COURSE DESCRIPTION

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

CONTACT INFORMATION

INSTRUCTOR: Dr. Ashlee Ossiboff, M.A., M.S., Ph.D., MCHES (Dr. O)
EMAIL: AHoffmanOssiboff@ufl.edu - primary methods of communication through Canvas inbox
CREDIT HOURS: 3

For questions about course content, your grade or other personal issues, use the Canvas mail tool. Expect a response within 48 hours.

COURSE OBJECTIVES

After completion of the course, students will:

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

COURSE REQUIREMENTS

COURSE TEXTBOOK INFORMATION

Kiely, M., Manze, M. G., & Palmedo, P. C. (2020). Personal health: A population perspective. Jones and Bartlett Learning.

(ISBN-13: 978-1284099652)

Please note that this course is participating in the UF All Access program. Login at the following website and Opt-In to gain access to your required course materials - https://www.bsd.ufl.edu/AllAccess/OptIn – UF All Access will provide your required materials digitally at a reduced price and the ability to pay using your student account.

Students who would prefer a hard (print copy) of the textbook can still choose to order one. They can purchase through the bookstore link (or shop in store)
here: https://www.bkstr.com/floridastore/shop/textbooks-and-course-materials

COURSE STRUCTURE

This is a course specifically designed for this study abroad program. My aim as an educator is to facilitate an educational environment conducive to learning and personal growth while providing an atmosphere that engages students and provokes further interest in culture as it relates to health. I would like to strengthen students' confidence and belief in their ability and future. Further, I strive to increase students' capacity of

lifelong learning by exposing them to various methods of learning, understanding, and participation in a diverse and captivating setting.

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

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

- Chapter Reading - Students will first read associated textbook chapter(s) to establish foundation of knowledge, strengthen comprehension and interaction of course information, and have a foundation of lecture information.
- Lectures & Additional Engagement - After reading, students will learn more about module topics by viewing module lectures, additional readings, and other activities associated with module.
- Quiz - After learning module information, students are tested on knowledge gained by taking a 10-item quiz, designed to assess reading and lecture comprehension. Due on Thursday of the corresponding module.
- Discussion - Students are presented with a relevant topic related to module and asked to apply lecture concepts, as well and seek and include new information in a initial discussion post (minimum of 200 words) to their peers. Students will then read and respond (minimum of 100 words each OR one-minute video, including a question their peers' post provoked) to two of their peers' posts. Initial post due on Thursday of the corresponding module. TWO peer replies due Sunday of the corresponding module. Reply must be thoughtful, articulate, and include question peers' post provoked.
- Experience - Students complete an activity to engage module material by applying a task to everyday situations. Due on Sunday of the corresponding module.

MINIMUM TECHNOLOGY REQUIREMENTS

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

MINIMUM TECHNOLOGY SKILLS

To complete your tasks in this course, you will need a basic understanding of operating a computer and using word processing software.

MATERIALS/SUPPLY FEES

There is no supply fee for this course.

ZOOM

Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants.

You can find resources and help using Zoom at the UFIT's Zoom page .

COURSE POLICIES

COURSE COMMUNICATION

Two means of communication for this course. Expect responses through this modality during normal, weekday business hours (9am-5pm).

- CANVAS INBOX tool in left panel indicated by this icon . This is to prioritize student needs and execute the question.
- GROUPME: For brief questions that may also help your classmates, use the GroupMe set up for the course.

COURSE ANNOUNCEMENTS

Students are sent weekly (and supplemental) announcements throughout the course. These are created to assist and respond to any potential concerns. Reading these communications is a REQUIREMENT of the course.

QUIZZES

- Random and drawn from quiz bank.
- Locked at time due and CANNOT be made up for any reason (one dropped for unexpected issues [i.e. something comes up, loss of internet access, illness, etc.]) to protect the integrity of the quiz. In the event of a documented emergency, an essay-based quiz may be offered.
- Incorrect answer feedback is provided immediately following submission.
- Questions about quiz items will be answered following due date of quiz.
- Limited to ONE WEEK from submission to address concerns with quiz (must include question [not number, since all questions are random and each student will have different questions], a specific reference from the textbook or supplemental materials presented in the module [i.e. source, page number, paragraph number, time in film, etc.-be as detailed as possible]).

ASSIGNMENT SUBMISSION

- Due according to due dates described in directions in corresponding local time and listed in course schedule/calendar.
- Include corresponding rubrics, under assignment directions in Canvas.
- Must be uploaded or submitted through assignment listing on Canvas.
- Emailed assignments not accepted.
- Submissions must match format described in direction.
- Discussion must be submitted directly in the 'body' of the discussion post, by selecting *Reply* under the discussion prompt.

MICROSOFT WORD

Microsoft Word is accessible for FREE to all UF students. It can be accessed through *GatorCloud* > Office365. Once accessed and used, document must be saved to computer via *File* (top toolbar) > *Save As* (left menu) > *Download a Copy* > a prompt will appear that says, *Do you want to download a copy of this file and work offline?* > select *Download a Copy* > a pop up box may appear asking about opening the file, select *Save As* >

for most, it will save their document in the *Download* file. Some may have their computer settings to save to desktop (it will appear on your desktop).

Office365 can also be accessed directly through Canvas on the left button bar.

PARAPHRASING & QUOTATIONS

- Assignments are designed to assess students' ability to synthesize and apply information learned in course.
- **Therefore, ALL assignment submissions MUST be in students' OWN words.**
- Direct quotes ARE NOT accepted.

TURNITIN

- Assignments evaluated through TurnItIn once submitted through Canvas.
- TurnItIn generates report on originality of writing by comparing it with a database of periodicals, books, online content, a repository of previously submitted student papers, and other published work
- This report helps determine appropriate use of sources, proper citation, and paraphrasing effectively — skills essential to academic performance
- Early submission is encouraged to review associated TurnItIn report prior to due date
- This allows opportunity to revise, reach out with concerns, or contact Writing Studio (https://writing.ufl.edu/writing-studio/) for assistance
- **All student responses on assignments must illustrate individual interpretation and presented in own words as a**ssignments are to assess student ability to understand, synthesize, and explain course content
- Plagiarism of any kind is unacceptable and s**imilarity scores 20% and above will not be accepted** and will be further reviewed for potential Honor Code Violation (https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/).

FORMAT & REFERENCES

- Format and references format aligned with American Psychological Association (APA) Style Guide (7th edition)
- This course also includes a **APA Format** page (presented through top toolbar on the homepage)
- Word document submissions must be in format listed below
    - Page number on each page in header (*Word* setting)
    - 12-point font
    - Times New Roman, Calibri, or Arial font
    - Double-spaced (no extra spacing between paragraphs or references
    - 1-inch margins all around
    - Reference list on own pages, titled **References** (bold and centered)
    - Title of the document should be on first line below document header and be centered and bold
    - Specific headings included for each question asked or item addressed.

MAKE-UP WORK

- Written assignments will be accepted late for 50% reduction in the earner score and are accepted through the last week of the course. Submit work early to avoid technical problems.
- Quizzes CANNOT be made up for any reason to protect the integrity of the assessment.
- Requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST email your instructor within 24 hours of the technical difficulty if you wish to request a make-up.
- Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found at Attendance Policies .

EXTRA CREDIT

Extra credit may be offered in this course. To take advantage of these opportunities, students must also meet the following requirements:

- Attend AT LEAST 90% of in-person class meetings
- Complete and submit ALL discussion (including TWO peer replies) and experience assignments

GRADING POLICY

INCOMPLETE & CORRUPT FILE SUBMISSIONS

- Incomplete assignment submissions will be graded as incomplete
- Corrupt file submissions will be graded as a 0
- If missing components are submitted after the due date, they will be graded at 50% of the earned value of the assignment

It is students' responsibility to ensure assignment submission is correct, viewable, and accurate. This can be done by selecting the assignment > (under *Submission* on right) select *Submission Details* > (to right of document link) select *View Feedback*. Students should be able to see their document.

ASSIGNMENT FEEDBACK

- Feedback provided through rubrics, as assignment comments, and comments on document (select assignment > *Submission Details* > *View Feedback* [feedback looks similar to *Track Changes* in *Microsoft Word*)
- Students are expected to review feedback and incorporate on following module submissions
- Any questions about grading and/or feedback must be addressed within one week (7 calendar days) of when the assignment is graded

MAKE-UP WORK

- Late Exploration and Discussion assignments is accepted late for 50% reduction in score
- Submit work early to avoid technical challenges
- ***Quizzes CANNOT be made up***

Requests for make-ups due to technical issues MUST be accompanied by ticket number received from Help Desk when problem was reported. Ticket number will document time and date of problem. You MUST email instructor within 24 hours of technical difficulty to request a make-up.

POINT BREAKDOWN

ASSIGNMENT	POINTS
Quizzes Syllabus, 12 Modules, & overall – 2 drops = 12 total	20 points each (240 total points)
Experience 12 Modules – 1 Drop = 11 total	20 points each (220 total points)
Discussion 12 Modules & Student Intro – 1 Drop = 12 total	20 points each (240 total points)
	700 POINTS TOTAL

GRADING SCALE

ASSIGNMENT	POINTS EACH	POINTS TOTAL
A	93 <	4.0
A-	90-92.9	3.67
B+	87-89.9	3.33
B	83-86.9	3.0
B-	80-82.9	2.67
C+	77-79.9	2.33
C	73-76.9	2.0
C-	70-72.9	1.67
D+	67-69.9	1.33
D	63-66.9	1.0
E	< 63	0

See the current UF grading policies for more information.

OVERALL GRADING POLICY

It is unethical and in direct violation of the UF Student Honor Code to request an unjustifiable grade adjustment (UF Student Honor Code: *Conspiracy to Commit Academic Dishonesty*). Under no circumstances will I 'round up' a student's grade (an 89.99% is a B+), nor will I offer additional extra credit assignments. If a grade input error occurs, students are required to notify me as soon as possible. I will examine the eLearning grade to determine whether a calculation error has occurred. If an error occurred, the grade will be adjusted.

All assignments are graded according to associated rubrics. Specific feedback on assignments and APA formatting will be provided. Students are expected to review feedback and ask any questions for clarity prior to submitting future assignments. Effort effort to have each assignment graded and posted within one week of the due date will be made.

Note: Students have 7 days to review assignment grades/comments and contact the instructor with questions concerning their assignment grade. Students who fail to review their assignment scores within 7 days of the release of grades may not request retroactive adjustments on scores at the end of the term.

UNIVERSITY OF FLORIDA POLICIES

ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

ACADEMIC CONDUCT

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 honesty 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 Student Honor Code and Student Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. 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 or TAs in this class.

GETTING HELP AT THE UNIVERSITY OF FLORIDA

TECHNICAL DIFFICULTIES

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

- http://helpdesk.ufl.edu
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

HEALTH & WELLNESS

- **U Matter, We Care**: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter We Care to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit UF Counseling & Wellness Center or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit UF Student Health Care Center.

- **University Police Department**: Visit UF Police Department or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111, or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; UF Health Shands Emergency Room/Trauma Center.

UNIVERSITY OF FLORIDA ACADEMIC & STUDENT SUPPORT

- **Career Connections Center:** 352-392-1601. Career assistance and counseling services UF Career Connections Center.
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources. UF George A. Smathers Libraries Ask-A-Librarian
- **Teaching Center:** 352-392-2010 General study skills and tutoring: UF Teaching Center
- **Writing Studio:** 352-846-1138. Help brainstorming, formatting, and writing papers: University Writing Program Writing Studio

UNIVERSITY OF FLORIDA 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 Providing Constructive Feedback. 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 GatorEvals. Summaries of course evaluation results are available to students at GatorEvals Public Results. More information about UF's course evaluation system can be found at GatorEvals - Faculty Evaluations.

TIPS FOR SUCCESS IN ACADEMIC PERFORMANCE

- Schedule classwork times to complete out of class assignment
- Read ALL material contained on module pages - this assists to save time and help meet objectives of the course - review ALL information PRIOR to completing assignments or quizzes
- Take advantage of the GroupMe chat listed above -ask questions for any clarification
- Do not wait to ask questions
- Back up work to external hard drive, thumb drive, or through a cloud service

PRIVACY & ACCESSIBILITY POLICIES

For information about the privacy policies of the tools used in this course, see the links below:

- Instructure (Canvas)
  - Instructure Privacy Policy
  - Instructure Accessibility
- Sonic Foundry (Mediasite Streaming Video Player)
  - Sonic Foundry Privacy Policy
  - Sonic Foundry Accessibility

- Zoom
  - Zoom Privacy Policy
  - Zoom Accessibility
- YouTube (Google)
  - YouTube (Google) Privacy Policy
  - YouTube (Google) Accessibility
- Microsoft
  - Microsoft Privacy Policy
  - Microsoft Accessibility
- Adobe
  - Adobe Privacy Policy

NETIQUETTER & COMMUNICATION COURTESY

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

General Guidelines

When communicating online, you should always:

- Treat instructor with respect, even via email or in any other online communication.
- **Always use professors' proper title: Dr. or Prof.,** or if you are unsure use Mr. or Ms.
- Unless specifically invited, do not refer to a professor by their first name.
- Use clear and concise language.
- Remember that all college-level communication should have correct spelling and grammar.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Times New Roman and use a size 12 or 14 point font.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) .
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or be construed as being offensive.
- Be careful with personal information (both yours and others).
- Do not send confidential information via email.

Security

Your password is the only thing protecting you from pranks or more serious harm.

- Do not share password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

Email

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return email address.
- Think before you send the email to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "Reply All."
- Be sure that the message author intended for the information to be passed along before you click the "Forward" button.

Discussion Boards

When posting on online discussion board, you should:

- Check to see if anyone already asked your question and received a reply before posting to the discussion board.
- Remember your manners and say please and thank you when asking something of your classmates or instructor.
- Be open-minded.
- If you ask a question and many people respond, summarize all posts for the benefit of the class.
- When posting:
    - Make posts on-topic and within the scope of the course material.
    - Be sure to read all messages in a thread before replying.
    - Be brief as possible while still making a thorough comment.
    - Do not repeat someone else's post without adding something of your own to it.
    - Take posts seriously. Review and edit your posts before sending.
    - Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
    - If you refer to something that was said in an earlier post, quote a few key lines so readers do not have to go back and figure out which post you are referring to.
    - Always give proper credit when referencing or quoting another source.
    - If you reply to a classmate's question make sure your answer is correct, don't guess.
    - Always be respectful of others' opinions even when they differ from your own.
    - When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
    - Do not make personal or insulting remarks.
    - Do not write anything sarcastic or angry.

- Do not type in ALL CAPS, if you do IT WILL LOOK LIKE YOU ARE YELLING.

Zoom

When attending a Zoom class or meeting, you should:

- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home, your professor and classmates can see you! While attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings.
- Make sure the background is not distracting or something you would not want your classmates to see.
  - When in doubt use a virtual background. If you choose to use one, you should test the background out first to make sure your device can support it.
  - Your background can express your personality, but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.

If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.

Disclaimer: *This syllabus represents current plans and objectives. As we go through the term, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.*