PLANNING HEALTH EDUCATION PROGRAMS

HSC 6318

3 SEMESTER HOURS

SPRING/2022

INSTRUCTOR: Dr. Meredith S. Berry, PhD

The best way to reach me directly outside of the classroom is to use the Inbox tool on the Canvas course website. *If you message me using my UFL address (*mberry@ufl.edu*), you risk a longer wait for a response because of the high volume of messages I receive at this email address. Please see "Communications" under Course Policies heading for additional information.*

CLASS MEETING TIMES: Tuesday, 3:00 – 6:00 p.m.**

This is a hybrid course and some class meetings will be in person, others will be held via synchronous zoom video conferencing, and others asynchronously (not occurring at the same time and/or place). Check the Course Schedule for Zoom meeting dates and keep in mind that these are* ***subject to change, so please continually check canvas for updates.

"OFFICE" HOURS: I will not be holding in person office hours. Please email me if you would like to meet and I will happily meet via zoom at a time that works for both of us.

CANVAS COURSE WEBSITE: http://elearning.ufl.edu/

REQUIRED TEXT*: Planning, Implementing & Evaluating Health Promotion Programs: A Primer by James F. McKenzie, Brad L. Neiger & Rosemary Thackeray. **Seventh edition****. Pearson.

**This textbook is one of the recommended readings for the CHES exam. I chose this text based on its value in studying for the CHES exam. **This course is aligned to this specific edition of the textbook. If you choose to*

purchase/rent/study a previous edition of the text, you do so at your own risk.

ADDITIONAL RESOURCES: Supplemental readings and materials may be assigned throughout the course of the semester. These readings and materials will be made available within the Canvas course module for which they are assigned.

WHY IS HSC 6318 A MUST? The ability to plan, implement, and evaluate programs is essential for health education specialists at all levels. Toward this end, the purpose of HSC 6318 is to provide you with the necessary comprehensive background and application information needed to plan, implement, and evaluate health promotion programs in a variety of settings and populations. Please note the main emphasis of HSC 6318 is on planning and implementing health education programs. However, evaluation is discussed in the course because planning cannot be conceived without considerations for evaluation. A separate class on Program Evaluation is required for master's students in Health Education & Behavior.

INSTRUCTION METHODS: This class is being taught using a hybrid format. Class meetings will be held in person, asynchronously (non-concurrent time and physical location) and synchronously (real [concurrent] time and zoom "location"). Asynchronous sessions are weekly. You are expected to view online video lectures (if posted for that week, some weeks will not include online lectures) and complete and submit activities before the stated assignment deadlines. Periodic synchronous class sessions will be held during our scheduled class meeting times both in person and using Zoom video conferencing. These sessions are specifically geared toward providing you with additional instructional support for mastery of course material and completion of the final course project. As in all courses, unauthorized recording or unauthorized sharing of recorded materials is prohibited. You should use your Canvas account to access course materials (http://elearning.ufl.edu/).

COURSE POLICIES

TECHNOLOGY: This course uses the Canvas course management system, which employs several tools to facilitate both individual and group communication within the course, as well as manage the submission and grading of assignments. You are expected to be proficient in working in Canvas. Several video tutorials on how to use the various tools within Canvas are available for viewing through the Help Center in Canvas. You are encouraged to become familiar with the Canvas course tools to ensure the best experience possible from this course. **Note:** ***Links to tutorials are also available on the Course Tools page in the Start Here module of the course website.***

Faulty Internet connections will not be accepted as an excuse for any missed assignments, activities, and/or quizzes. However, I recognize that technical issues may arise. If a technical problem does occur that prevents you from timely submission of an assignment, you should first contact the **UF Help Desk at 352-392-4357, learning-support@ufl.edu, or https://lss.at.ufl.edu/help.shtml.** Any requests for makeups due to technical issues **must** be accompanied by the **ticket number and the message resolution (email)** received from LSS when the problem was reported. The ticket number will document the time and date of the problem. You **must** contact me **within 24 hours** of the technical difficulty if you wish to request a makeup.

COMMUNICATIONS: You should make a point to regularly check for course-related notices via the Announcement tool on the Canvas course website. To "regularly check" means as often as possible, at minimum 3 times a week (but as often as possible is the answer here). If you fail to keep up with posted Announcements, you risk missing important information related to the course, including possible changes in assignment due dates.

For personal communication with me outside of class meeting times (e.g., grade-related, missed assignments, emergency situations), you should send messages using the Inbox tool on the Canvas course management system.

Inappropriate e-mails or messages that lack proper etiquette and/or a subject heading will be returned with a suggestion to revise and re-send. **Note:** ***All messages should include an appropriate subject line/heading. Messages without a proper subject line may not receive a response because they can be easily overlooked, or may go to a Spam folder.***

PARTICIPATION & ENGAGEMENT: Attendance and participation is my first recommendation for successful completion of this course and the means to receive

optimal benefit for your time and money. Participation in this class means being actively engaged in the course material and include weekly discussions. Participation also means being physically present for the scheduled class sessions (either in person or on zoom). **NOTE:** ***See the Course Schedule for specific dates of class sessions/locations.***

ALLOWABLE LATE ASSIGNMENTS AND MAKEUPS: All assignments should be submitted before the time and date listed in the Course Schedule. Nonetheless, I recognize that life happens and challenges may arise that prevent you from completing an assignment on time. In these rare instances, you may (no guarantee) be given an opportunity to submit after the deadline **only after you provide an acceptable, University-approved reason with proper documentation for missing the deadline**. Among the reasons missed assignments may be considered excused by the University are the following:

- Participation in an activity appearing on the University-authorized list
- Death or major illness in a student's immediate family (mother, father, sister, brother, etc.)
- Illness of a dependent family member
- Participation in legal proceedings or administrative procedure that require a student's presence
- Observance of religious holy day

If an emergency arises that causes you to miss an assignment deadline, a quiz, or an in-class activity, you must **contact me within 24 hours and provide formal documentation by email within 48 hours so that you will have an opportunity to make up what was missed.** I encourage you to communicate with me immediately if you miss a submission deadline, or beforehand if you know that you will be unable to meet a submission deadline or will be absent from a synchronous class meeting. The longer you wait to communicate a difficulty, the less likely a makeup will be possible. Decisions to allow makeups will be made by me after consulting the university-wide attendance policies and in accordance with course policies outlined in this syllabus.

WEEKLY QUIZZES: All quizzes in this course are time-limited (10 minutes) and open book, open notes. The purpose of the weekly quizzes is to help you identify how well you are grasping the course materials (e.g., readings and video lectures) and to help you identify what areas you may need to devote more time to study and practice. You are responsible for completing weekly quizzes by the stated time and due date listed in the Course Schedule. Thus, you must take the quizzes before the stated deadlines to receive credit. Students taking a quiz when the due date passes will have their scores up to that point automatically submitted – regardless of whether the quiz is completed – and the

grade recorded only for the completed portion. Therefore, you should arrange to complete your quizzes with ample time before the stated deadline time and date. **Note:** ***Except for medical or immediate family emergencies, no makeups of quizzes are allowed. Proper documentation is required in the case of medical or family emergencies.*** While no makeups for quizzes are allowed for non-medical or non-emergency reasons, you get two attempts to achieve a score of 100% on each weekly quiz. The higher score of the two attempts is the score recorded in the gradebook.

QUESTIONS ON QUIZZES: All inquiries regarding quiz questions will be fielded following the initial grading of each assessment. **Note:** ***The initial grading of assessments takes place immediately after your completion of the quiz, before the quiz closes for all students.*** If you have questions about specific quiz questions, you should:

(1) Describe your concern(s) in writing to include any justification and/or documentation (from lecture and/or readings) to support your concern.
(2) Formally submit your inquiry to me in a message using the Canvas Inbox tool.

You must send an email with any specific quiz-related questions within 24 hours of completing the quiz. I will evaluate the validity of each concern and take appropriate action as needed (e.g., send a written response of clarification, modify the grade if the inquiry is found to have merit). **Also note:** ***A message simply stating that you have a concern without a valid reason or support will not be sufficient to merit a review. You must demonstrate that you have an understanding of the concern in question to receive consideration (e.g., page number of textbook or slide number from video lecture and a statement of your understanding of the material). Please also know that quiz questions are pulled from a question bank and are randomized, meaning quiz questions and the order of the questions may not be the same for all students. Thus, you should provide the full text of the question when expressing concerns and not simply give a question number. A screenshot of the question is not acceptable.***

COURSE GRADING AND ASSIGNMENT POLICIES

GOALS AND OBJECTIVES: The goal of HSC 6318 is for you to demonstrate a high-level understanding of the frameworks, principles, and strategies for planning, implementing, and evaluating health promotion programs through assessments and activities designed to promote critical thinking needed for the development of an effective and feasible health education/health promotion program. By the end of this course, you will be able to:

1. Create a program rationale for program development using background literature and secondary data analysis to identify the determinants of health outcomes and the ecological factors that influence behavior.
2. Demonstrate the steps in conducting a needs assessment.
3. Identify appropriate program measurements and instruments.
4. Develop realistic and measurable program goals and objectives.
5. Apply a health behavior theoretical framework to the program planning process.
6. Identify community and health education planning resources.
7. Explain the elements for marketing a health education/promotion plan.
8. Differentiate between the types of evaluation outcomes and evaluation methods and strategies and the ways to the evaluation.
9. Develop a comprehensive program proposal to address a real health issue in a specific population.

YOUR SUCCESS DEFINED: This course is a hybrid course, and there are portions conducted online. Online learning can present significant challenges, particularly to individuals who are not self-starters or those who do not possess good time-management skills. Although the online classroom is available 24 hours a day, you should keep in mind this class is **not self-paced**. You are expected to adhere to the course calendar and timeline. For this reason, I highly recommend you use the scheduled class meeting times as devoted study hours for the course when we are not meeting in person or via zoom. You may not be able to complete all assignments during the scheduled class meeting times, but you will certainly be better able to stay on track with the course.

Moreover, if you understand and perform the following actions, you have the most potential for achieving success in HSC 6318:

1. Ensure you have reliable high-speed Internet access.
2. Use a word processor when posting discussions and other assignments instead of typing them directly into the course website. This will enable you to save your work in case of any unexpected technical glitches. You also will be able to use the spelling and grammar checkers before you submit your work. **Note:** ***Some assignments in this course require the use of Microsoft Word document (.doc or .docx). Submissions made with other tools such as Google docs will not be accepted. UF offers students steep discounts on Microsoft products, including Word. Contact the UF Computing Help Desk for additional information.***
3. Be an active participant in class discussions and activities. Take notes on each resource and refer to them when completing your assignments and discussions. This course is one of the foundational courses for your required internship in the Department of Health Education and Behavior. Your notes will be helpful not

only in completing your assignments but also as you encounter these topics in the future.

4. Keep up. Make a notation in your calendar of all synchronous class meeting times and all assignment deadlines to be sure that you don't miss a class session or overlook an assignment.
5. Plan to spend at least five to seven hours a week on this course. Use the designated class meeting times to work on your course(s). Be sure this is a time in which you can work without interruptions. Check in to the course website at least two times a week.
6. Complete assigned textbook readings early view lectures as soon as a module opens. In doing so, you will be familiar with the material and better able to contribute to discussions and complete activities.
7. Strive to make assignments meaningful and relevant to your context.
8. Inform me whenever a problem related to the course arises, whenever you feel the need to clarify questions, or whenever you desire to further explore the topics of particular interest.
9. Respect my viewpoints and contributions, as well as those of your fellow classmates.

ASSIGNED WORK: You are expected to do your best work. The grade received at the end of the semester is the one you have earned. **No extra credit opportunities, additional assignments or opportunities to revise assignments will be provided.**

All assignments are due at the times and dates listed in the Course Schedule. If you experience a technical issue submitting your assignment, you must contact the Help Desk **(see "Technology" under Course Policies heading)**.

Except for medical or immediate family emergencies, no makeups or late assignments will be allowed. Proper documentation is required in the case of medical or family emergencies. Documentation should be given in a timely manner for consideration of makeups or late submissions. "Timely" will be defined by the nature of the circumstances and the ability to obtain appropriate documentation given the circumstances. **Note:** ***See additional information under "Allowable Late Assignments and Makeups" heading under Course Policies.***

Grades will be determined based on your performance on the following assessments:

1. **Syllabus Quiz and Module Quizzes**
   - The Syllabus Quiz is designed to ensure you fully understand the assignment expectations of this course, as well as course policies and procedures. **Note:**

You will get two chances to achieve a score of 100% on the syllabus quiz. If you fail to reach a 100% score on either of the two attempts, then the highest score of the two attempts will be recorded in the gradebook. For example, if you score 85% on a first attempt of taking the syllabus quiz and a 90% on the second attempt, the score of 90% will be recorded in the gradebook and will remain as the final score on the syllabus quiz. This policy makes it incumbent on you to be thoroughly familiar with course policies at the outset of the course. **See canvas for syllabus quiz due date/time.**

- Weekly Module Quizzes are designed to measure competence and application of material presented in the modules. All quizzes are time-limited (10 minutes) and open book, open notes. Quiz questions may be a combination of multiple-choice, true-false, matching, fill-in-the-blank, and/or short-answer responses. **Note:** ***You will get two chances to achieve a score of 100% on each module quiz. If you fail to reach a 100% score on either of the two attempts, then the highest score of the two attempts will be recorded in the gradebook.*** **See canvas for weekly quiz due dates/times.**

2. **Discussions**

Course discussions are key to being an active participant in this course. You are expected to engage in discussions by responding to specific prompts and giving feedback on posts made by your classmates. Posts should be thoughtful and not simply a restatement of what was read. In other words, use critical thinking skills and cite course material and/or readings when developing personal posts. Additionally, a thoughtful response to at least one (1) of your class peers is required. A thoughtful response is one that goes beyond simple "I agree" or "I disagree" statements. My advice in responding to peers is to treat your response as if you were speaking in class to help advance the discussions and not repeat what your peer or you have already said. **See canvas for weekly discussion due dates/times.** Although discussion forums remain open past the due date of the original posts to allow for peer replies to original discussion posts, **any student who posts an original discussion after the Tuesday deadline will receive a zero (0) in the grade book for that portion of the assignment.** Additionally, any student who fails to post peer replies by the Thursday deadline will receive a zero (0) in the grade book. No late assignments will be accepted without appropriate documentation of a medical or family emergency. All deadlines for posting and responding to discussion prompts must be followed to receive credit for the discussions.

3. **Activities**
   Course activities are key to being an active participant in this course. You are expected to engage in activities to prepare you for the final logic model. Each of the activities are designed to facilitate your success with the final project (the Logic Model).
4. **Attendance, Participation, Engagement, and Professionalism**
   You get it. Show up, listen, follow current relevant health safety guidelines and expectations (COVID-19 expectations at the end of the syllabus), do your work and say pertinent stuff.

5. **Draft Logic Model for Peer Review**
   This draft logic model is designed to prepare you for your final course project (Skills Mastery Program Logic Model). You are expected to further demonstrate your knowledge of the principles and frameworks used in planning, implementing, and evaluating health promotion programs in an applied draft end-of-term activity that entails the development of a logic model for the creation of an intervention to address a specific health issue in a given population. For this skills activity, you will be given a need in a specific population and create a program logic model that demonstrates your mastery of the complex process of planning and evaluating health education programs. Additionally, you will be required to provide a peer review of one of your classmates' logic models. You will be assigned a partner to work with for this draft logic model.
   Skills Mastery Program Logic Model
   You are expected to further demonstrate your knowledge of the principles and frameworks used in planning, implementing, and evaluating health promotion programs in an applied end-of-term activity that entails the development of a logic model for the creation of an intervention to address a specific health issue in a given population. For this skills activity, you will be given a need in a specific population and create a program logic model that demonstrates your mastery of the complex process of planning and evaluating health education programs. models. You will be assigned a partner to work with for this draft logic model.
   See Canvas course schedule for dates and times of submission deadlines for logic model peer reviews and final submission. Note: ***This is a skills mastery assignment, with the expectation that you will put forth your best effort to show that you fully comprehend the principles of planning, implementing, and evaluating health promotion programs. If you are eligible for graduation with Honors, you may wish to consider this assignment for inclusion in an Honors***

portfolio as a demonstration of your proficiency and professionalism as a health educator.

Breakdown of Weighted Assignment Groups

Assignment Group (Assignments in the Group)	% of Final Grade
Quizzes: Syllabus Quiz (20 points) Module Quizzes (~10 at 10 points each)	**15%**
Discussions/PODs: (~7-10 at 10 points each)	**15%**
Activities: ~3-4 at 20 points each	**15%**
Attendance, Participation, Engagement, and Professionalism (largely drawn from your points of discussion [PODs] and in class engagement: (Varying points)	**15%**
Partial Draft of Health Promotion Plan	**10%**
Skills Mastery: Health promotion Plan and Logic Model	**30%**
Total	**100%**

GRADING SCALE: Assignment of final course grades will be made based on the scale that follows on the next page. No extra credit assignments or points will be given in this course. That means that if, at the end of the term, your final course percentage totals 89.999999999999, your grade equals a "B+" for the semester.

A ☺	100.0-95.0	**B+**	89.9-87.0	**C+**	79.9-77.0	**D+**	69.9-67.0
A-	94.9-90.0	**B**	86.9-83.0	**C**	76.9-73.0	**D**	66.9-63.0
		B-	82.9-80.0	**C-**	72.9-70.0	**D-**	62.9-60.0
						E ☹	59.9-00.0

Note: ***If you have a very low grade but do not drop/withdraw from this course on or before the appropriate drop/add date and/or do not explain your situation to me, you will be given the failing grade, not an "I" (Incomplete).***

GRADING DISPUTES: If you believe an error has been made in grading, you should first review the assignment instructions and rubric carefully. Then, you should check relevant policies on the syllabus. If, after doing these two things, you still believe an error has been made, you should (1) state the problem **in detail in writing** and (2) follow up with me during office hours. **Note:** ***You are expected to review my feedback given on each assignment within 24 hours of the return of the assignment. If a grade input error occurs, you should notify me immediately. I will examine the Canvas grade to***

determine whether a calculation error has occurred. If an error occurred, the grade will be adjusted accordingly.

GRADE ADJUSTMENTS: It is unethical and in direct violation of the UF Student Honor Code to request an unjustifiable grade adjustment. Examples of unjustifiable grade adjustments include **requests for extra credit, to revise and resubmit assignments, and to round up grades**. Under no circumstances will I ever "round up" a student's grade (an 89.99% is a B+), nor will I offer extra credit or allow an assignment do-over.

If you have questions following the posting of final course grades at the end of the term, you should **present your concerns in person or by phone, during finals week or at the beginning of the next semester, as appropriate. Per UF policy on protected student information, no emails will be responded to regarding final grades. Note:** ***As stated earlier, you are expected to review each returned assignment immediately and bring any concerns to my attention within 24 hours of release of the returned assignments. No grades will be reviewed after that 24-hour period.***

HSC 6318 SECTION Fall 2022 COURSE SCHEDULE*
As of 1/4/2022
***Schedule subject change to accommodate unforeseen circumstances or to enhance classroom learning opportunities.**
**** Additional articles and discussion/PODs (points of discussion may be assigned during the semester depending on pace of course). Check Canvas for all discussion/POD assignments**

Week No. Class Dates	Module No(s) Topic(s)	To Do Lists Assignments	Due Date*, Assignment *Check Canvas for time to submit
1 (January 4, 2022)	Course Orientation and Introduction to Health Promotion	1. Read Course Orientation pages and Introduction to Health Promotion 2. Read Ch 1 3. Watch Module lecture: Health Education vs. Health Promotion: What's the Difference? in Course Orientation & Introduction Assignments: • Syllabus Quiz	January 12, Syllabus Quiz*
2 (January 11, 2022)	1 Planning Process	1. Read Ch 2 2. Watch Module lecture (Ready, Set, Go: Beginning the Planning Process) Assignments: • Module Quiz 1	January 14, Module Quiz 1 Potential Online qualtrics survey (3-5 min)
3 (January 18, 2022) **Week of Martin Luther King, Jr. Day (January 17th)**	2 Planning Models	• Read Ch 3 • Watch Module lecture (Planning Models: The Foundation for Health Promotion) Assignments: • Module Quiz 2	Jan 20, Module Quiz 2 Begin group formation and preparation for Project Component 1

Week No. **Class Dates**	**Module No(s)** **Topic(s)**	**To Do Lists** **Assignments**	**Due Date*, Assignment** ***Check Canvas for time to submit**
4 (January 25)	3 Needs, Measurement & Sampling	1. Read Chs 4 & 5 2. Watch Module lectures ([1] Assessing the Need: Acquiring Data for a Health Program, [2] Maximizing Quality Data: Common Measurements Used in Health Promotion, [3] Sampling AND Pilot Testing: How to Draw a Sample and Put on a Dress Rehearsal) Assignments: • Module Quiz 3	Jan 27, Module Quiz 3 Feb 4, Project Component 1
5 (February 1, 2022)	4 Goals & Objectives	1. Read Ch 6 and Bloom's Taxonomy on Action Verbs 2. Watch Module lecture (Mission, Goals, Objectives: Defining a Direction for a Health Promotion Program) Assignments: • Module Quiz 4	Feb 3, Module Quiz 4 February 4, Project Component 1

Week No. **Class Dates**	**Module No(s)** **Topic(s)**	**To Do Lists** **Assignments**	**Due Date*, Assignment** ***Check Canvas for time to submit**
6 (February 8, 2022) **UF's Week of Gratitude. No class meeting this day, however, online assignments and lectures are posted. Please keep up with the materials, but enjoy a bit of a break.**	5 Goals & Objectives (Continued)… and Theories	1. Read Ch 7 and NCI's *Theory at a Glance* 2. Watch Module lecture (Common Theories & Models Used in Health Promotion) Assignments: • Module Quiz 5	Feb 10, Module Quiz 5
7 (February 15, 2022)	6 Theories (continued)… And Interventions & Marketing **In class/zoom activity (if there is time): Honing in on our SMART Objective Skills**	1. Read Chs 8 and 11 2. Watch Module lectures ([1] Interventions: Strategies for Success, [2] Marketing Health Programs: Responding to the Needs of Your Priority Population) Assignments: • Module Quiz 6	Feb 17, Module Quiz 6 February 25, Project Component 2 (complete with assigned partners)
8 (February 22, 2022)	7 Interventions & Marketing (continued)…. And Resources & Implementation **Logic Model Presentation, in class activity: if-then relationships**	1. Read Chs 10 and 12 2. Watch Module lectures ([1] Health Program Resources: Allocation and Identification, [2] Implementation: Strategies & Concerns, [3] Logic Models: Visualizing Your Program) Assignments: • Module Quiz 7 • In class zoom activity	Feb 24, Module Quiz 7

Week No. **Class Dates**	**Module No(s)** **Topic(s)**	**To Do Lists** **Assignments**	**Due Date*, Assignment** ***Check Canvas for time to submit**
9 (March 1, 2022)	8 Evaluation: Purposes & Logistics **Lecture on Evaluation**	1. Read Ch 13 2. Watch Module lecture (Evaluation: Purposes & Logistics) Assignments: • Module Quiz 8	March 3, Module Quiz 8 March 18, Project Component 3 (complete with assigned partners)
10 (March 8, 2022)	**Spring Break! No class! Be safe!**		
11 (March 15, 2022)	9 Evaluation: Approaches & Designs	1. Read Chs 14 and MMWR handout 2. Watch Module lectures (Evaluation: Approaches & Designs) Assignment: • Discussion 10: Evaluation Questions • Module Quiz 9 • Draft Logic Model for Peer Review	March 17, Module Quiz 9
12 (March 22, 2022)	10 Evaluation: Data Analysis & Reporting	1. Read Ch 15 2. Watch Module 11 lecture (Evaluation: Maximizing Use of Results) Assignment: • Module Quiz 10	March 24, Module Quiz 10
Week No. **Class Dates**	**Module No(s)** **Topic(s)**	**To Do Lists** **Assignments**	**Due Date*, Assignment** ***Check Canvas for time to submit**
13 (March 29, 2022)	11 Logic Models	1. Read Ch 12, pp 319-323 2. Watch Module 12 lecture (Logic Models: Visualizing Your Program Plan)	April 13, Project Component 4 (complete with assigned partners)

14 (April 5, 2022)	11 Logic Models	Assignments: • ***Work on presentations***	April 5, Discussion Q&A ***This is a good week to work on presentations!***
15 (April 12, 2022)	It's a Wrap! (Course Project & Wrap up)	Assignments: • **Project Component 5 Presentations**	**April 13, Project Component 5 Presentations (complete with assigned partners)** Don't forget Online Course Evaluations!

UF POLICIES

COURSE EVALUATION: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing an online course evaluation via GatorEvals. You may go to https://gatorevals.aa.ufl.edu/students/ for guidance on how to give feedback in a professional and respectful manner. You will receive an email from GatorEvals containing information on when the course evaluation period opens. Course evaluations may be completed using the link provided in the email from GatorEvals. Alternatively, you may complete course evaluations via https://gatorevals.aa.ufl.edu/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/. **Note:** ***UF policy does not allow students be given extra credit for completing course evaluations. Any professor who offers points for course evaluation submissions is violating UF instructional policies.***

ACCOMMODATING STUDENTS WITH DISABILITIES: If you need an accommodation for disabilities or learning barriers, you should first connect with the Disability Resource Center. To get started, you may visit https://disability.ufl.edu/students/get-started/. Students requesting accommodations will need to share their accommodation letter with me and discuss their access needs as early in the semester as possible. Accommodations are **not retroactive**.

ACADEMIC MISCONDUCT: Academic honesty and integrity are fundamental values of the University community. 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 or created 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. You may read the Honor Code at https://sccr.dso.ufl.edu/process/student-conduct-code/. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel (e.g., professors or advisors). If you have questions or concerns, please consult with me.

GETTING HELP

For issues with technical difficulties for Canvas, contact the UF Help Desk at:

- https://helpdesk.ufl.edu/
- (352) 392-HELP (4357)
- helpdesk@ufl.edu

Any requests for make-ups due to technical issues **must** be accompanied by the **ticket number and the message resolution (email)** received from LSS when the problem was reported. The ticket number will document the time and date of the problem. Students **must** contact the instructor **within 24 hours** of the technical difficulty if they wish to request a make-up.

Academic resources include:

- Career Connections Center (https://career.ufl.edu/), Reitz Union, Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support (https://cms.uflib.ufl.edu/ask). Various ways to receive help with respect to using the libraries or finding resources.
- Teaching Center (https://teachingcenter.ufl.edu/), Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- Writing Studio, 2215 Turlington Hall, 325-846-1138. Help brainstorming, formatting, and writing papers.
- Students Complaints On-Campus (https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/).
- Online Students Complaints (https://distance.ufl.edu/getting-help/student-complaint-process/).

Health and wellness resources include:

- UMatter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit https://umatter.ufl.edu to refer or report a concern and a team member will reach out to the person in distress.
- Counseling and Wellness Center: Visit https://counseling.ufl.edu or call 352-392-1575 for information on crisis services as well as non-crises services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit https://shcc.ufl.edu/ .
- University Police Department: Call 352-392-1111 (or 9-1-1 for emergencies), or visit the UF Police Department website at https://police.ufl.edu/.
- UF Health Shands Emergency Room/Trauma Center: Call 352-733-0111 for immediate medical care or go to the emergency room at 1515 SW Archer Road, Gainesville. The website is accessible at https://ufhealth.org/emergency-room-trauma-center.

COVID-19 EXPECTATIONS

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- **If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.**

- **You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.**
    - **Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.**
    - **Hand sanitizing stations will be located in every classroom.**

- **If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.**
    - **Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.**
    - **If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.**

- **Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.**