# HEALTH COMMUNICATION

HSC 6665, SECTION 30000

3 SEMESTER HOURS

SPRING 2022

**INSTRUCTOR:** Joy L. Rodgers, PhD, MCHES®
Instructional Associate Professor
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College of Health & Human Performance
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Office phone: 352-294-1807

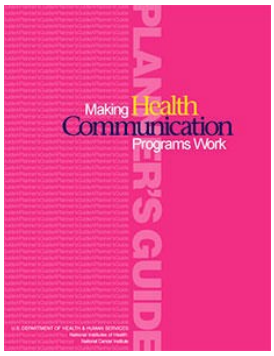
**CANVAS COURSE WEBSITE:* *The best way to reach me directly is to use the Inbox tool on the Canvas course website. If you message me using my UFL address (*rodgersj@ufl.edu*), you risk a longer wait for a response because of the high volume of messages I receive at this email address. Please see "Communications"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

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

**CLASS MEETINGS:** This course is being run fully online in an asynchronous (not occurring at the same time and/or physical location) format. However, a course project may require occasional synchronous (occurring at the same time) online meetings with me. All synchronous sessions with me will be held via Zoom. *Additional information on "Course Project" is given under the heading* **Course Schedule by Weighted Assignment Groups.**

**DROP-IN ONLINE CHAT:** Tuesday, 3 p.m. to 6 p.m.**
*** I will be available weekly to meet with you in a Zoom session. Please see "Communications" under the heading* **Course Policies** *for additional information on how to request a Zoom meeting for drop-in chat hours.*

**REQUIRED TEXTS***:** National Cancer Institute. (2004). *Making health communication programs work.*




****Available as a PDF and is accessible in the Readings folder under Files on the Canvas course website. This course has been awarded an Affordable UF badge because of its low cost (free) materials and resources.*

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

**WHY TAKE THIS COURSE?** The goal of this course is to promote your understanding of the principles, theories, and techniques that provide a sound foundation for successful health communication programs. The philosophy behind the course is to provide you with a practical approach for planning and implementing health communication programs – meaning, guidelines, not hard and fast rules.

**INSTRUCTIONAL METHODS:** This is an online course that recognizes individuals learn in unique patterns. Thus, a variety of learning modalities – lectures, activities, application assignments, class discussions, and quizzes – are offered and encouraged. Your Canvas account should be utilized for accessing 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 Technical Requirements 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 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.

**NAMES & PRONOUNS:** Everyone has the right to be addressed by the name and pronouns they use for themselves. You can indicate your preferred/chosen first name and pronouns on Canvas, which appear on class rosters. I am committed to addressing you with your chosen name and pronouns. Please let me know what name and pronouns I should use for you if they are not on the roster. Please remember: A student's chosen name and pronouns are always to be respected in discussions.

**COMMUNICATION:** 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 at least two times a week. 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, you may request a 15-minute meeting during my weekly Drop-In Online Chats, which are held from 3 p.m. to 6 p.m. on Tuesdays. These are my online office hours, the time I have set aside to answer questions about assignments or other course content, or to address any student concerns. If you wish to drop by my online chat hours, you should send a message through the Canvas Inbox stating you would like to meet with me in my office via Zoom. I will be happy to open a Zoom session and send you an invitation to join the session.

For personal communication with me outside of Drop-In Online Chat Hours (e.g., grade-related, missed assignments, emergency situations), you should send messages using the Inbox tool on the Canvas course management system. Mail inquiries received Mondays through Fridays will usually receive a reply within 24 hours of receipt. Messages sent after noon on Fridays and/or during the weekends will most likely receive a reply the following Monday. **Note:** ***All email correspondence to me must originate from your ufl.edu account, have your full name in the body of the e-mail, and contain your course and section number in the subject line. Messages without a proper***

***subject line may not receive a response because they can be easily overlooked or may go to a Spam folder.***

For course-related questions of a non-personal nature (e.g., clarification of assignment requirements), you should use the "Raise Your Hand" Course Questions Discussion forum available on the Canvas course website. Asking questions using the "Raise Your Hand" Course Questions Discussion forum allows me to respond to benefit all class members. ***Note: Don't be shy about asking questions, if you have a question, chances are that one or more of your classmates may be wondering about the same thing!***

**PARTICIPATION AND DIFFICULT MOMENTS:** Sometimes class discussions can be difficult. You might feel triggered by course content or by something said in a discussion. You might find it difficult to communicate with others across differences. Or, you haven't had much practice talking about a difficult topic in public settings.

I suspect as we practice talking about difficult topics, we may make missteps, embarrass ourselves, or even hurt one another's feelings. Such occurrences are part of the learning process and will most likely occur with this class as well. I hope we can forgive ourselves and others as we make these missteps.

I also hope when such situations arise, we can talk about them. I know we will all get better at these "difficult moments" in time, and I urge you to stay with the process. Refusing to speak by missing a discussion or peer reply may bring some relief in the short term, but in the long run, these behaviors curtail learning, and we all lose an opportunity to gain more experience in communicating with and across our differences.

Let's try to keep the lines of communication open. I invite you to talk to me personally or drop me an email and let me know how the course is going for you at any time. Your feedback is important to my teaching and to your classmates' learning.

**ALLOWABLE LATE ASSIGNMENTS AND MAKEUPS:** All assignments should be submitted before the time and date listed in the Course Schedule. Nonetheless, I recognize 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 causing you to miss an assignment deadline or an in-class activity, you must **contact me within 24 hours and provide formal documentation within 48 hours so you may 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 you will be unable to meet a submission. The longer you wait to communicate a difficulty, the less likely a makeup will be possible. **Excused makeup work must be submitted via Canvas within one week.** Decisions to allow makeups will be made by me after consulting the university-wide attendance policies at https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx 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. 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:** ***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 what areas you may need to devote more time to study and practice.***

Except for medical or immediate family emergencies, no makeups of quizzes are allowed. **Note:** ***Proper documentation is required in the case of medical or family emergencies.*** If you experience trouble with the quiz administration, you must immediately contact the UF Computing Help Desk at 352-392-4357. Once the Help Desk has been contacted, you should be sure to **message me immediately with the details of the problem and the Help Desk ticket number**. You are responsible for bringing technical issues to my attention and providing appropriate documentation of the issue.

**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 a student's completion of the quiz, and before the assessment 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 (in writing) 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 you understand the concern in question to receive consideration. Please also know quiz questions are randomized, meaning the order of quiz questions is not 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. Never post a question on quizzes to the Raise Your Hand (Course Questions) Discussion Forum because some students may still need to take a quiz.***

## COURSE GRADING AND ASSIGNMENT POLICIES

**COURSE OBJECTIVES:** By the end of this course, you should be able to:

1. Conduct background research on a health issue and target population.
2. Apply appropriate theoretical framework to health program development.
3. Write SMART objectives for health program development.
4. Identify appropriate media channels and settings for health program implementation.
5. Identify existing materials for use in health program development.
6. Develop culturally appropriate messages and materials for health program implementation.
7. Create an action plan for health program implementation.
8. Develop a creative brief for communication strategies.
9. Develop an evaluation plan to assess effectiveness of health program processes and outcomes.
10. Apply the principles and concepts associated with health communication program development in the creation of a health communication program plan.
11. Create a video presentation to share health communication plan with peers.

**YOUR SUCCESS DEFINED:** 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 schedule study hours for the course. Moreover, if you understand and perform the following actions, you have the most potential for achieving success in HSC 6665:

1. Be an active participant in class discussions and activities. Take notes on each resource and refer to them when completing your assignments and in-class discussions.
2. Complete readings and view lectures before attempting assignments. In doing so, you will be familiar with the material and better prepared to contribute to discussions and complete assignments and quizzes.
3. Ensure reliable high-speed Internet access to submit assignments online.
4. Be sure to use Microsoft Word (.doc or .docx) to submit assignments. Word is the industry standard in health professions practices and knowing how to use the software is important to success as a health educator. You also will be able to use the spelling and grammar checkers before you submit your work. **Note:** ***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.***
5. Plan to spend at least five to seven hours a week outside the classroom on this course. Schedule time 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. 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.
7. Respect my viewpoints and contributions, as well as those of your classmates.

**ASSIGNED WORK:** You are expected to do your own **original and best work**. The grade 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.** You should submit assignments via the Canvas course website. Late submissions will receive grade penalties in the gradebook. Except for medical or immediate family emergencies, no makeups of assignments will be allowed. Proper documentation in a timely manner is required in the case of medical or family emergencies. “Timely” will be defined by the nature of the circumstances and the ability to obtain appropriate documentation given

the circumstances. **Note:** ***Any assignments that are time-stamped later than the stated "Due Date" will be considered late and receive a grade penalty in the grade book. For exceptions, see additional information in earlier section titled: "Allowable Late Assignments and Makeups" under the heading*** **Course Policies.** **Special Note:** ***Don't be confused by the "Due Date" and "Available Until" date. All assignments should be submitted before the "Due Date"; otherwise, they are late.***

**GRADING SCALE:** Assignment of final course grades will be made based on the scale that follows. 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 89.99999999999, your grade equals a "B+" for the semester. **Note: UF grades and grading policies may be accessed online at Grades and Grading Policies < University of Florida (ufl.edu)**

**FINAL GRADING SCALE (PERCENTAGE)**

| | | | | | |
|---|---|---|---|---|---|
| **A** | 100.0-95.0 | **A-** | 94.9-90.0 | | ☺ |
| **B+** | 89.9-87.0 | **B** | 86.9-83.0 | **B-** | 82.9-80.0 |
| **C+** | 79.9-77.0 | **C** | 76.9-74.0 | **C-** | 73.9-70.0 |
| **D+** | 69.9-67.0 | **D** | 66.9-63.0 | **D-** | 62.9-60.0 |
| **E** | ≤59.9 | | ☹ | | |

**Note:** If you have a very low grade but do not drop/withdraw from this course on or before **April 8, 2022,** and do not explain your situation to me **on or before April 8, 2022,** you will be given the failing grade (E), **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. No e-mails 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.***

## COURSE SCHEDULE BY WEIGHTED ASSIGNMENT GROUPS

Detailed descriptions and instructions for each course assignment may be found under the Assignments tab on the Canvas course website. **Note:** ***You should review all assignments as soon as modules open to ensure you understand all instructions and requirements for each assignment. If you have questions about any assignment, you should post to the Raise Your Hand (Course Questions) Discussion Forum.*** The following gives a brief overview of assignments by weighted groups on which course grades will be determined.

**ORIENTATION ACTIVITIES:** Introductory assignments are aimed at orienting you to the course and setting the stage for the coursework that follows throughout the semester. Specific assignments in the Introduction group are: (1) Syllabus Quiz and (2) Video Introductions. **The total scores for the two assignments in this group comprise 15% of your final semester grade in this course. See assignment details and submission due dates and times under the Assignments and Course Syllabus and Course Summary links in Canvas.**

**QUIZZES:** Module quizzes are designed to measure comprehension of material presented in the module. The course entails 10 open-book/open-note quizzes that are brief, based on the video lectures and assigned readings, and may be a combination of multiple-choice, true-false, matching, fill-in-the-blank, and/or short-answer type questions.

**The total scores for all 10 quizzes in this group comprise 30% of your final semester grade in this course. Note:** The quizzes are meant to help prepare you for the applied course activities and exercises. Thus, **quiz deadlines are set for 11:59 p.m. on Wednesday**, before other module activities to encourage you to read the assigned material and watch the video lectures ahead of time and take the

module quizzes soon after the modules open. Doing so should aid the completion of assigned class activities and discussions that are due when modules close. **See submission due date and time in the Canvas Course Syllabus and Summary.**

**DISCUSSIONS:**

Course discussions are the 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. **Note:** ***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.***

**Original discussion posts are due at 11:59 p.m. Saturday, with peer replies to the original posts due at 11:59 p.m. on Monday.** 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 Saturday deadline will receive a 50%-point deduction in the grade book for that portion of the assignment.** Any student who fails to post peer replies by the Monday 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. **Discussions account for 30% of your final semester grade in this course.**

**COURSE PROJECT:**

At the end of the term, you will demonstrate your knowledge of the principles and frameworks of health communication in an applied end-of-term project on a

specific health issue and target population. Although we lack the time and resources to fully implement and evaluate a health communication plan, the project should nevertheless provide you with the chance to learn about the health communication process and demonstrate your understanding of that process.

The goal of the course project is to identify real-world needs for health communication materials and to use the knowledge and skills you acquire during the semester to produce media that meet specific communication goals. To achieve this goal, you should think of yourself as health communication consultant who has the semester to develop a resource – e.g., infographic, information/fact sheet, poster, flier, webpage, social media posts.

The project entails four assignments. **The total scores for all assignments in this group comprise 25% of your final semester grade in this course. Additional information on the course project is given on Canvas in the module titled Course Project & Wrapup. Assignment details and submission due dates and times also are available under the Assignments and Course Syllabus and Summary links in Canvas.**

**COURSE OUTLINE:**

The course schedule that follows on the next page represents my current plans and objectives. As the semester progresses, those plans may need to change either because of unforeseen circumstances or to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

## COURSE SCHEDULE AS OF DECEMBER 2, 2021

| Week/Dates | MODULE Chapter/Unit | Assignments, Due Dates* *All assignments due at 11:59 p.m. on due date |
|---|---|---|
| **COURSE INTRODUCTION & FOUNDATIONAL FRAMEWORKS** | | |
| 1/Jan 5-8 | Start Here (Orientation, Open First) | Syllabus Quiz, Jan 8<br>Video Introductions, Jan 8 (Peer reply, Jan 10) |
| 2/Jan 9-15 | 1.1: What Is Health Communication? | Q1: Applying Communication Principles, Jan 12<br>D1: Characteristics of Health Communication, Jan 15 (Peer reply, Jan 17) |
| 3/Jan 16-22 | 1.2: Theories & Frameworks | Q2: Theoretical Perspectives, Jan 19<br>D2: Making the Link in Health Theories, Jan 22 (Peer reply, Jan 24) |
| 4/Jan 23-29 | 1.3: Research Methods | Q3: Research Terminology, Jan 26<br>D3: Health Communication Research, Jan 29 (Peer reply, Jan 31) |
| **STAGE 1: PLANNING FOR A COMUNICATION CAMPAIGN** | | |
| 5/Jan 30-Feb 5 | 2.1: Situation & Audience Analysis | Q4: Stage 1 Processes, Feb 2<br>***Begin research for Situation & Audience Analysis (Draft 1)*** |
| 6/Feb 6-12 | 2.2: Goals & Objectives | Q5: Goals & Objectives, Feb 9<br>***Continue research for Situation & Audience Analysis (Draft 1)*** |

| Week/Dates | MODULE<br>Chapter/Unit | Assignments, Due Dates*<br>*All assignments due at 11:59 p.m. on due date |
|---|---|---|
| **STAGE 1: PLANNING FOR A COMUNICATION CAMPAIGN (continued)** | | |
| 7/Feb 13-19 | 2.3: Settings, Channels, & Activities | Q6: Media & Public Health, Feb 16<br>D4: Media & Health Research, Feb 19 (Peer reply, Feb 21)<br>**Situation & Audience Analysis (Draft 1), Feb 14** |
| **STAGE 2: DEVELOPING CAMPAIGN MATERIALS** | | |
| 8/Feb 20-26 | 3.1: Develop Message Concepts | Q7: Culture, Gender, & Aging, Feb 23<br>D5: Cultural Competency, Feb 26 (Peer reply, Feb 28) |
| 9/Feb 27-Mar 5 | 3.2: Develop Materials & Pretest Message | Q8: Literacy & Pretesting, Mar 2<br>***Project meetings with Dr. Rodgers (by sign-up)***<br>***Begin work on Implementation Plan & Creative Brief (Draft 2)*** |
| 10/Mar 6-12 | Spring Break | Spring Break |
| **STAGE 3: IMPLEMENTING A COMMUNICATION CAMPAIGN** | | |
| 11/Mar 13-19 | 4.1: Launching A Program | Q9: Program Implementation, Mar 16<br>D6: Program Launch, Mar 19 (Peer reply, Mar 21)<br>***Continue work on Implementation Plan & Creative Brief (Draft 2)*** |
| 12/Mar 20-26 | 4.2: Managing Implementation | Q10: Budgets & Timelines, Mar 23<br>**Implementation Plan & Creative Brief (Draft 2), Mar 28** |

| Week/Dates | MODULE Chapter/Unit | Assignments, Due Dates* *All assignments due at 11:59 p.m. on due date |
|---|---|---|
| **STAGE 4: EVALUATING A COMMUNICATION CAMPAIGN** | | |
| 13/Mar 27-Apr 2 | 5.1: Evaluation | D7: Evaluation, Apr 2 (Peer reply, Apr 4) |
| **PROJECT & COURSE WRAPUP* *The remainder of the term is devoted to completion of team project.** | | |
| 14/Apr 3-9* | **Course Project & Wrapup*** | ***Project meetings with Dr. Rodgers (by sign-up)*** |
| 15/Apr 10-16* | **Course Project & Wrapup*** | **Video PowerPoint Presentation, Apr 16 (Peer reply, Apr 18)** |
| 16/Apr 17-20* | **Course Project & Wrapup*** | **Health Communication Plan and Communication Prototype, Apr 20** Course Evaluation, Apr 22 |

## UF POLICIES

**DISABILITY ACCOMMODATION & INCLUSIVE LEARNING STATEMENT:** Your success in this course is important to me. The University of Florida is committed to making reasonable, effective, and appropriate accommodations to meet the needs of students with disabilities and help create a barrier-free campus. If you have a disability and require accommodations, please register with the Disability Resource Center (DRC) at https://disability.ufl.edu/students/get-started/ to have an accommodation letter sent to me. **NOTE:** ***Accommodations are not retroactive, so make sure you register with the DRC as soon as possible.***

We all learn differently and bring different strengths and needs to the class. If there are aspects of the course that prevent you from learning or make you feel excluded, please let me know as soon as possible. Together, we will develop strategies to meet both your needs and the requirements of the course. A range of support and help resources on campus are available. Please also see the heading "Getting Help" for additional information on UF resources.

**ACADEMIC HONESTY:** We want our learning environment to be honest and fair. The University of Florida has an Honor Code (https://sccr.dso.ufl.edu/process/student-conduct-code/) that specifies several behaviors that are in violation of this code and

possible sanctions. Cheating and plagiarism are among the forms of dishonest behaviors.

Plagiarism is any attempt to take credit for work done by another person. Yet, all scholars rely on the work of others to shape their own knowledge and interpretations. This means that in your writing you must acknowledge the importance of other works through direct textual references to influential books, articles, media texts (including Internet resources) and ideas. You need to use quotation marks and/or cite your source(s) when you:

- Use other people's sentences, words, or concepts.
- Summarize or paraphrase ideas or opinions.

Work with a professor, tutor, or friend to clarify your ideas and organization for a paper or presentation is generally not plagiarism. Using an outline or thesis given to you by someone else without substantial modification is plagiarism. If you have any questions about what may constitute plagiarism, please consult with me.

**COURSE EVALUATION:** All students are expected to provide professional and respectful feedback on the quality of instruction in all courses 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/.

## 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 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. Students **must** contact the instructor **within 24 hours** of the technical difficulty if they wish to request a makeup.

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.
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website at gatorwell.ufsa.ufl.edu or call 352-273-4450.