HSC 4713 (14324) ~ Fall 2023 ~ 3 credits

Planning, Implementing, & Evaluating Health Promotion Programs

Professor & Teaching Assistant (TA) Information

Professor Name & Title	Email & Canvas Contact	Office Hours
Joy L. Rodgers, PhD, MCHES® Instructional Associate Professor	rodgersj@ufl.edu Canvas Inbox	Monday through Thursday By appointment, via Zoom

Instructional Support	Email & Canvas Contact	Office Hours
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General Course Information

Description & Prerequisites

HSC 4713 is a required course for Health Education and Behavior majors. The purpose of this three-credit course 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. All HEB students must have completed HSC 3032 with a minimum grade of C before enrolling in HSC 4713.

Course Goals

The goal of HSC 4713 is for you to demonstrate a high-level understanding of the frameworks, principles, and strategies for planning, implementing, and evaluating health programs through assessments and activities designed to promote critical thinking needed for the development of an effective and feasible health education/health promotion program.

## Instructional Methods & Materials

Instruction Methods & Class Format

This fully online course has been designated a "High-Quality Course" by UF + Quality Matters program for its use of a variety of learning modalities – lectures, applied activities and discussions, and exams – receiving 143 out of a total 149 points in a quality review of instructional methods and materials. The course is conducted in an asynchronous format with pre-set weekly assignment deadlines. This means you will view module video lectures and complete weekly assignments on your own time and submit weekly assignments by a designated due date, as listed in the online Canvas course schedule summary. You should use your Canvas account to access course materials (http://elearning.ufl.edu/).

Required Text*

Planning, Implementing, & Evaluating Health Promotion Programs by James F. McKenzie, Brad L. Neiger, & Rosemary Thackeray. **Eighth edition**.** Jones & Bartlett Learning. *****This textbook is one of the recommended readings for the CHES® exam. I chose this text for its value in studying for the CHES® exam. ******This course is aligned to this specific edition. If you choose to purchase / rent / study an older version of the text (<8th edition), you do so with the understanding the material may not fully correspond with course materials.
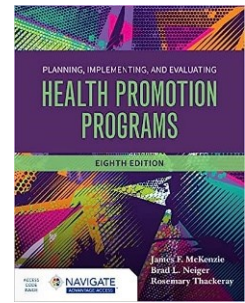
Additional Resources

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.

Learning Outcomes

Course Objectives

By the end of this course, you will be able to:

1. Identify the determinants of health outcomes and the ecological factors that influence behavior.
2. Identify components of comprehensive planning models.
3. Assess components of a program rationale and identify areas for improvement.
4. Identify sources of data in conducting a needs assessment.
5. Demonstrate the steps in conducting a needs assessment.
6. Demonstrate how to incorporate health behavior theory into the planning process.
7. Construct realistic and measurable program goals and objectives.
8. Identify advantages and disadvantages of using multiple strategies for reaching and facilitating participation among priority populations.
9. Identify community and health education planning resources.
10. Explain the elements for marketing a health education/promotion plan.
11. Differentiate between the types of evaluation outcomes and evaluation methods and strategies.
12. Explain the importance and significance of using a comprehensive, systematic approach to planning, implementing, and evaluating health education and behavior programs.

Success Defined

Online learning can present significant challenges, particularly to individuals who are not self-starters or those who do not have 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 will have multiple assignments due each week. You are expected to adhere to the course calendar and timeline. For this reason, I highly recommend you **schedule specific times and days devoted to study hours for the course. According to UF, students should plan to spend nine to 10 hours a week studying and completing assignments for a three-credit course.**

I want to see you succeed! Here are additional suggestions on what you can do to be successful in this course and maximize your grade:

- 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.
- Complete assigned textbook readings early and view lectures as soon as a module opens. In doing so, you will be familiar with the material and better able to complete the quizzes, discussions, and activities.
- Use the module learning objectives and review questions at the end of chapter readings to guide your study and exam preparation.

- Implement suggested feedback. You will receive feedback on program-development activities to help you improve. Please reach out if you have any questions or concerns about, or disagreements with my feedback. **Note:** *All feedback given is intended to support student improvement, meaning to be constructive. Sometimes feedback can come across as abrupt. Speaking to me directly during office hours about any concerns will help ease anxiety and help guide improvements. In any case, please don't wait until the end of the semester to express concerns.*
- Keep up. Make a notation in your calendar of all assignment deadlines to be sure you don't overlook an assignment due date.
- Check in to the course website two times a week to make sure you don't miss important announcements.
- Strive to make assignments meaningful and relevant to your context.
- Ensure you have reliable high-speed Internet access.
- Avoid formatting mistakes, typos, and submitting the wrong document. ***Always*** proofread your work, double-check the document you submitted, and use spellcheck in Word to avoid unnecessary typos and grammatical errors. **Note:** *I encourage you to use Grammarly, a free grammar app available for download through UF Computing.*
- Talk to me whenever a problem related to the course arises, whenever you feel the need to clarify a question, whenever you wish to further explore the topics of particular interest, or whenever an emergency arises.

Assignment Policies

Assigned Work

You are expected to do your own original and best work. All assignments should be submitted **before** the stated deadlines. **No extra credit opportunities, additional assignments, or opportunities to revise assignments will be provided**. Except for **documented medical or immediate family emergencies**, no late work or email submissions will be accepted.

Allowable Late Assignments

I recognize that life happens, and challenges may arise that prevent you from completing an assignment on time. In these rare instances, you may submit after the deadline **if you are able to provide an acceptable, University-approved reason with proper documentation for missing the deadline**. University-approved reasons are:

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

Note: *See additional information on allowable late assignments and associated point deductions under the subheadings "Course Assessments" and "Program Development Activities" in the section on Grading Policies.*

Makeups & Alternative Assignments

If an emergency arises that causes you to miss an assignment deadline, you should **contact me within 24 hours of missing the deadline**. You will then need to **provide formal documentation within 48 hours**, or within a reasonable period, to receive consideration to either make up the missed assignment or be given an alternative assignment to complete. **Note:** *See the policy for makeup exams under the subheadings "Course Assessments" and "Exams" in the section on Grading Policies.*

I encourage you to talk with me immediately if you miss a submission deadline, or beforehand if you know you will be unable to meet a submission deadline. The longer you wait to communicate a difficulty, the less likely a makeup or alternative assignment will be possible. Decisions to allow makeups or provide an alternative

assignment will be made by me after consulting the university policies specified in the UF Undergraduate Catalog and in accordance with course policies outlined in this syllabus.

Excessive Missing Assignments

The university recognizes the right of instructors to make attendance mandatory and require documentation for absences, missed assignments, or failing to fully engage in class, including class discussions. After due warning, instructors can prohibit further attendance and subsequently assign a failing grade for the excessive absences. This policy applies to both in-person and online class instruction. **Note:** *If you are missing assignments for any reason, please reach out to me immediately. Failing to communicate with me (e.g., respond to emails, discuss progress in the course) could lead to removal from the course for excessive absences and failure to fully engage in the course. I truly dislike having to take such measures. Communication is one of the keys to success in this course.*

Grading Policies

Course Assessments

You will be graded based on your performance on the **weighted assignment groups** described as follows:

1. **Communication and Engagement Using Yellowdig** (15% of final course grade)
   Yellowdig is a university social network and course management tool designed to create a sense of community and promote ongoing communication among community members. Your participation in Yellowdig allows you to share information and thoughts relevant to course material and apply what you are learning in the class. The quality and frequency of engagement in this required activity will be noted and graded based on a points system. The Yellowdig weekly points period opens every Sunday at 12 a.m. (midnight) and closes the following Saturday at 11:59 p.m. **Note:** *See Discussion Etiquette on the Course Tools page in the Course Orientation Module in Canvas for more guidelines for successful online discussions.*
2. **Quizzes** (10% of final course grade)
   Three types of Quizzes serve to help prepare you for completing course requirements and assignments:

   1. The **Syllabus Quiz** is based on the course syllabus, which is ***the*** mutual agreement between me (the course instructor) and you (the student). The purpose of the Syllabus Quiz is to ensure you fully understand the policies, procedures, and expectations of this course. **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 the first attempt of taking the Syllabus Quiz and 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 Course Schedule for Syllabus Quiz due date and time.**
   2. The **Honorlock Familiarization Quiz** aims to provide you an opportunity to try/test the online proctoring service Honorlock, which will proctor your exams this semester and allow you to take your exams from the comfort of your home. The Honorlock Familiarization Quiz should help identify any Honorlock issues that need to be addressed before your first exam. **See Canvas Course Schedule for Honorlock Familiarization Quiz due date and time.**
   3. **Module Readiness Assessment Quizzes (RAQs)** are brief, open-book assessments based on the module reading assignments and video lectures. These quizzes are time limited (10 minutes) and entail five (5) multiple-choice questions randomly pulled from a chapter question bank. RAQs are designed to be completed ***before*** the corresponding module's Yellowdig and Program-Development Activities so your comprehension of the readings and lectures will be demonstrated in your assignments. **RAQs are due at 11:59 p.m. on Wednesdays** of the week the module opens. **Note:**

> *Unlike the Syllabus Quiz, you will get one chance *only* to achieve a score of 100% on the RAQs. The lowest RAQ score will be dropped at the end of the semester.*

3. **Exams** (35% of final course grade)

   Exams are designed to measure competence and application of the material presented in the course modules. Exam format consists of multiple choice and short answer response options. **All exams open at 6 a.m. on the Wednesday of the week in which the exam is scheduled and close promptly at 11:59 p.m. on Saturday of that week.** This is a generous 90-hour open exam window. You will have 120 minutes to complete each exam. You must complete each exam by the 11:59 p.m. Saturday deadline to avoid the timed exam window closing. This means you should plan to begin each exam no later than 10 p.m. Saturday to ensure you will have ample time to complete the exam before it closes.

   - Exam 1 will cover material presented in Modules 1-7 (Chs 1-9), and Exam 2 will cover material presented in Modules 8-11 (Chs 11-14). **A study guide for each exam is available in Canvas.** As noted under suggestions for success in the course, the module learning objectives and the review questions at the end of each assigned textbook chapter also may serve as your exam study guides.
   - Honorlock proctoring service will require you to download its extension via **Google Chrome** at http://www.honorlock.com/extension/install. You will need a government-issued photo ID or student ID. No breaks are allowed during your testing session and mobile phones and/or other electronic devices will not be permitted in the testing area. ***No*** resources will be permitted. Any unauthorized notes, presence of tablet or cell phone, or other attempts to cheat will abort the test session and will be reported to me (your instructor). This will result in a zero on the exam and a student honor code violation.

   <u>Note:</u> *Individual makeup exams will *not* be given. Students who miss an exam for acceptable documented reasons will take the general makeup exam given at the end of the semester. This makeup exam will cover material from the entire semester – a cumulative exam. Your grade on this cumulative exam will serve as your grade for the missed exam(s). The makeup exam window will be announced at the end of semester, as needed.*

4. **Program-Development Activities** (40% of final course grade)

   Program-Development Activities entail substantive application assignments representative of responsibilities and expectations of practicing health educators. These key activities are designed as practice and preparation for your upcoming internships and career. **Program-Development Activities are due at 11:59 p.m. on Saturdays. See Canvas Course Schedule for due dates and times for Program-Development Activities.** <u>Note:</u> *You will be allowed to submit *one* Program-Development Activity assignment up to 24 hours after the assignment deadline. This late submission will receive a 25% grade penalty. Except for documented and allowable circumstances, no more than one late submission will be accepted.*

Breakdown of Weighted Assigned Groups

Assignment Group	Total Possible Points	Weighted Percent of Final Grade
Communication & Engagement	40	15
Quizzes (Syllabus, Honorlock, RAQs)	132	10
Exams	200	35
Program-Development Activities	150	40

Grading Timeline and Concerns

My goal is to return graded assignments in a timely manner, meaning within 72 hours of assignment due dates. More often, however, assignments are released between 24 and 48 hours of assignment submission deadlines. If you believe a grading error exists, 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 exists, 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. No grades will be reviewed after that 24-hour period.*

If you have questions following the posting of final course grades at the end of the term, you should present your concerns in person by phone or via Zoom during finals week or at the beginning of the next semester, as appropriate. **Per UF policy on protected student information, no emails regarding final grades will receive a response. No emails will be responded to regarding final grades.**

Grading Scale

Assignment of final course grades will be made based on the **grading scale** that follows. **No extra credit assignments or points will be given**. **Note:** *UF grades and grading policies may be accessed online at* <u>*Grades and Grading Policies < University of Florida (ufl.edu)*</u>.

Letter	Percentage	Letter	Percentage
A ☺	100.0-93.0	C	<77.0-73.0
A-	<93.0-90.0	C-	<73.0-70.0
B+	<90.0-87.0	D+	<70.0-67.0
B	<87.0-83.0	D	<67.0-65.0
B-	<83.0-80.0	D-	<65.0-60.0
C+	<80.0-77.0	E ☹	≤60.0

Course Schedule

The following course schedule is subject to change to accommodate unforeseen circumstances.

Week/Dates	Module No. Topic	Assignments R: Read; W: Watch; Q: Quiz; YD: Yellowdig; A: Activity; E: Exam	Due Dates* *11:59 p.m. on date listed, unless otherwise stated
1 Aug 23-26	Orientation (Start Here)	• R: Orientation (Start Here) pages • Q: Syllabus & Honorlock Familiarization quizzes • YD: Introduce Yourself	• **Aug 29:** Syllabus & Honorlock Familiarization quizzes & Introduce Yourself in Yellowdig
2 Aug 27-Sep 2	1 Planning Process	• R: Text Chs 1 & 2 • W: Module lecture(s) • Q: Readiness Assessment Quiz 1 • A: Program Rationale Critique • YD: Planning Process	• **Aug 30**: RAQ1 • **Sep 2:** A1 & YD
3 Sep 3-9 (Labor Day, Sep 4)	2 Planning Models	• R: Text Ch 3 • W: Module lecture(s) • Q: Readiness Assessment Quiz 2 • A: "Best" Planning Model • YD: Planning Models	• **Sep 6:** RAQ2 • **Sep 9:** A2 & YD

Week/Dates	Module No. Topic	Assignments R: Read; W: Watch; Q: Quiz; YD: Yellowdig; A: Activity; E: Exam	Due Dates* *11:59 p.m. on date listed, unless otherwise stated
4 Sep 10-16	3 Assessing Needs, Measurement, & Sampling	• R: Text Chs 4 & 5 • W: Module lecture(s) • Q: Readiness Assessment Quiz 3 • A: Identification of Need Using Secondary Data • YD: Assessing Needs, Measurement, & Sampling	• **Sep 13:** RAQ3 • **Sep 16:** A3 & YD
5 Sep 17-23	4 Mission, Goals, & SMART Objectives	• R: Text Ch 6 • W: Module lecture(s) • Q: Readiness Assessment Quiz 4 • A: Mission Statement, Goals, & Objectives • YD: Mission, Goals, & Objectives	• **Sep 20:** RAQ4 • **Sep 23:** A4 & YD
6 Sep 24-30	5 Health Theories	• R: Text Ch 7 • W: Module lecture(s) • Q: Readiness Assessment Quiz 5 • A: "Best" Theoretical Framework • YD: Health Theories	• **Sep 27:** RAQ5 • **Sep 30:** A5 & YD
7 Oct 1-7	6 Interventions Alignment	• R: Text Ch 8 • W: Module lecture(s) • Q: Readiness Assessment Quiz 6 • A: Intervention Strategies • YD: Intervention Alignment	• **Oct 4:** RAQ6 • **Oct 7:** A6 & YD
8 Oct 8-14	7 Marketing Health Programs	• R: Text Ch 9 • W: Module lecture(s) • Q: Readiness Assessment Quiz 7 • A: Marketing Programs • YD: Marketing Health Programs	• **Oct 11:** RAQ7 • **Oct 14:** A7 & YD
9 Oct 15-21	1-7 Exam	• **Exam 1**	• **Exam opens a 6 a.m. on Wednesday, Oct. 18, and closes at 11:59 p.m. on Saturday, Oct. 21**
10 Oct 22-28	8 Preparing for Implementation	• R: Text Ch 11 • W: Module lecture(s) • Q: Readiness Assessment Quiz 8 • A: Implementation Action Plan • YD: Preparing for Implementation	• **Oct 25:** RAQ8 • **Oct 28:** A8 & YD
11 Oct 29-Nov 4	9 Carrying Out Implementation & Management	• R: Text Ch 12 • W: Module lecture(s) • Q: Readiness Assessment Quiz 9 • A: Implementation Plan • YD: Carrying Out Implementation	• **Nov 1:** RAQ9 • **Nov 4:** A9 & YD

Week/Dates	Module No. Topic	Assignments R: Read; W: Watch; Q: Quiz; YD: Yellowdig; A: Activity; E: Exam	Due Dates* *11:59 p.m. on date listed, unless otherwise stated
12 Nov 5-11 (Veterans' Day Nov 10)	10 Evaluation Overview: Purposes & Logistics	• R: Text Ch 13 & Ch 8, pp 195-197 (Logic Models) • W: Module lecture(s) • Q: Readiness Assessment Quiz 10 • A: Logic Model Components • YD: Evaluation Overview	• **Nov 8:** RAQ10 • **Nov 11:** A10 & YD
13 Nov 12-18	11 Evaluation: Approaches & Designs	• R: Text Ch 14 • W: Module lecture(s) • Q: Readiness Assessment Quiz 11 • A: Evaluation Questions • YD: Evaluation Approaches & Designs	• **Nov 15:** RAQ11 • **Nov 18:** A11 & YD
14 Nov 19-25		**Holiday Week ~ Enjoy your Thanksgiving!**	
15 Nov 26-Dec 2	8-11 Exam 2	• **Exam 2**	• **Exam opens a 6 a.m. on Wednesday, Nov. 29, and closes at 11:59 p.m. on Saturday, Dec. 2**
16 Dec 3-8	Wrapup	• Course Evaluation	• Evaluations due Dec. 8

Additional Policies & Information

Online Office Hours and Best Practices for Students

Office hours are an important part of supporting you in your learning throughout this course. Even if you do not have specific questions, needs, and concerns, I would love to meet with you at least once during this semester. **I am open to meeting with you Monday through Thursday by appointment via Zoom.** To schedule a time to meet, please email me at least 24 hours in advance to arrange a specific time to meet via Zoom. **Note:** *Office hours are only available Monday through Thursday.*

The following tips comprise a set of "best practices" to help you get the most out of online office hours:

- **Ask questions!** I will not re-lecture content, but I will gladly explain things differently. **All questions are welcome!** There are no "bad" or "dumb" questions.
- **Listen and take notes during the session.** I may give you valuable additional information.
- **Use your mic and camera!** Although the session is virtual, seeing the person in the "room" supports better engagement and allows me to gauge your understanding through facial cues, e.g., a frown, smile, raised eyebrow.
- **Tell stories!** It's fun to share applications of the material and it's **great for learning!**

Name & 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 ensuring that I address 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.

Course 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 essential information related to the course, including changes in assignment due dates. Also, announcements may be made that offer feedback on assignments, specifically Program-Development Activities to help you improve and prepare for your life as a health educator.

Outside of office hours, the **best** way to reach me directly is to use the Inbox tool on the Canvas course website. If you message me using my UF email 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. **You should reserve your use of email to ask questions related to personal concerns such as grades, missed assignments, or emergency situations.** I typically respond within 24 hours to emails received Monday through Thursday. Messages received after **5 p.m. on Thursday** and/or during the weekend will receive a reply the following Monday. **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.** <u>Note:</u> *Although I refrain from answering messages on the weekends and holidays, I do try to monitor my Inbox (both Canvas and UF) and will respond to urgent messages as appropriate.*

If you have a question specifically related to the course – for example, assignment instruction clarification – you should "Raise Your Hand" in the appropriate module course questions discussion forum. <u>Note:</u> *The course is set up to require you to view the questions forum for each module. I encourage you to not only post your questions in the forum but also regularly check for questions posted by your classmates. Information posted in the forums could be of great benefit for helping you through the course.* If you have a question, chances are one or more of your classmates may be wondering about the same thing! My response could benefit everyone in the class. Do not be shy about asking questions in the forum.

Participation & Engagement

Participation is my first recommendation for successful completion of this course and the means to receive optimal benefit for your time and money. Strong participation means being actively engaged in discussions, asking interesting questions, and demonstrating that you read and have thought about the material. Participation also translates through being alert, showing curiosity about your own and others' perspectives on an issue, demonstrating respect for others' opinions and ideas through acknowledging their view, and asking for clarification when you aren't sure. <u>Note:</u> *See additional information on course engagement and participation under the earlier heading of "Assignment Policies/Excessive Missing Assignments."*

A Note About Participation & 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 practice talking about a difficult and/or controversial 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 may occur with this class as well. I hope we can forgive ourselves and others as we make these missteps.

I also hope that 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 or missing a discussion may bring relief in the short term, but eventually, these behaviors tend to curtail learning, and we all lose an opportunity to gain more experience in communicating with and across all our differences.

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

Technology

This course uses the Canvas course management system, which employs tools to facilitate individual and group communication within the course, as well as management of the submission and grading of assignments. Proficiency in using Canvas is important. Video tutorials on how to use the various tools within Canvas are available through the Help Center in Canvas. Video guides may be accessed at https://community.canvaslms.com/t5/Video-Guide/tkb-p/videos#Students. Non-video guides may be accessed at https://community.canvaslms.com/t5/Student-Guide/tkb-p/student. **Note:** *If you experience technical difficulties using course technology, you should contact the UF Help Desk (352.392.4357) before reaching out to me.* Canvas resources also may be accessed under the heading "How to Use Canvas" on the Technical Requirements page in the Canvas Orientation (Start Here) Module.

Exam and Quiz Administration & Questions

As noted in the information under the heading of Course Assessments/Exams, **Honorlock** will be used to proctor all exams in this course. You do ***not*** need to create an account, download software, or schedule an appointment in advance. Honorlock is available 24/7 and all that is needed is a computer, a working webcam, and a stable Internet connection. To get started, you will need Google Chrome and to download the Honorlock Chrome Extension. You can download the extension at www.honorlock.com/extension/install.

When you are ready to test, log in to Canvas (eLearning), go to your course, and click on your exam. Clicking Launch Proctoring will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan of your room. Honorlock will be recording your exam session by webcam as well as recording your screen. Honorlock also has an integrity algorithm that can detect search engine use, so please do ***not*** attempt to search for answers, even if it's on a secondary device. Honorlock support is available 24/7/365. If you encounter any issues, you may contact Honorlock by live chat, phone (844-243-2500), or email (support@honorlock.com).

If you have a question about a quiz or an exam after submitting, you may send me an email (rodgersj@ufl.edu or Canvas Inbox) in which you should describe your concern(s) to include any justification and/or documentation (from lecture and/or readings) to support your concern, for example a page number of the textbook or slide number or slide title from video lecture and a statement of your understanding of the material. **A message simply stating you have a concern without a valid reason or support will *not* be sufficient to merit a review. Also, since exam questions and responses are shuffled and randomized, just stating the question number is *not* acceptable for a review. Attaching a screenshot of the question in an email also is *not* acceptable because the high security measures embedded into Canvas frequently strip attachments from messages, especially if the source is unknown.** You must send an email expressing your concern **within 24 hours of completing the exam**. I will evaluate the validity of each concern and take appropriate action as needed (e.g., respond with clarification, modify the grade as warranted). <u>**Note:**</u> *Please do not post a question on a quiz or an exam to the Raise Your Hand module question forum or to the Yellowdig community because other students may still need to take the assessments.*

Disability Accommodation & Inclusive Learning Statement

Your success 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 require accommodations, please register with the Disability Resource Center (https://disability.ufl.edu/students/get-started/) to have an accommodation letter sent to me. <u>**Note:**</u> *Accommodations cannot be made retroactively, so please contact me immediately, or as soon in the term as possible to ensure proper application of accommodations.*

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. There are also a range of

resources on campus. Please also see the heading Getting Additional Help at the end of this Syllabus. Additional Resources and Support information also are provided in multiple places in the Orientation Module on Canvas.

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 the 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.

Collaborating with a professor, tutor, or friend to clarify your ideas and organization for a paper or presentation is 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

You are expected to provide professional and respectful feedback on the quality of instruction in this course by completing the 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 starts. 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 to be given extra credit for completing course evaluations. Any professor who offers points for course evaluation submissions is violating UF instructional policies.***

Getting Additional Help

Canvas & Computing

For computing issues or technical difficulties using Canvas, contact the UF Help Desk at:

- https://helpdesk.ufl.edu/
- 352-392-4357
- 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. You **must** contact me **within 24 hours** of the technical difficulty if you wish to request a makeup.

Academic Resources

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). Several ways to receive help with respect to using 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 (Writing Studio – University Writing Program (ufl.edu)), 2215 Turlington Hall, 325-846-1138. Help brainstorming, formatting, and drafting 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 & Wellness Resources

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 | GatorWell Health Promotion Services or call 352-273-4450.