College of Charleston
HEAL 325 - 01 Health Promotion
SPRING 2017  3 Credit Hours

TIME: MWF 10:00 – 10:50 am

PLACE: ROOM 409, Silcox Physical Education and Health Center

INSTRUCTOR: Susan E. Balinsky, DrPH, CHES

OFFICE HOURS: Monday, Tuesday and Wednesday 1:30-2:30 pm
Thursday 9:30-11:00 am
and by appointment

OFFICE: Room 319, Silcox Physical Education and Health Center

PHONE/FAX: 953-8242 (direct) 953-5558 (Dept. Office) 843-953-6757 (FAX)

E-MAIL: BalinskyS@cofc.edu

PREREQUISITES: HEAL 215, HEAL 216 and Junior status
CO-REQUISITES: HEAL 325 lab


COURSE DESCRIPTION: The educational, organizational, economical and environmental supports for behaviors conducive to health will be examined in the public and private sector. Health promotion will include the assessment, prescription, implementation and evaluation of programs.


COURSE OBJECTIVES: Upon successful completion of this course, students should be able to:
1. justify the need for worksite health promotion programs to a potential employer
2. describe major behavioral risk factors to be included in health promotion programs
3. evaluate surveys, questionnaires, and needs assessments utilized in health education/promotion programs
4. describe implementation techniques utilized in worksite health promotion programs
5. discuss the cost-benefit evaluation in worksite health promotion
6. demonstrate the ability to use goal setting and decision making skills which enhance health by applying various theories and models to health promotion programs
7. implement at least one health promotion activity

STUDENT LEARNING OUTCOMES:
1. After completing the sessions on theories and models, students will earn at least 80% on the rubric measuring their ability to apply a theory/model to a specific setting.
2. Students will explain at least three reasons why employers should support having a health promotion program for their employees.
3. As part of a case study evaluation, students will identify at least three behavioral risk factors that contribute to a health problem identified in a sample population.
As educated members of society, all undergraduates should be able to:

**CEPH Competencies:**

1.7 List the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations

1.10 Assess the values and perspectives of diverse individuals, communities, and cultures and their influence on health behaviors, choices and practices

1.11 Appreciate the role of community collaborations in promoting population health

1.13 Value the relationship between human rights and health

2.2 Identify scientific data and other information for assessing the well-being of a community

2.3 Discuss the interconnectedness among the physical, social, and environmental aspects of community health

2.4 Communicate health information to a wide range of audiences through an array of media

2.5 Conduct a literature search on a health issue using a variety of academic and public resources

2.8 Assess the source and quality of health information and data, as related to individual and community health

3.1 Identify stakeholders who influence health programs and interventions

3.2 Discuss the role of community engagement in promoting population health and social justice

3.5 Champion the role of prevention in promoting a healthy community

3.7 Endorse lifestyle behaviors that promote individual and population health and well-being

3.9 Analyze ethical concerns and conflicts of interest that arise in the field of public health

3.11 Value multicultural perspectives and sensitivities on health

**CHES Competencies:**

1. Assess needs, assets, and capacity for health education

2. Plan health education

3. Implement health education

4. Conduct evaluation and research related to health education

5. Administer and manage health education

6. Serve as a health education resource person

7. Communicate and advocate health and health education

**Requirements:**

30.6% Quizzes and Exam

69.4% Outside assignments and projects

**Description of Projects:**

1. **Web Assignments (typed)** (47 points = 6.8%)

   1. www.nhec.org (16; 2.3%)
      
      Due Jan. 18
      
      Complete the worksheet found on OAKS. Write a two paragraph paper 1) summarizing what was at this site (4) and 2) summarizing how YOU can use this information in our field (4).

   2. www.healthypeople.gov/ (18; 2.6%)
      
      Due Jan. 25
      
      Complete the worksheet found on OAKS and summarize how YOU can use this information in our field (4).
3. **www.healthfinder.gov/** (13; 1.9%)  **Due Jan. 30**
   Go to “myhealthfinder” (middle of home page). Get information for yourself or someone else (identify age and sex) and then specify three specific recommendations for “all” and three specific recommendations for “some” in that group. (6)

   List three National Health Observances for January (i.e. National Stalking Awareness month – do not use this one!) (3)

   Write a paragraph summarizing how you can use this information in our field (4).

2. **Mini-lesson at Speaking Lab**  (60 points = 8.7%)  **DUE: As assigned**
   Complete a ten to fifteen (10-15) minute video-taped presentation on a health topic at the College of Charleston Speaking Lab (1st floor Addlestone Library).
   **Appointment are required** (953-5635).
   Opens January 23, 2017

   Make sure that you review the video with your consultant!

   The video must be submitted to the Speaking Lab dropbox on OAKS! Post the link to your video.

   - **Submit:**
     - [See rubric for grading on OAKS]
     - *note cards for your presentation (attach to other materials)*
     - You do NOT need to use these during the presentation, however I use them to help ensure that you have prepared for the presentation.
     - Large sheets of paper do NOT substitute for note cards.
     - *a completed self-evaluation form (found on OAKS)*
     - *a signature by the consultant you worked with at the Speaking Lab*
     - *(This is found on the bottom of the self-evaluation form)*
     - *a typed paper highlighting the strengths and areas for improvement in your presentation (paragraphs, not bullets)*
     - addressing issues above and beyond what is included in the self-evaluation form

3. **Tri-fold**  (120 points = 17.5%)
   **Due Dates:**
   - Topic: due 1-23  (minus two points per each school day late)
   - Draft: due 2-10  20 points  2.9%
   - Final Copies: due 2-24  100 points  14.6%

   **With a partner,** construct a computer-generated tri-fold for a specific purpose. Make sure that I know what your chosen audience is. Choose one of the options listed below or check with me if you have any additional ideas.
   - A. Promote an event, such as a health fair, conference, or sports camp
   - B. Advertise a health promotion program
   - C. Provide educational information for your selected audience. (i.e. diabetics)

   **See the grading rubric** on OAKS. Degree of difficulty will be considered.

   **Draft:** Your tri-fold should be at least 90% complete at this point. Most of your text and graphics should be in place. This should be in black & white. You may choose to include a color copy for feedback on colors.

   **Complete and submit a tri-fold rubric** (self-evaluation) of your draft.
Final Copies:
1. **Submit three color originals** (these should be folded)
2. one black and white copy (this can be on one or two sides)
3. a blank rubric with your names and intended audience listed
4. your graded tri-fold draft

*Ten point deduction* if these are not all submitted when collected in class.

4. **Health Fair (23rd annual)** (120 points = 17.5%)  **Group Reports due 4-7**

**DATE:** Wednesday March 22  **(clear your schedule this day!)

**NOTE:** Appropriate attire should be worn at the health fair! No jeans!!

A. **Group Activity**  (80 points = 11.6%)

Choose **one** of the following options:

**Note:** The chair of each committee is responsible for submitting a group report to Dr. Balinsky no later than April 7.

Group reports should include the following as appropriate:

*names of all group members
*meeting times  (attendance at meetings)
*names of organizations contacted and if food/prize was donated
*list of locations where health fair was publicized
*copies of flyers used; draft of larger signs
*indication of thank you notes that were sent
*draft of bulletin board

**Co-coordinators:** Individuals will work with Dr. Balinsky to oversee the planning, implementation, and evaluation of the health fair. Coordinators will have regular meetings with Dr. B, be responsible for running class health fair planning days, and work with the chairs of the other health fair groups. A separate rubric will be used to evaluate the co-coordinators.

**the chair of each group should make an appointment to talk with Dr. Balinsky**

1. **Bulletin Board/Signs for Health Fair Tables**

The Health Fair bulletin board (Silcox Lobby) should be in place no later than 8 am on Wednesday March 1, 2017.

**NOTE:** Someone in this group should have access to a printer that will allow us to make appropriate size signs! Signs may be hand done which is time consuming and they must look professional/appropriate.

2. **Campus Publicity**

Develop flyers, posters, and signs for campus and put them up at an appropriate time. Develop PSA e-mail to go to all students, faculty and staff. List the event on the College calendar. Utilize social media. The group should **submit a copy** of all flyers used, and a copy, sketch or picture of all other publicity materials **as well as a list of dates and places this information was distributed. Remember to get approval to post flyers!**
3. **Food**

Solicit food donations for the health fair and plan for the gradual distribution of food at the health fair. Think healthy and easy to eat while standing! Also, work to get more food than you think could possibly be consumed!!!! Members will also work at the food table during the event. Start early!!!!!!

4. **Raffle Items**

Solicit prizes to be raffled off at the health fair. Determine how the raffle will take place. Run the raffle at the health fair.

5. **T-shirts**

This group will be totally responsible for the health fair t-shirts. Find a company to do the shirts, determine color scheme and design with class input, have t-shirt designs approved by the College in a timely fashion, get size information from classmates, collect money, bring finished shirts to class.

6. **Decorations**

Design decorations for the health fair based on the class determined theme. Creating the decorations and put them up on health fair day. Remember that we have no budget.

B. **Diary** (20 points = 2.9%)  
**Due 4-3**  
Diary: Each student should keep a diary of all health fair related work that they have done throughout the semester. This should include, but not be limited to, time spent on your assigned health fair group, potential participant contacts, writing confirmation and thank you letters, etc. This does not have to be typed, however it does need to be easily readable! Use the form(s) provided.

Note! If you were in the food group or the raffle group, you should turn in the separate form Dr. Balinsky provided you in addition to the actual diary form. One copy of the food/raffle form should be given to you committee chairperson for the final report.

C. **Evaluation:** (20 points = 2.9%)  
**Due 4-3**  
Type a two to three page summary evaluating the health fair and your role in it. This should include who you contacted for the event, your assigned group activities, as well as what you did on event day. Provide at least three specific things that would you have done differently for any aspect of the event.

D. **Peer Review** (10 points deducted if not completed)  
**Due/Done in class on 3-24**  
Complete a peer evaluation form for all members of your group, excluding yourself. It is important that you provide honest, accurate ratings. Consider issues of attendance at meetings, contribution, and participation. All scores from each group member will be averaged. Individual project grades will be determined using the following scale:

- Average of 90-100% = 100% of group grade
- Average of 85-89% = 95% of group grade
- Average of 80-84% = 85% of group grade
- Average of 75-79% = 80% of group grade
- Average of 65-74% = 70% of group grade
- Below 65% = 60% of group grade
8. **Health Lesson** (120 points = 17.5%)  **Due April 14, 17, 19, 21, 24**

In groups of four, present a eighteen to twenty-two (18-22) minute health lesson. Each person should speak for at least four minutes. Each group will draw the public health topic that they will present to the class. Be creative, use some type(s) of visuals. Video clips, if used, should be no longer than 1.5 minutes.

Power Point presentations (in .pptx format) should be emailed to Dr. Balinsky at least 24 hours prior to your presentation. Points will be deducted if it is submitted late or not in .pptx format.

**Written information:** 50 points (7.3%)  
* Make sure to look at the rubric!!!!

*A hard copy of all of the following should be submitted on the day of your presentation.

1. Copy of your Power Point presentation – must be in .pptx format! Print in black and white or color, however it must be readable. Six slides per page.
2. Behavioral objective(s) for the lesson (A,B,C,D format)
3. A list of all equipment/materials needed including things such as a computer, projector, internet access, etc.
4. Submit three complete multiple choice questions based on your presentation. There should be three distractors along with the correct answer (be sure to identify the correct answer!). True/False questions are not considered to be multiple choice. These questions should NOT be shared with your classmates!

**Oral presentation:** 50 points (7.3%)

1. Look at the rubric for grading criteria
   - e.g. Objective and importance of the lesson clearly stated
   - Lesson is well planned and organized
   - Appropriate/current information
   - Lesson is creative and age-appropriate with at least one visual
   - Lesson is interactive
   - Personal qualities: poise, confidence, enthusiasm, voice
   - Seeks and answers questions appropriately

Reminder: You can make an appointment at Speaking Lab to practice!

**Review of lesson video segment:** (20 points = 2.9%)  **Due date: by 4pm on 4-28**

You need to meet with Dr. Balinsky and your partners to view the video tape of your health lesson and critically evaluate it. Discuss the strengths and weaknesses of the lesson as well as your personal strengths and weaknesses. Be prepared to discuss what changes you would make in your lesson if you were going to do this presentation again.

**One point deducted for each minute you are late to the session.**

**Peer evaluation:** (10 points = 1.5%)  **Due date: as assigned**

Complete two peer evaluation forms of assigned presentations. There should be a minimum of three constructive comments as part of your evaluation. Zero points if you are not present at the start of class when you are to do an evaluation.
Peer review of presentation partners  (10 points deducted if not completed)

Due date: class period after your in-class presentation

Complete a peer evaluation form for all members of your group, excluding yourself. It is important that you provide honest, accurate ratings. Consider issues of attendance at meetings, contribution, and participation. All scores from each group member will be averaged. Individual presentation grades will be determined using the following scale:

- Average of 90-100% = 100% of group grade
- Average of 85-89% = 95% of group grade
- Average of 80-84% = 85% of group grade
- Average of 75-79% = 80% of group grade
- Average of 65-74% = 70% of group grade
- Below 65% = 60% of group grade

QUIZZES/TESTS: (100 points = 14.6%)

These may be either in class quizzes or on OAKS, announced or unannounced. Larger quizzes or tests will be announced.

FINAL EXAM: Information regarding the exam will be given prior to the exam. (110 points = 16.0%)

EVALUATION

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<tr>
<th>Scale</th>
<th>Criteria</th>
<th>Points</th>
<th>Percent</th>
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<tbody>
<tr>
<td>90-100% = A</td>
<td>Web Assignments</td>
<td>47</td>
<td>6.8%</td>
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<tr>
<td>88-89% = A-</td>
<td>Mini-lesson at Speaking Lab</td>
<td>60</td>
<td>8.7%</td>
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<td>85-87% = B+</td>
<td>Tri-fold</td>
<td>100</td>
<td>14.6%</td>
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<tr>
<td>80-84% = B</td>
<td>Tri-fold Draft</td>
<td>20</td>
<td>2.9%</td>
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<tr>
<td>78-79% = B-</td>
<td>Health Fair (total = 120 points; 16.7%)</td>
<td>80</td>
<td>11.6%</td>
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<td>75-77% = C+</td>
<td>Group Activity</td>
<td>80</td>
<td>11.6%</td>
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</table>

*See section about group peer review impact on your grade

CRITERIA:

- Diary: 20 points = 2.9%
- Evaluation: 20 points = 2.9%
- Health Lesson: 100 points = 14.6%
- Review of health lesson: 20 points = 2.9%
- Lesson peer evals (complete as assigned): 10 points = 1.5%

*See section about group peer review impact on your grade

Quizzes/Tests: 100 points = 14.6%

Final Exam: 110 points = 16.0%

EVALUATION 687 points

Bonus Point Option: This is totally voluntary. (5 points each)

Participate in a community event

You may select one health promotion type event to participate in to earn five (5) bonus points. Provide some documentation of your participation. Due by April 26. i.e. Jump Rope for Heart
COURSE TOPICS:
(Tentative)

1-11 Introduction (class and lab)
Learning Activities: lecture

1-13 Mrs. Arly Douglass, Qualtrics Administrator
Mr. Gangarosa – volunteer options for lab
Health Fair planning
Learning Activities: group work, guest speaker

1-16 NO CLASS (MARTIN LUTHER KING, JR. DAY)

1-18 CHES
Health Fair planning
Learning Activities: group work

1-20 Publications
Learning Activities: lecture, discussion, group work

1-23 Health Fair Planning
Learning Activities: group discussion

1-25 Lindsay Crews, Franke-at-Seaside
Learning Activities: guest speaker

1-27 Code of Ethics
Learning Activities: group work

1-30 Health Education, Health Promotion, etc.
Learning Activities: discussion, group work

2-1 Health Fair Planning
Learning Activities: group activity

2-3 Rachael McNamara, CoC Health Educator
Learning Activities: guest speaker

2-6 Assessing Needs
Learning Activities: lecture, group activity

2-8 Assessing Needs, CHES I
Learning Activities: discussion, group work

2-10 Health Fair Planning
Learning Activities: discussion, group work

2-13 Martha Dunlap, DHEC
Learning Activities: guest speaker

2-15 Health Fair Planning
Learning Activities: group activity

2-17 Planning and Planning Models
Learning Activities: lecture, discussion, group work

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<tr>
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<td>CHES</td>
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<td>Assessing Needs, CHES I</td>
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<td>Health Fair Planning</td>
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HW 1 due

HW 2 due

Trifold topic due

HW 3 due

Chap. 1

Chap. 4

Trifold draft due

Chap. 2, 3, 7
2-20  Theories and Models  
Learning Activities: discussion, group work

2-22  Theories and Models  
Learning Activities: lecture, discussion

2-24  Planning, Purposes/Goals/Objectives  
Learning Activities: lecture, discussion

2-27  Planning, Purposes/Goals/Objectives  
CHES competency II  
Learning Activities: lecture, discussion

3-1  Health Fair Planning, if needed  
Interventions  
Learning Activities: lecture, group work

3-3  Implementation  
Quiz CHES I and II  
Learning Activities: lecture, discussion

3-6  NO CLASS (SPRING BREAK)

3-8  NO CLASS (SPRING BREAK)

3-10  NO CLASS (SPRING BREAK)

3-13  CHES competency III/ Case studies  
Learning Activities: discussion, group work

3-15  Health Fair Planning/Catch up day  
Learning Activities: group work, discussion

3-17  Advocacy  
Learning Activities: lecture, discussion

3-20  Communicating/Funding  
CHES Competency VII  
Learning Activities: discussion, group work

3-22  HEALTH FAIR!  
Learning Activities: group work

3-23  Last day to withdraw with a "W" (not a class day)

3-24  Discussion of health fair  
Complete peer evaluations in class  
Catch-up day

3-27  Budgets  
Learning Activities: group work, discussion

3-29  Evaluation, Approaches and Design  
Learning Activities: group work, discussion
3-31 CHES competencies IV and V  
Learning Activities: group work, discussion

4-3 CHES Competency VI, Case studies  
Learning Activities: group work  
HF Diary and Evaluation due

4-5 Ashley Galloway Thomas, Aramark (tentative)  
Learning Activities: guest speaker

4-7 Quiz on competencies IV-VII  
Learning Activities: group work  
HF Group Report due

4-10 Grants and grant writing – CofC ORGA  
Susan Anderson  
Learning Activities: guest speaker

4-12 Case study  
Learning Activities: group work

4-14 Presentations, catch up day  
Learning Activities: student presentations

4-17 Presentations  
Learning Activities: student presentations

4-19 Presentations  
Learning Activities: student presentations

4-21 Presentations  
Learning Activities: student presentations

4-24 Presentations  
Learning Activities: student presentations

4-26 Review  
Course Evaluations  
Learning Activities: student presentations  
NOTE: All lab materials must be submitted by 4:00 p.m. today

4-29 NOT A CLASS DAY  
Review of lesson video completed by 5 pm today  
(Dr. Balinsky will provide a sign-up sheet)

5-1 Final Exam  
(Mon) 8:00 am – 11:00 am

ATTENDANCE: Attendance is required. You may have three unexcused absences without being penalized. All subsequent unexcused absences will result in a five point deduction per absence from your final point total. If you are absent for any presentations, there will be a 10 point deduction per absence. An excused absence includes illness, death of a family member or close friend, or issues dealt with through CARE. All excused absences must be supported by documentation.

NOTE: If you come to class late, it is your responsibility to make sure it has been noted.
MAKE-UP EXAMS: Make-up quizzes are given at the discretion of the professor. It is the student's responsibility to see the professor if a make-up is necessary.

ASSIGNMENTS: All assignments must be typed. Assignments are due when collected in class. There will be an automatic five point deduction if you have an unexcused absence on the due date and your assignment is not turned in by the time they are collected. There will be a penalty of ten points for every school day the assignment is late. Points will be deducted for errors in spelling, grammar and punctuation.

ELECTRONIC DEVICES: All electronic devices should be turned off during class and should be kept out of sight. This includes, but is not limited to, cell phones. If you choose to use such a device, you will be asked to leave the room.

STUDENTS WITH DISABILITIES: Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged.

ACADEMIC SUPPORT SERVICES: The Center for Student Learning (CSL), located on the first floor of the library, offers a wide variety of tutoring and other academic resources that support many courses offered at the College. Services include walk-in tutoring, by appointment tutoring, study strategies, appointments, Peer Academic Coaching (PAC), and Supplemental Instruction (SI). All services and lab schedules are posted on the CSL website http://csl.cofc.edu/, or call 843.953.5635 for information.

HONOR CODE & ACADEMIC INTEGRITY: Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.
Students can find the complete Honor Code and all related processes in the *Student Handbook* at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)
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<th>Date</th>
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Time spent outside of class (table contact, group-related): __________
Time spent on day of health fair: __________
Total time spent on Health Fair: ______________

Print additional pages as needed.