CollegeCredit PLUS

ADDITIONAL LEVEL I COURSES
APPLICATION FORM

To apply for additional Level I courses, please complete the following information and submit this form and the course syllabus to CCP@highered.ohio.gov.

College or University:

Contact Name & Title:

Phone Number:

Email Address:

Course Name:

Please provide a description of how having access to this particular course would benefit College Credit Plus students as a Level I course (250 word maximum). *Please include information about the requirements this course could meet for students (such as potential high school graduation, in-demand career pathway or degree requirements) and other Level I course offerings at the college in this subject area that would meet similar requirements as this course.*

Is this course eligible to be designated as an OTM, TAG or CTAG course?

Yes   If yes, describe below why the college is not pursuing an OTM, TAG or CTAG
No   designation for the course.

PH 23000 – COMMUNITY HEALTH WORKER

Fall 2020 Syllabus

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COURSE INFORMATION

COURSE DESCRIPTION

This course will prepare students to become a certified community health worker (CHW) through the Ohio Board of Nursing as public health leaders. When students complete the program they will have mastered all of the competencies set forth within the Ohio Administrative Code as well as be well versed in the challenges set forth in the CHW field and resources available to use with their future clients. Lastly, students will be ready for the workforce demands, both with knowledge and skill sets.

COURSE FORMAT

This class is an online course and utilizes Blackboard LEARN (hereinafter referred to as "Bb Learn"). Be sure that your email address and preferences are properly set so that you receive notices from Bb Learn in your email inbox. You may redirect email as you desire, but only valid KSU email accounts will be used for correspondence.

CHW PROGRAM COMPETENCIES

This course covers Lifespan Development (LD) and Culture and Soft Skills (SS) and addresses the following competencies for CHWs as set forth by the Ohio Board of Nursing in the Ohio Administrative Code:

Competencies	Presented In:
(A) Health care, including expected competencies in the areas of:	
(1) The physical, mental, emotional and spiritual impacts on health	LD
(2) Basic anatomy and physiology of major body systems	LD
(3) Substance use and the effects on health	LD
(4) Signs indicating a change in a client's health status	LD
(5) Obtaining accurate vital signs	LD
(6) Basic cardiopulmonary resuscitation skills	SS
(7) Medical terminology	LD
(8) Documentation methods	SS
(9) Utilization of local health and referral systems	SS
(B) Community resources, including expected competencies in the areas of:	
(1) Referral methods to assist various target population groups	SS
(2) Utilization of community resources and their referral processes	SS
(3) Utilization of resources related to entitlement programs	SS
(4) Recognizing and reporting signs of family violence, abuse and neglect	SS
(5) Recognizing and making appropriate referral for signs of mental health and addiction problems	SS
(C) Communication skills, including expected competencies in the areas of:	

(1) Interpersonal communication skills	SS
(2) Effective interview techniques	SS
(3) Effective written communications to health care and service care providers	SS
(4) Utilization of appropriate telephone technique	SS
(D) Individual and community advocacy, including expected competencies in the areas of:	
(1) Recognition of diversity, and the role of the community health worker in an interdisciplinary team	SS
(2) Supporting development of self-care skills in various target population groups	SS
(3) Utilization of skills to assure that different target population groups receive needed services	SS
(4) Methods of serving as a community liaison between different target population groups and local agencies and providers	SS
(E) Health education, including expected competencies in the areas of:	
(1) Educating on healthy lifestyle choices, including nutrition, exercise, and stress management to reduce health risk factors	LD
(2) Educating on adverse health consequences of smoking, drinking, and drugs of abuse	LD
(3) Educating on the importance of oral health care across the lifespan	LD
(4) Explaining basic prevention and wellness topics	LD
(5) Explaining age-appropriate safety and injury prevention techniques	LD
(F) Service skills and responsibilities, including expected competencies in the areas of:	
(1) Protocols and policies regarding: (a) Confidentiality (b) Care coordination (c) Documentation (d) Submission of documentation for review by a supervisor (e) Release of client information	SS
(2) Skills necessary to carry out an effective home visit, including: (a) Personal safety (b) Emotional dynamics (c) Setting appropriate boundaries with clients (d) Time management (e) Conflict management skills	SS
(3) Performance of basic clerical, computing, and office skills necessary in the role of the community health worker	SS
(G) Content related to the family during childbearing years, including expected competencies in the areas of:	
(1) Health education related to the childbearing years	LD
(2) A basic understanding of related anatomy, physiology, and appropriate health care	LD
(H) Content related to the family during pregnancy, including expected competencies in the areas of:	
(1) Basic anatomy, physiology, and normal signs related to pregnancy	LD
(2) Recognition of warning signs during pregnancy requiring immediate reporting to the registered nurse supervisor	LD
(3) Health education related to pregnancy, labor, and postpartum care	LD

(I) Content related to the newborn, infant, and young child, including expected competencies in the areas of:	
(1) Routine infant feeding and newborn care	LD
(2) Recognizing and reporting problems that can occur in early infancy	LD
(3) Immunization schedules and information regarding referral to appropriate health care facilities and practitioners	LD
(4) Basic methods to enhance typical child development	LD
(5) Identification of potential developmental delays	LD
(J) Content related to adolescents including expected competencies in the areas of:	
(1) Age appropriate health education	LD
(2) Acute and chronic illnesses including, but not limited to asthma, obesity, and eating disorders	LD
(3) High risk behaviors	LD
(K) Content related to adults and seniors, including expected competencies in the areas of:	
(1) The aging process	LD
(2) Prevention strategies	LD
(3) Recommended screenings	LD
(4) Top causes of morbidity and mortality by age group	LD
(5) Acute and chronic illnesses of adulthood including but not limited to heart disease, cancer, stroke, diabetes, and lung disease	LD
(L) Content related to special health care and social needs of target population groups including:	
(1) Grandparents raising grandchildren	LD
(2) Adults caring for aging parents	LD
(3) Children and adults with disabilities	LD

COURSE LEARNING OUTCOMES (CLO)

This course is designed to achieve learning outcomes that are tied to the competencies above. These learning outcomes are listed below, followed by parenthetical statements that identify the competencies that these outcomes support.

Upon course completion, students should be able to:

CLO1: Recognize and apply important aspects of working with clients from various backgrounds and challenges as well as important soft skills pertinent to the CHW field. (A1, B1-5, C1-4, D1-4, K5)

CLO2: Explain important anatomy and physiology and diseases using proper medical terminology within the CHW field (A1-2, A7)

CLO3: Explain important health education topics (A3, E1-5, G1, H3, I1-5, J1-3, K3-5)

CLO4: Explain important pregnancy, newborn, infant, and young child education, healthcare, and anatomy and physiology (G2, H1-2)

CLO5: Discuss important topics related to elderly populations (K1-5, L1-2)

CLO6: Discuss important topics related to disabilities within children and adults (L3)

CLO7: Identify signs indicating a change in a client's health status (A4)

CLO8: Take and interpret accurate and effective vital signs (A5, 9, B1-5, D3)

CLO 9: Identify, find and provide community resources for future clients (D3)

CLO 10: Understand diversity, culture, self-care skills, and how to serve as a community liaison to target populations (D1-4)

CLO 11: Provide accurate and effective cardiopulmonary resuscitation skills (A6)

CLO 12: Conduct effective home visits (F2-e)

CLO 13: Recognize how to maintain confidentiality, care coordination, & HIPAA (F1-e)

CLO 14: demonstrate effective office and communication skills (A8, C1-4, F3)

Course Credit: 3 Credit Hours

COURSE REQUIREMENTS

PREREQUISITES AND CO-REQUISITE COURSE(S):

No prerequisite or co-requisite courses are required.

LEARNING MATERIALS:

Required Text:

No required textbook

Additional readings and videos: As assigned. Web links and/or copies of the assigned readings and other materials will be posted on the Blackboard Learn that you can access via your flashline.kent.edu account.

TECHNOLOGY REQUIREMENTS

COMPUTER HARDWARE AND SOFTWARE

Students new to Kent State University should review Information Service's Technology Viewbook.
A personal computer with Internet access is required:

1. A DSL or cable connection to the Internet; dial-up is not sufficient.
2. Laptop or desktop computer with a minimum of a 2 GHz processor and 2 GB of RAM.

You should have one of the following computer operating systems and additional software applications installed on your computer:

1. Windows 7 system operating software for PC computers OR Mac OS X 10.6 or 10.7 for Apple Mac computers.
2. Microsoft Office Suite (Word, Excel, PowerPoint). A free version of Microsoft Office is available for students. Instructions and information can be found on support.kent.edu.
3. Antivirus for Windows OS, Microsoft Security Essentials OR Antivirus for Mac OS, Sophos.
4. A Blackboard Learn compatible browser, such as the latest version of Mozilla Firefox. Blackboard also supports Chrome and Safari. **Internet Explorer is NOT a supported browser and should not be used.**

TECHNOLOGY SKILLS

Students are expected to be able to connect to and navigate the Internet, download /upload and save files, and send/reply to emails. Basic skills in MS Word and MS PowerPoint are needed to complete course assignments.

This class will use Blackboard (Bb) Learn, the official learning management system (LMS) used by Kent State University to deliver course materials to university students. ALL course materials and activities will take place in Bb Learn.

In order to login to the online Bb Learn LMS, students will need a Kent State FlashLine User Name ID and password.

- Students can login to Bb Learn either through a student FlashLine account or via a direct link to the login page.

For help using the Blackboard (Bb) Learn system use the "Blackboard Help" link in the main navigation. Help can also be found on the Kent State Blackboard support website.

In general, Bb Learn works best using the latest version of most major web browsers, including Firefox, Chrome and Safari. For a complete list of supported web browsers, visit the KSU Blackboard support web site.

ASSIGNMENT INFORMATION AND GRADING SCALE

COURSE STRUCTURE

This course will be available online as a course/module format (see Course Schedule on last pages of syllabus). Each week's assigned modules will be released on Sunday. Course materials will be posted on Blackboard in corresponding module folders.

The **first set of modules, Lifespan Development (LD)** will provide a very broad overview of important human anatomy and physiology and diseases as well as resources available while as a CHW. These modules will be taught from a body systems perspective and. This may include guest lectures from current CHWs, supervisors, or other persons well versed in a specific area who would be beneficial to CHWs. Students will also complete a chronic disease project tying all LD modules together where they will explore a chronic disease of interest as well as its anatomy & physiology, screenings, prevention, and how they as a CHW would work with a client with that disease. Students will present their projects using a narrated PowerPoint to the rest of the class.

The **second set of modules, Culture and Soft Skills (SS)** will teach students important aspects of working with clients from various backgrounds and challenges as well as important soft skills pertinent to the CHW field. This course will be taught from a community health perspective with different viewpoints and resources presented that may include guest lectures from current CHWs, supervisors, or other persons well versed in a specific area who would be beneficial to CHWs. Students will also complete and present a Narrated PowerPoint case study tying all SS modules together where they will receive a mock client and discuss cultural considerations as well as demonstrate their learned soft skills.

After this course, all students will be required to complete a 130-hour **practicum**. This will be discussed throughout the course.

There is no extra credit available in this course.

COURSE READINGS

All reading assignments are required. The use of supplemental materials may be used and provide important information related to the subject matter of the module. It is not required that students read all of the supplemental readings, however, they have been selected to help students develop expertise in analyzing complex public health problems and becoming familiar with the relevant scientific literature.

COURSE ASSIGNMENTS

All assignments have been created for students to gain a deeper understanding of the concepts discussed within the course and for instructor feedback. For all assignments, please do not hesitate to contact the instructor for additional details or guidance after reviewing the assignment requirements. In order to succeed in the course, it is essential that you clearly understand all assignment expectations.

MODULE QUIZZES AND ASSIGNMENTS:

On designated modules, all students will complete a quiz and/or a reflective assignment. These assessments provide feedback to the instructor on competency mastery.

DISCUSSION POSTS:

On designated modules, by 11:59 PM Eastern Standard Time on the date posted in Blackboard, students will post their original post on the discussion board. Students must then post at least two responses to peers' discussion posts/responses by 11:59 PM Eastern Standard Time on the date posted in Blackboard. The responses should specifically and professionally address peers' comments. Students are encouraged to respond to peers whose posts have not yet been commented on, and to vary which peers they respond to from week to week.

All discussion responses must be "high quality" to receive full credit, meaning they should be written professionally (proper spelling, grammar, etc.) and should consist of the following (or similar) components:
- Insightful, well-reasoned comments or questions about the topic
- Reliable information to support opinions
- Links to and explanations of relevant external resources

CHRONIC DISEASE PROJECT:

All students must complete a chronic disease project tying together all of the Lifespan Development course content where they will explore a chronic disease of interest as well as its anatomy and physiology, screenings, prevention, and how they as a CHW would work with a client with that disease. Students will present their projects to the rest of the class at the end of the Lifespan Development course. Please see the rubric for this project.

CASE STUDY PROJECT:

All students must complete and present a case study that ties together all of the Culture and Soft Skills course content. Each student will receive a mock client and discuss cultural considerations as well as demonstrate their learned soft skills. Students will present their case study at the end of the Culture and Soft Skills course. Please see the rubric for this project.

PROFESSIONALISM/ATTENDANCE:

As specified in the course objectives, part of the purpose of this course is to develop and encourage student professionalism in preparation to be a CHW. Student correspondence with the instructor (including email and phone calls) and interactions between students (including classroom discussions) should be conveyed

with professional tone, wording, and formatting (e.g., spelling, grammar, appropriate greetings). You will be assessed on your professionalism throughout the semester, and you may be asked to revise and re-submit course-related correspondence at the instructor's discretion.

ASSESSMENT FEEDBACK

Your instructor will do all course grading. Grades will be posted in the Bb Learn Grade Center. Grades will be posted within five (5) business days from the receipt of the assignment. Written assignments will be returned to students only upon request. Grade appeals should be submitted via email to your instructor and will be handled consistent with established University Policy.

Grading Rubrics for the assignments can be found in the Module folders as well as below.

ASSIGNMENT POINT DISTRIBUTION

Method of Assessment	Number of Assessments	Number of points	Total Points
Module quizzes	13	10 points each	130
Module Assignments	3	10 points each	30
Chronic Disease Project	1	125	125
Case Study Project	1	125	125
Discussion Posts	12	30 points each	360
Course Total Points			770

GRADING SCALE

Percentage of Earned Points	Earned Points	Grade
92% -100%	709-770	A
90%-91.99%	693-708	A-
88%-89.99%	678-692	B+
82%-87.99%	632-677	B
80%-81.99%	616-631	B-
78%-79.99%	601-615	C+
72%-77.99%	555-600	C
70%-71.99%	539-554	C-
68%-69.99%	524-538	D+
60%-67.99%	462-523	D
Under 60%	<461	F

COURSE EXPECTATIONS AND POLICIES

WRITING EXPECTATIONS:

As a student at Kent State University it is expected that you can effectively and clearly communicate using the English language through written work, including being able to form complete sentences, spell correctly and minimize other errors. If your writing ability is deemed deficient in any way, you may be referred to the KSU "Writing Commons." Students referred to the Writing Commons are expected to follow

through with the referral and continue utilizing the Writing Commons indefinitely until their writing ability improves to expectations. [Information about the Writing Commons](#).

Writing assignments are expected to be an original work from each student. It is unacceptable to simply cut and paste information from several different sources into a single document even if cited properly. Students should read and understand various sources of information on a specific topic and then synthesize that information, citing sources as necessary. Failure to do so may be considered plagiarism and/or cheating and will be subject to sanctions as listed later in this syllabus: "Plagiarism and Academic Integrity."

Students should submit all writing assignments via the Bb Learn Assignment tool using the following guidelines:

- A Microsoft Word document using 12-point font and double spaced

- Citations

- Naming convention for files should include the student's last name followed by assignment number (e.g., Smith.assignment1.doc)

MIDTERM GRADES

Kent State requires professors to submit midterm grades for all students with freshman standing. Midterm grades are based on the total of the students' work up to that point in the semester, and are provided to help first-year students gauge their academic progress.

DEADLINES, LATE AND MAKE-UP WORK POLICY

All assignments submitted will be considered your final work and intended for grading and review according to standards of academic honesty. If you maintain multiple copies of electronic files, you are strictly responsible for ensuring that the one submitted is final, complete, and fully cited.

Late or make-up work will not be accepted for credit unless accompanied by a valid excuse and approved by your instructor. Faculty reserve the right to deduct partial or all points on work not turned in by the stated due date.   Missing assignments will be assigned a grade of 0.

Students are responsible that electronic files are backed-up and/or saved on a cloud storage service to ensure access in the event of a problem with your individual computer software/hardware. Kent State students have free access to storage on Google Drive. Files saved on a cloud storage service such as Google Drive are accessible from any computer with internet access (e.g., a library computer). Contact the HelpDesk if you need assistance using this service.

USE OF EMAIL

E-mail is an official means of communication between Kent State University and students. Students should check their Kent State e-mail account regularly. It is also important to use your Kent State e-mail account when corresponding with your instructor. E-mail services such as Gmail, Hotmail, and Yahoo can be blocked by the university and should not be used to correspond with your instructors. You may email instructors within LEARN at the email addresses listed above. Due to FERPA regulations, grades and course related materials cannot be communicated to non-KSU email addresses.

Students are responsible for all information sent to them via their university-assigned e-mail account. If a student chooses to forward information in their university e-mail account, he or she is responsible for all information, including attachments, sent to any other e-mail account. To stay current with university

information, students are expected to check their official university e-mail account and other electronic communications on a frequent and consistent basis. Recognizing that some communications may be time-critical, the university recommends that electronic communications be checked minimally twice a week.

For a complete listing of university communication policies, please refer to the <u>Administrative policy regarding electronic communication for students</u> on the KSU Policy Register.

COMMUNICATION POLICY

1. Email course questions and personal concerns including grading questions to your instructor using your @kent.edu email.

2. Email will be checked at least once per day Monday through Friday, with some increased variability Saturday and Sunday, due to the availability of instructors. Allow at least 48 hours for a response before resending an email.

3. 30-Minute Rule: When you encounter struggles with technology, give yourself 30 minutes to 'figure it out.' If you cannot, then post a message to the discussion board; your peers may have suggestions to assist you. You may also contact the KSU Helpdesk 24/7. As a last resort, contact the instructor. However, do not expect an immediate reply.

4. When posting or sending an email requesting help with technology issues use the following guidelines:

    a. Include a descriptive title for the subject field that includes 1) the name of the course and 2) the issue. Do NOT just simply type "Help" into the subject field or leave it blank.

    b. List the steps or describe the circumstance that preceded the technical issue or error. Include the exact wording of any error messages received.

    c. When possible, always include a screenshot(s) demonstrating the technical issue or error message.

TECHNOLOGICAL PROBLEMS

In the unlikely event that a documented problem with the KSU server precludes access to Blackboard, the deadline for submission will be equitably adjusted. In such an instance, a late assignment will only be accepted if technical problems can be verified by the Helpdesk. Students experiencing difficulties accessing Blackboard should contact their professor and the HelpDesk immediately to document the problem. However, simply calling the Helpdesk without providing evidence of a verifiable technical problem will not result in a late assignment, quiz, or exam being accepted.

ONLINE STUDENT CONDUCT AND ETIQUETTE

Taking an online course and corresponding via the Internet presents communicators with a challenging task. It is important to remember several points of etiquette that will smooth communication between students and instructors.

1. *Read first, Write later*. Read the ENTIRE set of post(s) or comments before commenting yourself to prevent repeating commentary or asking questions that have already been answered.

2. *Avoid language that may come across as strong or offensive*. Language can be easily misinterpreted in written electronic communication. Review email and discussion board posts BEFORE submitting.

Humor and sarcasm may be easily misinterpreted by your reader(s). Try to be as matter-of-fact and professional as possible.

3. *Follow the language rules of the Internet.* Do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings

4. *Consider the privacy of others.* Ask permission prior to giving out a classmate's email address or other information.

5. *Keep attachments small.* If it is necessary to send pictures, change the size to an acceptable 100kb or less.

6. *No inappropriate material.* Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic material is forbidden.

NOTE: The instructor reserves the right to remove posts that are not collegial in nature and/or do not meet the Online Student Conduct and Etiquette guidelines listed above.

FAIR USE AND COPYRIGHT

You are responsible for identifying and obeying any and all copyrights defined by digital-media authors. In terms of fair use, you are adequately protected to submit materials within LEARN, our educational environment with restricted classroom access. If you publish works to public domains and/or distribute materials outside LEARN, you are no longer protected by academic fair use.

Keep in mind, just because a website advertises freedom to remix or redistribute a work does not guarantee transfer to copyright free materials. Perhaps the website and/or distributor of the work does not own the original copyright itself.

In general, be cautious, cite original authors, keep materials in LEARN and ask permission not forgiveness from digital-media owners. When in doubt, produce original work!

STUDENT SURVEY OF INSTRUCTION EVALUATION (SSID)

It is a standard practice of Kent State University to distribute and administer to the learners a confidential and anonymous questionnaire at the completion of the course. The results will be forwarded to the Instructor only at the completion of the class and the submission of all grades. The Instructor will then incorporate the feedback received in future course offerings and in his/her continual improvement of the course. Please candidly and honestly describe your professional opinions of the strengths and weakness you experienced as a learner in the course.

ACCESS TO COMPLETED BLACKBOARD COURSE

Student access to completed Blackboard courses is disabled **three weeks** after the last day of the semester. If you would like to view course materials after the semester ends, please download these materials as soon as possible. Once the courses are disabled, they are not available for student access.

Here are some items you can download from your Blackboard courses:
- The course syllabus
- Any PDF version of the presentations, readings, or other resource material provided within Blackboard from each module
- Your graded assignments (papers) from the 'My Grades' section of your Blackboard course

UNIVERSITY POLICIES

Students are required to be aware of and follow all general and academic policies established by Kent State University. A list of the general academic policies is listed on the **Kent State University Policy Register**. Specific policies related to the successful completion of this online course can be located and reviewed in your Bb Learn course.

REGARDING STUDENTS WITH DISABILITIES

(Revised 6/01/07) University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures). Blackboard Learn accessibility statement

INCOMPLETE GRADES

The mark IN (Incomplete) may be given to students who—due to extenuating circumstances—are unable to complete the required work between the course withdrawal deadline and the end of classes.

For a complete description of the Incomplete Grade Policy refer to Academic Policies – Grading Policies in the University Catalog.

COURSE REGISTRATION AND WITHDRAWAL

REGISTRATION REQUIREMENT

University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashLine) prior to the deadline indicated.

If registration errors are not corrected by this date and you continue to attend and participate in classes for which you are not officially enrolled, you are advised now that you will not receive a grade at the conclusion of the semester for any class in which you are not properly registered.

PLAGIARISM AND ACADEMIC INTEGRITY

Students enrolled in the university, at all its campuses, are to perform their academic work according to standards set by faculty members, departments, schools and colleges of the university; and cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied.

Full policy on cheating and plagiarism, including sanctions.

COURSE SCHEDULE

Below is a quick overview of the course material. Complete details of course expectations can be found in the syllabus.

MODULE	TOPIC	ASSIGNMENTS	POINTS	DUE DATE

1 Aug 27-Aug 30	Introduction to CHWs	Module 1 Quiz (aligns with course competency A1)	10	Due Sunday by 11:59 PM Eastern Standard Time
2 Aug 31-Sept 6	Basic Anatomy and Physiology	Module 2 Discussion (aligns with course competency A2, A7)	30	Initial response by Thursday at 11:59 PM Eastern Standard Time Replies to two other students due Sunday by 11:59 PM Eastern Standard Time
		Module 2 Quiz (aligns with course competency A2, 7)	10	Due Sunday by 11:59 PM Eastern Standard Time
3 Sept 7-13	Health Education	Module 3 Discussion (aligns with course competency E1-5, J1-3)	30	Initial response by Thursday at 11:59 PM Eastern Standard Time Replies to two other students due Sunday by 11:59 PM Eastern Standard Time
		Module 3 Quiz (aligns with course competency E1-5, J1-3)	10	Due Sunday by 11:59 PM Eastern Standard Time
4 Sept 14-20	Pregnancy	Module 4 Discussion (aligns with course competency A1, 2, 7, G1, 2, H1-2, 3, E1-5, J1-3)	30	Initial response by Thursday at 11:59 PM Eastern Standard Time Replies to two other students due Sunday by 11:59 PM Eastern Standard Time
		Module 4 Quiz (aligns with course competency A1, 2, 7, G2, H1-2)	10	Due Sunday by 11:59 PM Eastern Standard Time
5 Sept 21-27	Newborn, infant, and young childcare	Module 5 Discussion (aligns with course competency (E1-5, G1, H3, I1, I2, I3, I4, I5, J1-3)	30	Initial response by Thursday at 11:59 PM Eastern Standard Time Replies to two other students due Sunday by 11:59 PM Eastern Standard Time
		Module 5 Quiz (aligns with course competency (E1-5, G1, H3, I1, I2, I3, I4, I5, J1-3)	10	Due Sunday by 11:59 PM Eastern Standard Time

6 Sept 28-Oct 4	Elderly populations	Module 6 Discussion (aligns with course competency K1, K2, K3, K4, K5, L1, L2)	30	Initial response by Thursday at 11:59 PM Eastern Standard Time Replies to two other students due Sunday by 11:59 PM Eastern Standard Time
		Module 6 Quiz (aligns with course competency A1, A2, A7, E1-5, G1, H3, I1, I2, I3, I4, I5, J1-3)	10	Due Sunday by 11:59 PM Eastern Standard Time
7 Oct 5-11	Utilization of resources for target populations	Module 7 Discussion (aligns with course competency A5, 9, B1-5, D3)	30	Initial response by Thursday by 11:59 PM Eastern Standard Time Replies to two other students due Sunday by 11:59 PM Eastern Standard Time
		Module 7 Quiz (aligns with course competency A3, 9, B1-5, D3)	10	Due Sunday by 11:59 PM Eastern Standard Time
8 Oct 12-18	Soft Skills	Module 8 Discussion (aligns with course competency A8, C1-4, F3))	30	Initial response by Thursday by 11:59 PM Eastern Standard Time Replies to two other students due Sunday by 11:59 PM Eastern Standard Time
		Module 8 Quiz (aligns with course competency A8, C1-4, F3)	10	Due Sunday by 11:59 PM Eastern Standard Time
9 Oct 19-25	Vital signs	Module 9 Discussion (aligns with course competency A5)	30	Initial response by Thursday at 11:59 PM Eastern Standard Time Replies to two other students due Sunday by 11:59 PM Eastern Standard Time
		Module 9 Quiz (aligns with course competency A5)	10	Due Sunday by 11:59 PM Eastern Standard Time
		Module 9 Assignment (aligns with course competency A5)	10	Due Sunday by 11:59 PM Eastern Standard Time
10 Oct 26-Nov 1	Chronic Disease Project	Module 10 Assignment (aligns with course competency A1-2, 7, C1, D4, E1-5, G1, H3, I1, I2, I3, I4, I5, J1-3, K3-5)	125	Due Sunday by 11:59 PM Eastern Standard Time

11 Nov 2-8	Disabilities	Module 11 Discussion (aligns with course competency A4 and L3)	30	Initial response by Thursday at 11:59 PM Eastern Standard Time Replies to two other students due Sunday by 11:59 PM Eastern Standard Time
		Module 11 Quiz (aligns with course competency A4 and L3)	10	Due Sunday by 11:59 PM Eastern Standard Time
12 Nov 9-15	Diversity and serving target populations	Module 12 Discussion (aligns with course competency A1, C1, D1-4, K5)	30	Initial response by Thursday by 11:59 PM Eastern Standard Time Replies to two other students due Sunday by 11:59 PM Eastern Standard Time
		Module 12 Quiz (aligns with course competency A1, C1, D1-4, K5)	10	Due Sunday by 11:59 PM Eastern Standard Time
13 Nov 16-22	CPR & Culture	Module 13 Discussion (aligns with course competency D1-4)	30	Initial response by Thursday by 11:59 PM Eastern Standard Time Replies to two other students due Sunday by 11:59 PM Eastern Standard Time
		Module 13 Quiz (aligns with course competency D1-4)	10	Due Sunday by 11:59 PM Eastern Standard Time
		Module 13 Assignment (aligns with course competency A6)	10	Due Sunday by 11:59 PM Eastern Standard Time
NOV 23-29	THANKSGIVING	BREAK	NO	ASSIGNMENTS
14 Nov 30-Dec 6	Service Skills	Module 14 Discussion (aligns with course competency F2a, F2b, F2c, F2d, F2e)	30	Initial response by Thursday by 11:59 PM Eastern Standard Time Replies to two other students due Sunday by 11:59 PM Eastern Standard Time
		Module 14 Quiz (aligns with course competency F1a, F1b, F1c, F1d, F1e, F2a, F2b, F2c, F2d, F2e)	10	Due Sunday by 11:59 PM Eastern Standard Time

		Module 14 Assignment (aligns with course competency F1a, F1b, F1c, F1d, F1e)	10	Due Sunday by 11:59 PM Eastern Standard Time
15 Dec 7-13	Case Study	Case Study Project (aligns with course competency B1-5, C1-4, D1-4, E1-5)		Due Tuesday of the final module by 11:59 PM Eastern Standard Time
FIN AL Dec 14-18	Final	Case Study Project (aligns with course competency B1-5, C1-4, D1-4, E1-5)	125	Due TUESDAY by 11:59 PM Eastern Standard Time
		Total	**770**	

SUBJECT TO CHANGE STATEMENT

The syllabus and course schedule may be subject to change. Changes will be communicated via email or the Bb Learn announcement tool. It is the responsibility of students to check email messages and course announcements to stay current in their online courses.