true/false, matching, short answer, & essay.

Additional Policies and Procedures

Policy for Exams and Submitting All Assigned Work:

- ***Assignments will not be accepted late.***
- You are expected to adhere to the deadlines provided in the Canvas Course Calendar. I do recognize that personal circumstances arise which may interfere with your ability to meet a deadline. If an emergency arises which causes you to miss a deadline, it is your responsibility to communicate with me within 24 hours and provide formal documentation via email within 72 hours of the missed deadline. I will not be receptive to retrospective requests for extensions.
- Without formal documentation submitted within 72 hours of a missed deadline, any assignment will receive a grade of zero (0) and cannot be made up.
- Exams: Unexcused missed exams will result in a grade of zero (0). You are absolutely not permitted an exam schedule adjustment or make-up for personal travel/vacations, so please make your travel arrangements accordingly. If you have a serious emergency or life event, please contact the Dean of Students Office (www.dso.ufl.edu) and they will contact your instructor so that you do not have to provide documentation of the emergency in order to reschedule your exam.
    - MAKE UP EXAM: Students missing an exam will take the general make-up exam given at the end of the semester. This exam will cover material from the entire semester – a cumulative exam. Your grade on this exam will serve as your grade for the missed exam(s). The make-up exam will be scheduled for Wednesday, April 20th, 2022. This exam cannot be taken to replace a low score on the missed exam(s).
- Grade Appeals: It is your responsibility to review your graded exams and assignments after the grade has been posted. (Be sure to set your Canvas Notifications to inform you when a grade is posted!) After the grade is posted, students have one week to appeal the grade with the instructor. After one week, a grade will not be changed. THERE WILL BE NO EXCEPTIONS TO THIS POLICY.

Respect Policy:

- *"All individuals, regardless of their gender, gender identity, gender expression, sexual identity, sexual orientation, race, ethnicity, religious affiliation, physical or mental ability, political affiliation, or any other perceived generalized differentiator, is welcome in this course. It is expected that we treat each other with respect and as equals. Treat one another as you want to be treated so that we can have valuable discussion in this course. Intolerant, inflammatory, or insulting behavior or speech is not acceptable and may lead to dismissal from the course."* (Copied from Dr. Suzanne Sneed-Murphy's HSC4633 Syllabus)

Preferred Pronoun and Name Change in Canvas:

- It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.
- You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

Class Recordings and Video Lectures:

- Per the House Bill 233 Intellectual and Viewpoint Diversity Act, you are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are:
  - (1) For personal educational use.
  - (2) In connection with a complaint to the university.
  - (3) As evidence in, or in preparation for, a criminal or civil proceeding.

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

- As defined in the bill, a "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the university, or by a guest instructor, as part of a UF course.
- This does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without my permission is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.

- Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Title IX

- University of Florida has zero tolerance for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF's Title IX Coordinators. Students can report incidents or learn more about their rights and options by contacting Student Conduct and Conflict Resolution at 202 Peabody Hall, 352-392-1261; or visit: https://sccr.dso.ufl.edu/

Academic Integrity:

- Each student is expected to make an honest effort in this class and to be scrupulous in maintaining academic integrity. Cheating and plagiarism will not be tolerated, and college guidelines on academic misconduct will be enforced.
- 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 specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Honor Code. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

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/.

Americans with Disabilities Act (ADA):

- The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other entities, this legislation requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you registered through the Disabilities Resource Program in the Dean of Students Office at 352-392-1261, or www.dso.ufl.edu/drc and you need specific accommodations for the course, I will gladly provide those accommodations.
    - Any student who needs accommodations to complete the requirements and expectations of this course due to documented disability should provide his/her formal documentation via email to the instructor within the first week of the semester or as soon as possible.
- If you did not register formally, but you know you have behavioral or learning disabilities or other issues that might affect your performance in the course, please tell me and I will help you.
- It is imperative that you verify your specific access needs with your course instructor at least 48 hours PRIOR to scheduled assessments.

Email Correspondence Etiquette

- Please utilize proper etiquette when sending emails. This includes an appropriate:
    - (1) Subject" heading, (2) proper greeting/salutation (i.e., Hello, Dr. Garcia-Guettler, or Good morning, Dr. G, etc.), (3) grammatically correct message body, and (4) proper closure (i.e., Your Student, Thank you, Best, etc.) followed by (5) first and last name. See example below:

Subject Heading: **RAQ 5 Inquiry**

Message Body:

Hello Dr. Garcia-Guettler,
I believe question number 2 on my RAQ #5 was mis-graded. On page 70 of our textbook, the third paragraph on the left column describes why the answer should be "true." Can you please look into this for me?

Your Student,
[First and Last Name]

CAVEAT: *The course guide/syllabus, schedule, any course-related rubrics, course requirements, and procedures in this course are subject to change in the event of extenuating circumstances.*

Policy on Recommendation Letters

- I will consider preparing recommendations for graduate programs, professional schools, internships, scholarships and for jobs if and only if ALL of the following requirements have been met by you:
  a. Have COMPLETED at least one course with me and received an "A" grade. (Recommendation requests will not be considered for any student who has not fully completed an entire course)
  b. Were/Are actively engaged in discussions forums and/or other related activities and assignments
  c. Have engaged with me personally either during office hours or by appointment at least TWICE during each course to share about yourself (graduate school interests, career goals, general health education inquiries, etc.),
  d. Are willing to waive your right to review the letter of recommendation,
  e. Provide your recommendation request to me verbally (in-person or virtually) and via email at least 5 weeks prior to the date the recommendation is due.

University Resources:

The University of Florida recognizes that pursuit of an online degree requires just as much student support as pursuit of a traditional on-campus degree and therefore, each online program is responsible for providing the same student support services to both students who are in residence on the main campus and those who are seeking an online degree through distance learning.

- **Online Computing Help Desk:** http://helpdesk.ufl.edu/
  The UF Computing Help Desk is available to assist students when they are having technical issues.
- **Career Connections Center:** https://career.ufl.edu/
  Career assistance and counseling services.
- **Online Library Help Desk:** https://uflib.ufl.edu/find/ask/
  The help desk is available to assist students with access to all UF Libraries resources.
- **Disabilities Resource Center:** http://www.dso.ufl.edu/drc/
  If you have a physical, learning, sensory or psychological disability, please visit the DRC.
- **Counseling and Wellness Center:** http://www.counseling.ufl.edu/cwc/
  Visit the counseling and wellness center to speak to a counselor about any personal problems.
- **Dean of Students Office:** http://www.dso.ufl.edu/
  Visit the Dean of Students site for help resolving a conflict or for student code of conduct inquiries.
- **Student Health Care Center:** https://shcc.ufl.edu/
  Call 352-392-1161 for 24/7 information to help you find the care you need.
- **GatorWell Health Promotion Services:** http://gatorwell.ufsa.ufl.edu
  Health Education for the Gator Nation. GatorWell Health Promotion Services supports student success by providing excellent, accessible, and relevant health information, programs and services to UF students about health and wellness topics relevant to the college experience.
- **U Matter, We Care:** umatter@ufl.edu
  Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Appendix A

Supplemental Information about Discussion Posts & Replies: by Elle O'Keefe

http://www.rasmussen.edu/student-life/blogs/online-learning/creating-the-perfect-discussion-post-for-online-classes/

- The discussion area is the foundation for two-way communication with your instructors and classmates. The discussion forum is the heart of the online course as it serves as a platform for learning and engaging.
- As an online learner, you hope that your post will draw other students' attention to validate your opinions, add insight, and build a stronger learning experience. Classmate feedback can be priceless to your learning process as an online student. After you make such an investment, it can be discouraging to see that nobody responded to your discussion post.
- There are a few things online students can do to make your discussion posts stand out to your peers and to your instructors in order to get more responses and help increase your grades. This article will highlight some great tips for creating the perfect discussion post for your online college courses.

Content

- **Make sure that your posts facilitate comments**. Sometimes in a discussion forum the questions can be worded so that everyone's responses are similar. In this case, you will want to go the extra mile by adding a question at the end of your post so you are facilitating a question and answer-type conversation among your classmates and instructor.
- **Beyond answering just the questions, incorporate your experiences with a related subject matter.** People love to read stories, because it helps them feel an emotional connection to the content.
- **Current events are an effective way to get people involved in discussion forums.** Local or national news stories may tie in perfectly content discussed in your online classroom's forum. For example, an article about mortgage fraud might be beneficial in a discussion forum about ethical decision making.
- **Don't be afraid to intertwine the course content learned in different courses to supplement your discussion forums.** Learning is funny: even though we might just think that all courses are taught in isolation, they all really combine as pieces of a larger puzzle.
- **Ask a thought-provoking question or taking a controversial stand.** After you learn the material, you can step back and look how you can apply it in a difficult situation where your original answer might seem counter-intuitive. Don't be afraid to ask the "Yeah, but what if…" questions.
- **If you say the same thing everyone else says, you can expect the same results.** Add something different, something of value, and look at the changes to your response rate.

Formatting

- **If your post is easy to read, it is likely that more people will read and respond.** In such case, if everyone is using single spacing, use single spacing. If everyone is formatting the text to the left, format it to the left. If everyone uses size 3, use size 3. If everyone is using a specific font and color, use the specific font and color. You want to avoid any distracting colors, fonts, or awkward spacing, or other odd formatting. Take a look at your posts, to see how similar they are to your classmates' posts. If they are quite different, then change them.
- **Avoid spelling or grammatical errors.** You lose credibility and your instructors and fellow students may discount the quality of your posts if your posts are riddled with errors. Don't let the reader try to interpret what you are saying: say it clear and precise.
- **Replies.** If you want to maximize the amount of responses, respond to several peers each week. First, identify a group of peers whose opinions you value (by judging the quality of their posts and responses to other classmates) and make sure to respond to at least one of the members of that group each week.
- **Try to respond to every one of your classmates throughout the course.** When you show that you value your classmates' contributions, they will value yours. Remember the saying; the best way to make a friend is to be one. Well, the best way to be responded to in the discussion forum is by providing good responses to your classmate.

HSC4579 Course Calendar – Spring 2022

Class #'s: 13514 (100% Online)

Disclaimer: This schedule represents my current plans and objectives as of 1/02/22. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

Semester Week ***Module***	**Weekly Tasks**	**Due Dates | 11:59pm ET** **(Unless otherwise specified)**
Week 1 *Orientation Module*	Familiarize yourself with **HSC6575 Syllabus & Canvas Course Website** 1. Canvas and Zoom Profile Update 2. "Introduce Yourself" Discussion Forum (DF) Personal Post 3. "Introduce Yourself" Discussion Forum (DF) Peer Replies (x2) 4. Syllabus Quiz	 1. Due: Thu, Jan 6 2. Due: Fri, Jan 7 3. Due: Sun, Jan 9 4. Due: Sun, Jan 9
Week 2 *Module 1* *INTRODUCTION TO WOMEN'S HEALTH*	Complete assigned Module 1 readings and watch video lecture(s) 1. Complete Module 1 Readiness Assessment Quiz 2. Complete Module 1 Discussion Forum – Personal Post 3. Complete Module 1 Discussion Forum – Peer Reply 4. Complete Zoom Meeting w/ Dr. Garcia-Guettler (Part 1 of 2) 5. Complete Gratitude Journal Entry (GJE) #1	 1. Due: Tue, Jan 11 2. Due: Wed, Jan 12 3. Due: Thu, Jan 13 4. Due: Fri, Jan 14 5. Due: Sun, Jan 16
Week 3 *Module 2* *THE ECONOMICS OF WOMEN'S HEALTH*	Complete assigned Module 2 readings and watch video lecture(s) 1. Complete Module 2 Readiness Assessment Quiz 2. Complete Module 2 Discussion Forum – Personal Post 3. Complete Module 2 Discussion Forum – Peer Reply 4. Submit Infographic Project Topic Selection 5. Complete Gratitude Journal Entry (GJE) #2	Martin Luther King Day, 1/17/22 1. Due: Tue, Jan 18 2. Due: Wed, Jan 19 3. Due: Thu, Jan 20 4. Due: Fri, Jan 21 5. Due: Sun, Jan 23
Week 4 *Module 3* *HEALTH PROMOTION AND DISEASE PREVENTION*	Complete assigned Module 3 readings and watch video lecture(s) 1. Complete Module 3 Readiness Assessment Quiz 2. Complete Module 3 Discussion Forum – Personal Post 3. Complete Module 3 Discussion Forum – Peer Reply 4. **Honorlock Familiarization Quiz** 5. Complete Exam 1 Peer Review Contribution 6. Complete Gratitude Journal Entry (GJE) #3	 1. Due: Tue, Jan 25 2. Due: Wed, Jan 26 3. Due: Thu, Jan 27 4. Due, Fri, Jan 28 5. Due: Sun, Jan 30 **(10pm ET)** 6. Due: Sun, Jan 30
Week 5 *Module 4* *SEXUAL HEALTH*	Complete assigned Module 4 readings and watch video lecture(s) 1. Complete Module 4 Readiness Assessment Quiz 2. Complete Module 4 Discussion Forum – Personal Post 3. Complete Module 4 Discussion Forum – Peer Reply 4. Complete Gratitude Journal Entry (GJE) #4	 1. Due: Tue, Feb 1 2. Due: Wed, Feb 2 3. Due: Thu, Feb 3 4. Due: Sun, Feb 6
Week 5: Exam 1	EXAM 1 (Modules 1, 2, 3, and 4) • Opens at 6:00am, Friday, February 4th, 2022 • Closes at 11:59pm, Sunday, February 6th, 2022	1. Due: Sun, Feb 6

Semester Week *Module*	Weekly Tasks	Due Dates (11:59pm EST)
Week 6 *Module 5* *REPRODUCTIVE HEALTH*	Complete assigned Module 5 readings and watch video lecture(s) 1. Complete Module 5 Readiness Assessment Quiz 2. Complete Module 5 Discussion Forum – Personal Post 3. Complete Module 5 Discussion Forum – Peer Reply 4. Complete Gratitude Journal Entry (GJE) #5	1. Due: Tue, Feb 8 2. Due: Wed, Feb 9 3. Due: Thu, Feb 10 4. Due: Sun, Feb 13
Week 7 *Module 6* *PREGNANCY AND CHILDBIRTH*	Complete assigned Module 6 readings and watch video lecture(s) 1. Complete Module 6 Readiness Assessment Quiz 2. Complete Module 6 Discussion Forum – Personal Post 3. Complete Module 6 Discussion Forum – Peer Reply 4. Complete Gratitude Journal Entry (GJE) #6	1. Due: Tue, Feb 15 2. Due: Wed, Feb 16 3. Due: Thu, Feb 17 4. Due: Sun, Feb 20
Week 8 *Module 7* *SEXUALLY TRANSMITTED INFECTIONS*	Complete assigned Module 7 readings and watch video lecture(s) 1. Complete Module 7 Readiness Assessment Quiz 2. Complete Module 7 Discussion Forum – Personal Post 3. Complete Module 7 Discussion Forum – Peer Reply 4. Complete Exam 2 Peer Review Contribution 5. Complete Gratitude Journal Entry (GJE) #7	1. Due: Tue, Feb 22 2. Due: Wed, Feb 23 3. Due: Thu, Feb 24 4. Due: Sun, Feb 27 **(10pm ET)** 5. Due: Sun, Feb 27
Week 9 *Module 8* MENOPAUSE AND HORMONE THERAPY	Complete assigned Module 8 readings and watch video lecture(s) 1. Complete Module 8 Readiness Assessment Quiz 2. Complete Module 8 Discussion Forum – Personal Post 3. Complete Module 8 Discussion Forum – Peer Reply 4. Complete Gratitude Journal Entry (GJE) #8	1. Due: Tue, Mar 1 2. Due: Wed, Mar 2 3. Due: Thu, Mar 3 4. Due: Sun, Mar 6
Week 9: Exam 2	EXAM 2 (Modules 5, 6, 7, and 8) • Opens at 6:00am, Friday, March 4th, 2022 • Closes at 11:59pm, Sunday, March 6th, 2022	1. Due: Sun, Mar 6
Week 10	********* Spring Break *********	March 7th – 11th, 2022
Week 11 *INFOGRAPHIC PROJECT WORK WEEK*	Continue working on and finalize Infographic Project 1. Submit Infographic Project	1. Due: Sun, Mar 20

Semester Week *Module*	Weekly Tasks	Due Dates (11:59pm EST)
Week 12 *Module 9* *NUTRITION, EXERCISE, AND WEIGHT MANAGEMENT*	Complete assigned Module 9 readings and watch video lecture(s) 1. Complete Module 9 Readiness Assessment Quiz 2. Complete Module 9 Discussion Forum – Personal Post 3. Complete Module 9 Discussion Forum – Peer Reply 4. Submit Infographic Project: Video Introduction/Explanation 5. Submit Infographic Project: Peer Review and Feedback 6. Complete Gratitude Journal Entry (GJE) #9	1. Due: Tue, Mar 22 2. Due: Wed, Mar 23 3. Due: Thu, Mar 24 4. Due: Thu, Mar 24 5. Due: Sun, Mar 27 **(10pm ET)** 6. Due: Sun, Mar 27
Week 13 *Module 10* CARDIOVASCULAR DISEASE, CANCER, AND CHRONIC DISEASE	Complete assigned Module 10 readings and watch video lecture(s) 1. Complete Module 10 Readiness Assessment Quiz 2. Complete Module 10 Discussion Forum – Personal Post 3. Complete Module 10 Discussion Forum – Peer Reply 4. Complete Gratitude Journal Entry (GJE) #11	1. Due: Tue, Mar 29 2. Due: Wed, Mar 30 3. Due: Thu, Mar 31 4. Due: Sun, Apr 3
Week 14 *Module 11* *MENTAL HEALTH and VIOLENCE, ABUSE & HARRASSMENT*	Complete assigned Module 11 readings and watch video lecture(s) 1. Complete Module 11 Readiness Assessment Quiz 2. Complete Module 11 Discussion Forum – Personal Post 3. Complete Module 11 Discussion Forum – Peer Reply 4. Complete Exam 3 Peer Review Contribution 5. Complete Gratitude Journal Entry (GJE) #11	1. Due: Tue, Apr 5 2. Due: Wed, Apr 6 3. Due: Thu, Apr 7 4. Due: Sun, Apr 10 **(10pm ET)** 5. Due: Sun, Apr 10
Week 15 *Module 12* *WOMEN IN THE WORKFORCE*	Complete assigned Module 12 readings and watch video lecture(s) 1. Complete Module 12 Readiness Assessment Quiz 2. Complete Module 12 Discussion Forum – Personal Post 3. Zoom Meeting w/ Dr. Garcia-Guettler (Part 2 of 2) 4. Complete Module 12 Discussion Forum – Peer Reply 5. Complete Gratitude Journal Entry (GJE) #12	1. Due: Tue, Apr 12 2. Due: Wed, Apr 13 3. Due by: Wed, Apr 13 4. Due: Thu, Apr 14 5. Due: Sun, Apr 17
Week 15	EXAM 3 (Modules 9, 10, 11, and 12) • Opens at 6:00am, Friday, April 15th, 2022 • Closes at 11:59pm, Sunday, April 17th, 2022	Due: Sun, Apr 17
Week 16	Make-Up Exam (if applicable) – Wednesday, April 20th, 2022 (See page 5 "Policy for Exams and Submitting All Assigned Work" for details)	

Disclaimer: This schedule represents my current plans and objectives as of 1/02/22 As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.