**Human Services Program**

**St. Petersburg College**

HUS 1353-1586 – Issues in Community Health Services

Spring Term 2023-2024 (0630)

Modality: Online

3 Credit Hours

January 16, 2024 - May 10, 2024

Professor Janice Kicklighter, M.A., (she, her)

Phone Number: (727) 497-5050

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Office Location:  MT312, DT122, and St. Pete. /Gibbs 307

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Required Textbook:

Berthold, Timothy (2016). *Foundations for Community Health Workers*(2nd edition). Publisher: Wiley Cons.

                                                 ISBN 13: 9781119060673

**Welcome to Issues in Community Health Services!**

I am looking forward to introducing you to some of the current issues and topics in community health services with a focus on health disparities (including socioeconomic status, race/ethnicity, gender, sexual orientation, and age), vulnerable populations, and the social determinants of health. Please know that I am here to help every step of the way; your success is a priority.  I am looking forward to a great semester!

**Instructor**

**Name:** Professor Janice Kicklighter

**Email: kicklighter.janice@spcollege.edu**

**Phone:**  (727) 497-5050

**Office Hours: By Appointment, and before and after classes**

**Office Location:** Midtown 312 and Downtown 122

Link to Instructor page for “bio” and teaching philosophy:

<http://it.spcollege.edu/course_info/inquiry.cfm?number=614>

**Academic Department**

**Dean of Social and Behavioral Sciences**

**Name:** Dr. Joseph Smiley

**Office Location:** Clearwater Campus

**Office Phone Number:** (727) 712-5851

**Email:** [Smiley.Joseph@spcollege.edu](https://web.spcollege.edu/instructors/id/Smiley.Joseph)

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**Social and Behavioral Sciences Website**

**URL:**<https://www.spcollege.edu/future-students/degrees-training/social-and-behavioral-sciences-and-human-services>

**Communication**

My preferred method of communication is that you email me through MyCourses. I check emails daily and will respond to your emails within 48 hours, unless it is a weekend or college holiday. Please email me for assistance or to ask questions. You can also reach me by phone at (727) 497-5050.

I will make every attempt to respond to your emails and phone calls, within 48 hours, Mondays through Fridays.  I am available to respond to your emails and/or phone calls Monday through Friday, during regular business hours.

**Important Dates to Remember:  Semester is January 16, 2024 - May 10, 2024**

**1/16/24             First day of classes**

**1/19/24          Last day to drop with a refund**

**1/15/24          College closed in celebration of Dr. Martin Luther King Jr. Day**

**3/10-3/16/24   College closed for Spring Break**

**4/7/24             Last day to withdraw with the grade of “W”**

**3/29/24           Spring Holiday-Good Friday**

**5/1/24-5/6/24   Final Exam**

**Attendance Policy**

Class attendance and full participation is ***required*** of all students in all classes. A student may be withdrawn for excessive absences (both unexcused and excused) and/or not actively participating in the course.

 Immediately **following the 60 percent point in the term**, the instructor will **verify which students are actively participating. All inactive students and those that lack 60% participation will be dropped from the course.**

**Face-to-face and Live-online classes**

If you fail to attend the first two weeks of the semester, you will be considered a “No show”, and will be administratively withdrawn from the course.

If you have enrolled in a face-to-face or Live-online class, you are required to attend your weekly classes. If you miss 2 or more classes, you will be considered **inactive** and are in jeopardy of being administratively withdrawn with an “WF”.

I addition you are expected to complete the weekly assignments, quizzes, and/or tests, by the assigned due dates. If they are not completed, you will be counted as absent. **Two or more consecutive absences may result in inactive participation**. Students classified with inactive participation may be administratively withdrawn with a "WF."

If you completely withdraw from the college anytime on or before the dates of your session, you may incur repayment of Financial Assistance funds. See [financial aid withdraw deadlines](https://www.spcollege.edu/financial-aid/financial-aid-dates).

**\*\* Refer to the Assignments, due dates, holidays, and breaks tab for due dates for all assignments. Go to Course Content, then to the table of contents, it will be the tab underneath the Begin Here Module tab.**

Lesson Due dates and Holidays

Lesson 1 is due on 1/21/24

Lesson 2 is due on 1/28/24

Lesson 3 is due on 2/4/24

Lesson 4 is due on 2/11/24

Lesson 5 is due on 2/18/24

Lesson 6 is due on 2/25/24

Lesson 7 is due on 3/3/24

**Spring Break- The college will be closed 3/11/24-3/16/24**

Lesson 8 is due on 3/24/24

**Spring Holiday/Good Friday-The college is closed 3/29/24**

Lesson 9 is due on 3/31/24

(**Due to Spring Break and Spring Holiday-Lessons 10, and 11 have combined due dates)**

**Lessons 10 and 11 are due on 4/7/24**

Lesson 12 is due on 4/14/24

Lesson 13 is due on 4/21/24

Lesson 14 is due on 4/28/24

**\*\*Please note that lessons 15 and 16, and the Public Health Paper are all due on 5/5/24\*\***

Lesson 15 is due on 5/5/24

Lesson 16 is due on 5/5/24

**Final Exam will be opened from Wednesday, 5/1/24 through Monday, 5/6/24. The final exam will close at 11:55pm on 5/6/24, no exceptions.**

**Course Description:** This course provides an overview of current issues and topics in community health services with a focus on health disparities (including socioeconomic status, race/ethnicity, gender, sexual orientation and age), vulnerable populations, and the social determinants of health. Students will gain an understanding of these determinants to develop strategies to improve the health of communities and populations. Topics include communication and education, foundations of health, professional responsibility, advocacy, resources, socioeconomic factors in health, social and behavioral determinants of health, access to healthcare, community/public health, the concept of community, and how we study communities/populations and the health issues they face.

Availability of Course Content/Interaction: Please refer to the Table of Contents in MyCourses for important due dates.

**Learning Outcomes and Objectives:**

1. **The student will demonstrate essential communication and teaching skills when working with clients/families by:**

1. Applying effective, expressive and receptive communication skills (verbal and nonverbal) that are culturally and linguistically competent.

1. Mastering the core competency skills of non-clinical health assessment, advising, service coordination planning, and client-centered informal counseling.

1. Applying educational/training methods to help clients/families modify behaviors to reduce the risk for chronic diseases.

1. Using effective adult learning, teaching, instructional and/or presentation skills.

1. Providing culturally appropriate health information and social supports to members of the community seeking health/social services.

F.    Employing effective principles and skills in listening, conflict resolution and crisis management to resolve dilemmas when presented with actual and hypothetical issues found when working with clients.

1. **The student will examine basic health topics and foundations of health and propose practical solutions for improvement to the challenges presented by:**

A.    Discussing the basic structure of the US health care delivery system in addition to the infrastructure and health education components of local and state health departments.

B.    Discussing basic knowledge of primary risk factors and prevention.

C.    Discussing epidemiological concepts and uses for community health assessment, planning, implementation, and evaluation.

D.    Analyzing health issues and inequalities from biomedical, public health, and cultural perspectives, including the social determinants of health.

1. Analyzing the patterns of health disparity affecting various racial/ethnic, gender, income and sexual orientation groups, including health indicators, rates of disease, and health-related behaviors.

1. Reviewing case studies of evidence-based health promotion programs.

1. Critically analyzing a community health issue, the population it affects, and listing the agencies that address the issue.

1. Conducting outreach and providing education to meet community health/social service needs.

**The student will display professional responsibility and ethical and professional conduct by:**

1. Assessing and applying professional skills including ethics, scope of practice, professional boundaries, cultural humility, and self-care practices.

1. Describing the distinguishing characteristics and emphases of a variety of professional codes of ethics (including the Florida Certification Board) and relating the codes to ethical issues Community Health Workers (CHW) may encounter.

1. Maintaining confidentiality in accordance with state and federal laws.

1. Interpreting the CHW’s Scope of Service, specifically, what can and cannot be performed.

E.    Discussing cultural humility principles and practice in working with diverse clients and communities.

1. **The student will develop strategies to provide appropriate linkage services to clients for local, state and national health resources by:**

1. Researching and identifying resources providing information on community and population health.

1. Developing a resource file and relevant health education materials.

1. Applying typical methods used for assessment and screening to assess a client/family’s strengths and areas of need.

1. Examining ways to build individual and community capacity to access health/social service.

1. Identifying barriers to services and access appropriate resources to care.

F.    Evaluating healthcare delivery systems, including eligibility and community resources.

1. **The student will demonstrate advocacy skills by:**

1. Identifying methods to assist and support clients on how to advocate for themselves within systems and develop skills to increase their own capacity to access needed health/social services.

1. Developing effective interventions to assist client/families in goal setting and achievement.

1. Applying key features of successful advocacy approaches to hypothetical situations regarding individual and community needs related to health/social services.

1. Summarizing the process of community organizing, advocacy, and policy development as appropriate to the scope of practice for CHWs.

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| **Class Components** |
| Weekly Discussions |
| Reflection Assignments |
| Public Health Issue Paper |
| Final Exam |

**Public Health Issue Paper:** This paper will require you to investigate a public health problem. You will deﬁne the issue, describe the magnitude and scope of the problem, justify its importance to public health (e.g., prevalence, morbidity, mortality, cost), and summarize research on the biological, environmental, and social determinants of the problem. In addition, you will identify and describe a community or population that is affected by this problem.  You will search the peer-reviewed literature to identify and review interventions that have been found to be efﬁcacious in addressing the public health problems.  You will select, describe, and justify the intervention or set of interventions that you believe would be most effective in addressing the public health problem in the community or population that you are studying.

**Grading Policy:**

***\* A minimum grade of “C”*** is required for successful completion of this class as well as all other General Education courses, Support courses, and Major courses for the Human Services program.

The student’s final grade in this course is determined on the basis of his/her accumulated points:

A = 90 - 100% of total points

B = 80 – 89.9% of total points

C = 70 – 79.9% of total points

D = 60 – 69.9% of total points

F = 59.9% or less of total points

**Attendance Policy**

Class attendance (both face to face and online) full participation is ***required*** of all students in all classes. A student may be withdrawn for excessive absences (both unexcused and excused) and/or not actively participating in the course.

An absence may be excused by the instructor only if it is determined to be an extenuating circumstance, some of which could include a death in the family, hospitalization or emergency room visit.  If you are requesting an excused absence due to an extenuating

circumstances you must submit the proper documentation to verify the reason for the absence.  The instructor must be notified as soon as possible, preferably before missing the class.

**Attendance and Active Participation/withdrawal policies**

Students classified as a “**No Show”** **for both of the first two weeks will be “administratively”**

**withdrawn** from any class which they are not attending. It is the student’s responsibility to know

the attendance policy of the class in which they are enrolled

Communication with your instructor is required for any absence.

The instructor has the discretion to determine if the excuse and documentation meet the criteria for an approved excused absence or an extension on an assignment.

Active participation requires your attendance in face-to-face class meetings and online lessons.

* Face to Face Classes:   Active participation means that you come to class.  Further, you must be on time, participate in face-to-face discussions, group activities, and all learning scenarios.
  + You MUST attend class meetings to learn, practice and meet the stated objectives (MLOs) of each course.
* Online Classes:  Active participation in online classes includes completion of all lesson assignments (reflections, discussions, exams, quizzes, research papers, etc.) by the due date.

The program has PLO’s and MLOs for each course. In order to accomplish the PLOs of the program and MLOs of each course, all assignments must be completed.   Zero grades are not acceptable.   All coursework must be completed to remain in the courses and successfully complete them.

**Academic Support / Life Issues Resources:**

The college has many methods in place to assist students with a myriad of academic and personal challenges.  The following is a list of support programs that are available to all students:  Accessibility Services, BayCare Student Assistance Program, Student Support Services, Tutoring, and Career Services.  The following link contains additional information on all of these programs and more:  [Student Support Resources](https://go.spcollege.edu/pages/dynamic.aspx?id=2147484119)

As a SPC student it is vital that you know Titans Care.  You can access resources through SPC’s Student Assistance Program (SAP) (<https://mycoursessupport.spcollege.edu/student-assistance-program>), a collaborative resource for students with mental health or general life issues.  SAP provides help and education in suicide prevention, mental health, substance abuse awareness and more.  It is SPC’s belief that supporting mental wellness is everyone’s charge, and that one loss as a result of substance abuse, mental illness, or suicide is one too many. If you or a loved one are considering suicide, please call the National Suicide Prevention Lifeline at 1-800-273-8255.

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| **HOW TO BE A SUCCESSFUL STUDENT**  **SUCCESS FACTORS**    Attending class is vital to your success, particularly the first few days of class as you are introduced to the requirements and topics you will be covering. Therefore the college limits when you can **add classes**. Please [check our registration page](https://www.spcollege.edu/future-students/admissions/registration) regarding when classes **can be added**. You may **drop a course** through Friday of the first day of class and be eligible for a refund although withdrawing may affect your **financial aid**. If you are thinking of withdrawing, please speak with your instructor first and then a financial aid counselor: [ASK FAS](https://www.spcollege.edu/financial-aid/askfas).    Showing up is the first step in ensuring your academic success. **Active participation** is the next step - whether you are in a classroom or taking classes online. Each of your faculty will give details in the syllabus about their **attendance** policies. If you are going to miss a session, or be offline for any reason, please let your instructor know in advance. If you don't attend during the first two weeks of a term you will **automatically be withdrawn** from the class and this can cause serious **problems if you receive financial aid**. In fact, if you withdraw prior to completing 60% of a class and receive any form of federal financial aid (grants or loans) you will be required to repay a portion. So if you are thinking of withdrawing, please speak with your instructor or a financial aid counselor [ASK FAS](https://www.spcollege.edu/financial-aid/askfas).     St. Petersburg College is supported by the state of Florida so it's important for you to know the **state rules** that affect your academics. A student may repeat a course once for which a grade of "C" or higher has been earned. Retaking the course may be allowed if it is required in certain circumstances. [See the college procedure](https://web.spcollege.edu/botrules/P4/P4_15.doc).    Your **grade point average** is used to determine financial aid eligibility, entrance into certain programs, and warnings, probation, and suspension. If you repeat a course, at SPC or another college, only the last attempt will be used in computing the grade-point average. The **Office of Accessibility Services** is available to assist you if you have a documented disability or think that you may have a disability. Please make an appointment with the [Accessibility Coordinator](https://www.spcollege.edu/current-students/student-affairs/student-support-resources/accessibility-services/accessibility-services-contacts) on your campus or online. Registering with Accessibility Services is especially important if you are on campus and will need assistance during an emergency classroom evacuation. For contact information, please see the [Accessibility Services website.](https://www.spcollege.edu/current-students/student-affairs/student-support-resources/accessibility-services)    **STUDENT EXPECTATIONS**    It is important that all of your attention be focused on the content to be learned so when you are in class you shouldn't be using your **computer, cell phone, and tablet** for casual use, only academic purposes. Any use of these devices (including **texting**) for non-academic purposes draws your attention away from the course work and is therefore subject to disciplinary action. Whether you are taking a course online, blended, or in the classroom, you may be required to have discussions of class assignments and share papers and other class materials with instructors and classmates online. The learning management system, **MyCourses**, will be used for this purpose and you should complete the Introduction to *MyCourses* so that you are comfortable with the system and can complete your assignments. Whether you are in an online class or a physical classroom, certain **behaviors** are expected when you communicate with your peers and your instructors. You need to contribute to a positive learning/teaching environment, respecting the rights of others and their opportunity to learn. No one has the right to interfere with the teaching/learning process. Below are the traits of a **successful student**.    These guidelines pertain whether your course is online or in the classroom. When communicating, you should always:     * Treat everyone with respect in every communication * Use your professor's proper title: Dr. or Prof., or if you are in doubt use Mr. or Ms. * Use clear and concise language * Remember that college level communication should use correct grammar, whether written or spoken. Avoid slang. * Use correct spelling and avoid texting abbreviations * Avoid using the caps lock feature as it can be interpreted as yelling online * Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and, even when spoken, your message might be misunderstood * Be cautious with personal information (both yours and others')     When you send an email to your instructor, department chair, dean, or classmates, you should:   * Use a subject line that describes what you are writing about * Avoid attachments unless you are sure your recipients can open them * Be clear, concise, and courteous * Sign your message with your name * Use your SPC email account to ensure delivery. Sometime emails from non-SPC accounts are stopped by the spam filter and the recipient may not receive it.     Your faculty member will include in the syllabus expectations for response times on email.  When posting to a discussion board, you should:   * Write posts that are on-topic and within the scope of the course material * Take your posts seriously; review and edit your posts before sending * Be as brief as possible while still making a thorough comment * Always give proper credit when referencing or quoting another source * Read all messages in a thread before replying * Avoid repeating someone else's post without adding something of your own to it * Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point * Always be respectful of others' opinions, even when they differ from your own * Express any differing opinions in a respectful, non-critical way * Not make personal or insulting remarks * Be open-minded     The instructor has the **authority** to ask a disruptive student to leave a classroom or lab. The instructor may also delete posts or materials from an online or blended class and/or take disciplinary action if disruptive behavior continues. This ensures that all students in the class have an opportunity to learn. We expect you to be **honest** in all of your academic work. By enrolling at the College, you agree to obey all of the standards of **academic honesty and integrity** and you should understand that failing to observe the rules may result in academic and disciplinary action, up to and including expulsion from the College. As members of the College community, you also have an ethical obligation to report violations of the SPC academic honesty policies you may witness. If you copy a classmate’s work or comments, and submit it as your own, this is plagiarism. In addition, if you copy or paste an author’s work or comments, and you submit it as your own, this is also plagiarism. Any acts of academic dishonesty will have to be reported to the Academic Integrity Committee. The academic honesty policy and procedures are available online:     * [Academic Honesty Policies, Honor Code](https://web.spcollege.edu/botrules/R4/4_461.doc) * [Academic Integrity Policies and Procedures](https://web.spcollege.edu/botrules/P4/P4_461.doc)   These documents include details on what is meant by:   * Cheating * Bribery * Misrepresentation * Conspiracy * Fabrication * Collusion * Duplicate submissions * Academic misconduct * Improper calculator, computer or online use   Some of your courses may include online material that is protected by **copyright**. This means that the work is available for you to use in your studies but you can't copy and share the materials ([http://www.copyright.gov](http://www.copyright.gov/)). It's your responsibility to be academically honest in all of your work.    **SAFETY AND SECURITY**    We want to make sure that you are comfortable on campus and feel secure in your learning environment. The SPC campuses are very safe but you should be aware of your surroundings, just as you are anytime you are in a public space. In each classroom there is an Emergency Response Guide to help you during an emergency. It is also a good idea to be familiar with evacuation routes in buildings that you use frequently. **If you have an emergency, dial 911 immediately.** For information on campus safety and security policies, please call 727-791-2560. More information is also available on the [Campus Safety website.](https://www.spcollege.edu/friends-partners/safety-and-security/campus-safety)    The college website ([www.spcollege.edu](https://www.spcollege.edu/)) is the best source of information in the event of an **emergency**. It's possible for something like a hurricane to disrupt classes on campus; if this happens there are plans on how to help you continue your education. You should be comfortable using MyCourses as the learning management system will be key in communicating with faculty about course materials and assignments. Make sure you complete the Introduction to MyCourses so that you are familiar with sending and receiving emails, participating in discussion posts, navigating through course materials, and submitting assignments. It is important to be able to use MyCourses for learning activities if your campus is closed.    Federal and state law requires a person designated as a **"sexual predator or offender"** to register with the Florida Department of Law Enforcement (FDLE). The FDLE is then required to notify the college if the person attends, or is employed, by a college or university. You can find out more information by calling the FDLE hotline (1-888-FL-PREDATOR) or by visiting [http://offender.fdle.state.fl.us/offender/](https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Foffender.fdle.state.fl.us%2Foffender%2F&data=02%7C01%7Ccarr.cathi%40spcollege.edu%7C5197638b37734092693108d77ce2c7f8%7C575038c8ac704295810e0df79c005f41%7C0%7C0%7C637115185768855906&sdata=xHguAnAvCVsmPl5s2AQAh4bmA%2FXI%2B55jNUcW0v4FSfg%3D&reserved=0). A list of sexual offenders or predators registered for classes at SPC is also available.    **TITANS CARE**  As an SPC student it's vital that you know Titans Care. You can access resources through [SPC's Student Assistance Program (SAP)](https://www.spcollege.edu/current-students/student-affairs/student-support-resources/student-assistance-programs), a collaborative resource for students with mental health or general life issues. SAP provides help and education in suicide prevention, mental health, substance abuse awareness and more. It is SPC's belief that supporting mental wellness is everyone's charge and that one loss as a result of substance abuse, mental illness, or suicide is one too many. If you or a loved one are considering suicide, please call the National Suicide Prevention Lifeline at 1-800-273-8255.  **STUDENT CONCERNS**  St. Petersburg College wants to make sure that you are able to receive **prompt and fair resolutions** to any concerns that you might have. If you feel that you have had a bad experience with a college employee, or you have a concern about college facilities, please bring it to our attention. Begin by speaking directly to the person responsible for the department; direct conflict resolution is an important skill to develop and usually brings about the best results. If you aren't satisfied with the outcome, or are not comfortable approaching the person directly, you may submit the information using an online form: [https://web.spcollege.edu/survey/13002/](http://web.spcollege.edu/survey/13002/)  If you're not able to submit the form online yourself, feel free to ask a college employee to submit the form on your behalf.  **OTHER SUPPORT SERVICES:**   * [Academic Calendar](https://www.spcollege.edu/academic-calendar) * [Learning Resources](https://www.spcollege.edu/current-students/learning-resources) * [Career Services](https://www.spcollege.edu/current-students/student-affairs/student-support-resources/career-services) * [International Student Services](https://www.spcollege.edu/future-students/admissions/international-students) * [Veterans Services](https://www.spcollege.edu/current-students/student-affairs/student-support-resources/veterans-services)     **ACCESSIBILITY:**  This course is designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning.     Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.    If you have documentation of a disability or feel you may have a disability:  St. Petersburg College recognizes the importance of equal access to learning opportunities for all students. Accessibility Services (AS) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with AS, who are requesting accommodations, are encouraged to contact their instructor by the first week of the semester.    Students who have, or think they may have, a disability (e.g. learning disability, ADD/ADHD, psychiatric, medical/orthopedic, vision, and/or hearing), are invited to contact the Accessibility Coordinator (AC) that serves your campus for a confidential discussion. To find your AC for your specific campus, please go to the college-wide Accessibility Services website: <https://www.spcollege.edu/accessibility>    **This syllabus is subject to revision. You are responsible to attend each class and note any changes announced by instructor.  This syllabus is only a guide and may be changed during the course.  The schedule and procedures in this course are subject to change in the event of extenuating circumstances.**    **You are responsible to be aware of and make a note of any changes announced by the instructor.  Please attend all classes to stay informed of any changes.**    **\*\* Please see assignments/due dates in the MyCourses course content page**  **\*\* This course is not a self-paced course.  It is the expectation that the class will work through each lesson one week at a time.**    **\*\* To successfully complete a weekly lesson, you must complete the assignment, post to the discussion forum, respond to at 2 other student's post and complete the weekly journal assignment.**    **\*\* *Coursework is due by 11:55 pm on Sunday* evenings unless otherwise noted in the calendar.          \*\* 10 points will be deducted for Late work.** |
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**SYLLABUS ACKNOWLEDGEMENT**

 I have thoroughly read the course syllabus and understand the requirements of this course; I have read the syllabus and carefully reviewed the course calendar. I have made note of the due dates for assignments and will check the calendar tab in the course if I need clarification regarding a due date.

 I understand that I must earn my grade in this course and that includes submitting quality and relevant responses regarding the lesson for the week. All submissions (whether in class or online) including discussion question posts, responses/feedback to classmates; reflection assignments, exams and quizzes must demonstrate that I have an understanding of the lesson content. I understand that I will receive the grade that I earn. I will keep in touch with my instructor throughout this course and will advise her in a timely manner if I have difficulties in this course.

**"Syllabus Acknowledgement”**

**Now please email me letting me know that you have read and understand the syllabus.**

Professor Kicklighter