

Imperial Valley Community College

Spring Semester, 2022

Professor: Michael Lonsdale
HE: 102 Health Education

Course Information

CRN 20382

Professor e-mail: michael.lonsdale@imperial.edu

Class Days: N/A (asynchronous)

Class Time: N/A (asynchronous)

Class Location: Online - Canvas

Units: 3

Office Phone: N/A (Please e-mail or Canvas message, office phone not connected due to covid)

Class Start Date: February 14th, 2022

Class End Date: June 10th, 2022

Preferred Method of Communication: E-mail Michael.lonsdale@imperial.edu

Syllabus Simplified:

I'll do my best to 'Do Right.'

Organized, clear, focused on objectives, created appropriate assessments, available, helpful, enthusiastic, prepared, encouraging, & inclusive.

You do your best to 'Do Right.'

Be here (unless you can't or shouldn't), be prepared, be kind, be honest, & do your best.

Note From Professor Lonsdale

I want to see you do well!

I am here for you!

If this is your first online class, you got this!

Do not hesitate to reach out to me.

I know college and the start of each semester can be overwhelming, you can do this!

Reach out to michael.lonsdale@imperial.edu if you need ANYTHING

I want to see you do well!

It is an honor and a privilege to be your instructor.

Office Hours

Monday- Online through zoom, 11:10 am – 12:10 pm

Tuesday- Online through zoom, 10:45 am -11:45 am

Zoom link will be found in canvas in the orientation module under the office hours tab.

Wednesday- In person, 11:15 am – 12:15 pm

Thursday- In person, 10:45 am – 11:45 am

In person location to be determined due to construction in 700 building. More information will be in canvas.

Course Description

This course studies aspects of physical, intellectual, social, emotional, spiritual and environmental health. Emphasis is placed on the development of attitudes and practices of a preventive lifestyle for healthy living and optimal wellness. Specific instructional areas include chronic diseases, physical activity, nutrition, weight management, birth control methods, human sexuality, alcohol, tobacco, illicit drug abuse, stress, and factors that contribute to wellness and longevity. Experience in personal health assessment and the changing of health behaviors is also stressed. This course satisfies the State of California Health Education requirement for a teaching credential. (C-ID PHS 100) (CSU, UC)

Course Prerequisites

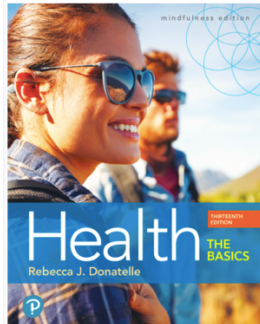
None

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Engage in a personal cardiovascular program.
 2. Identify basic health terms.
 3. Increase knowledge of how to properly execute a successful healthy behavior change.
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Text Book



Health: The Basics 13th edition is a mindful approach to personal health, combining well-researched health information with current real-world topics that impact your daily life.

Published by Pearson (September 15th 2020) - Copyright © 2019

ISBN-13: 9780135214176

You do not NEED the 13th edition. Any of the recent editions of the same book is acceptable.

Course Grading (Based on Course Objectives)

Grading Scale

- A = 90-100%
 - B=80-89%
 - C=70-79%
 - D = 60-69%
 - F = Below 60%
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Total Points Available Breakdown

Total possible points for the class: 1160

- 15 **Discussions**, each worth 30 points: 450 points.
 - 7 **Quizzes**, each worth 20 points: 140 points.
 - 7 **Assignments**, each worth 50 points: 350 points.
 - 1 **pre course self evaluation**, worth 10 points: 10 points
 - 1 **post course self evaluation**, worth 10 points: 10 points
 - 1 **Final Exam**, worth 200 points: 200 points
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Points Earned, Per Grade Breakdown

- 1160 points - 1044 points = A.
 - 1043 points - 928 points = B.
 - 927 points - 812 points = C
 - 811 points - 696 = D
 - 695 points and below = F
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Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Describe the six dimensions of wellness (physical, emotional intellectual, social, spiritual, and environmental) and their interrelationship.

2. Distinguish the difference between personal health and public health.
3. Apply the dietary recommendations to diet planning throughout the lifecycle and in the promotion of fitness/physical activity, weight management, and disease prevention.
4. Identify fitness principles and exercise program components to improve cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition.
5. Describe the role of stress and mental health in health promotion and disease prevention.
6. Recognize the stimulus leading to violence and be able to minimize its occurrence.
7. Describe the role of substance use and abuse in our society and its impact on the individual, the community, the economy and the social structure.
8. Analyze personal and family health as it relates to human sexuality, relationships, sexual orientation, and parenthood.
9. Identify and discuss specific preventative measures to reduce the risk of various diseases and infections, unintended pregnancies, violence, and addiction.
10. Examine the physiological, emotional, psychological and sexual aspects of aging.
11. Describe the inter-relationship between human beings and their environment.
12. Identify common practices and attitudes that contribute to accidents on a personal and community level and strategies that would reduce their occurrence.
13. Analyze the health care delivery system, including inequities and discrepancies
14. Interpret and evaluate health and medical information from general and subject specific library and web sources.
15. Communicate orally and in writing in the scientific language of the discipline.
16. Analyze his/her lifestyle from a wellness perspective. In response, areas of personal behavior change will be identified and ideally, health-enhancing behaviors adopted.

Course Requirements and Instructional Methods

We will be using Canvas for this course, so you will need access to a computer and Internet. Canvas is also mobile-friendly and can be used on your phone or tablet through the Canvas Mobile App or a mobile browser!

[What are the basic computer specification for Canvas? \(Links to an external site.\)](#)

[Browsers that support Canvas? \(Links to an external site.\)](#)

[Canvas Help Desk \(Links to an external site.\)](#)

Note: Computers are available for students to use on campus, at the library and through [Student Support Services \(Links to an external site.\)](#)

Software

- Word Processor: You will need to be able to create documents. If you do not have access to Microsoft Word, you can use a free word processing program, such as Google Docs or [LibreOffice \(Links to an external site.\)](#)
- PDF Reader: You will need to be able to view PDFs for this class. You can download a free PDF reader [Here \(Links to an external site.\)](#), if you don't have one already on your computer.

Out of Class Assignments

The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/> (Links to an external site.)
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have face mask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants MUST remain in vehicles-Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot-Student code of conduct and all other parking guidelines are in effect-Please do not leave any trash behind
- No parking permit required If you have any questions about using parking WIFI, please call Student Affairs at 760-355-6455.

Drop Policy

- During the first week:** Submit the “Getting to know You” discussion post in order to mark your attendance and secure your spot!
- Throughout the term:** Submit work regularly to show your active attendance. If you do not submit work for 2 modules in a row, I will assume that you are no longer participating and that you will be dropping the class. If you chose to remain in the course, your grade will reflect only the work that you submitted.

If You Happen to Fall Behind...

Your participation is important for the success of this course, but I also recognize that you are human, and life happens. If you've reached a point where you have fallen behind, or can't meet the due dates, please contact me. We'll work together to make a path to success. Email me directly: michael.lonsdale@imperial.edu

Classroom Netiquette

What is netiquette?

- Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette:
 - (1) identify yourself,
 - (2) include a subject line,
 - (3) avoid sarcasm,
 - (4) respect others' opinions and privacy,
 - (5) acknowledge and return messages promptly,
 - (6) copy with caution,
 - (7) do not spam or junk mail,
 - (8) be concise,
 - (9) use appropriate language,
 - (10) use appropriate emoticons (emotional icons) to help convey meaning, and
 - (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Discussion Overview

[\(Links to an external site.\)](#) [\(Links to an external site.\)](#)

Discussion forums are used to communicate with other students on a specific topic or general course questions. Postings should be thoughtful and reflect your understanding of the subject matter. You are required to respond to your classmates each week. I will participate in our discussions and will also typically summarize of the class. If someone asks for help in the "Q&A" discussion, please feel free to respond. I will also jump in as needed. Discussion Tips For online discussions to be successful, it is recommended that you participate within the designated time indicated in the course. As you develop your response here are a few tips you can use to avoid the "I agree or disagree" responses"

1. Share your experiences as it relates to the topic. Make connections to your own personal background and culture.
2. Identify and discuss your opinion and describe why you agree or disagree.
3. Search and share reputable sites, books, or articles that pertain to the topic.
4. Add a different view with specific examples.

Core Content To Be Covered

1. Mental and emotional health including personality development, psychological disorders and stress management.
2. Diet, weight control and physical fitness.
3. Drugs, alcohol and tobacco.
4. Cardiovascular diseases and treatment including atherosclerosis.
5. Cancer and the causes of cancer and the treatments available.
6. Infectious diseases including sexually transmitted diseases.
7. Human sexuality including intimacy sexual development, birth control pregnancy and parenting.
8. Dimensions of health and wellness
9. Distinction between personal and public health
10. Violence and prevention
11. Aging and the later years
12. Health care delivery and medical care

13. Environmental hazards and safety
 14. Health and wellness information
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How am I expected to act in an online “classroom” (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

1) Be RESPECTFUL

a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)

a. People walking around and pets barking can be a distraction.

3) EAT AT A DIFFERENT TIME.

a. Crunching food or chugging drinks is distracting for others.

b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU

a. It is hard to see you in dim lighting so find a location with light. b. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.

5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING

a. If you are using the camera, show your face; it helps others see your non-verbal cues.

b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

6) Be READY TO LEARN AND PAY ATTENTION

- a. Catch up on other emails or other work later.
- b. If you are Zooming, silence your phone and put it away.
- c. If you are in a room with a TV –turn it off.

7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS

- a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise MUTE your laptop.

8) REMEMBER TO UNMUTE WHEN SPEAKING

- a. Follow your instructor's directions about using the "raise hand" icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- b. Do not speak when someone else is speaking.

9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING

- a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
- b. Do not use the Zoom meeting to meet with your peers or put on a "show" for them.

10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING

- a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

•**Plagiarism** is taking and presenting's one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.

•**Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following:

- (a) plagiarism;
- (b) copying or attempting to copy from others during an examination or on an assignment;
- (c) communicating test information with another person during an examination;
- (d) allowing others to do an assignment or portion of an assignment;
- (e) using a commercial term paper service.

How do I show academic honesty and integrity in an online "classroom"?

•KEEP YOUR PASSWORDS CONFIDENTIAL.

You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.

•COMPLETE YOUR OWN COURSEWORK.

When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);

- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

"Do's"

- Trust the value of your own intellect
- Undertake research honestly and credit others for their work.
- Demonstrate your own achievement and abilities.
- Ask for help from me, or for more time if you need it!

"Do Not's"

- Purchase papers or have someone write a paper for you. Recent reports show that agents who sell paper or take exams for pay by other students may end up being "blackmailed" by those agents in a variety of situations.(If you default on the agreed amount of compensation, do not purchase additional services, etc.) Agents have been known to notify the college of the misbehavior of students caught in this kind of trap.
- Copy ideas or wording without citing your source.
- Copy answers from another student.
- Ask another student to do your work for you.

Additional Services for Students

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

How do I access services now that we are mostly online?

- CANVAS LMS. Canvas is Imperial Valley College's Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.

•Learning Services. In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link (IVC online Tutoring).When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.

•Library Services. Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!

•Career Services Center. The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.

•Child Development Center. The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (new born to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application:<https://forms.imperial.edu/view.php?id=150958> Disabled Student Programs and Services (DSPS) Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. When campus is open, the DSP&S office is in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations. Student Counseling and Health Services Students have counseling and health services available, provided by the pre-paid Student Health Fee.

•Student Health Center. A Student Health Nurse is available on campus, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128, or when campus reopens, visit Room 1536 for more information.

•Mental Health Counseling Services. Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential,

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services(DSP&S) office as soon as possible. When campus is open, the DSP&S office is in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- Student Health Center. A Student Health Nurse is available on campus, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128, or when campus reopens, visit Room 1536 for more information.

- Mental Health Counseling Services. Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 for appointments, or when campus reopens visit Room 1536, for more information.

Veteran's Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling,

tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eopsfor eligibility criteria and application procedures. We look forward to serving you! -EOPS/CARE Staff

Student Equity Program

The Student Equity & Achievement Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

What if I cannot afford food, books, or need other help?

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement>

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC General Catalog.

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC Library Department provides numerous Information Literacy Tutor to assist students in this endeavor.

Anticipated Class Schedule/Calendar

	Topic	Total Points	Discussion	Peer Responses
Module 1	Accessing Your Health	80 Points	Original Discussion Due Thursday (15 Points)	Two Peer Responses Due Saturday (15 Points, each response worth 7.5 points)
Module 2	Psychological Health	50 Points	Original Discussion Due Thursday (15 Points)	Two Peer Responses Due Saturday (15 Points, each response worth 7.5 points)
Module 3	Stress	80 Points	Original Discussion Post Due Thursday (15 Points)	Two Peer Responses Due Saturday (15 Points, each response worth 7.5 points)

Module 4	Sleep	50 Points	Original Discussion Post Due Thursday (15 Points)	Two Peer Responses Due Saturday (15 Points, each response worth 7.5 points)
Module 5	Preventing Violence and Injury	80 Points	Original Discussion Post Due Thursday (15 Points)	Two Peer Responses Due Saturday (15 Points, each response worth 7.5 points)
Module 6	Communication	50 Points	Original Discussion Post Due Thursday (15 Points)	Two Peer Responses Due Saturday (15 Points, each response worth 7.5 points)
Module 7	Reproduction	80 Points	Original Discussion Post Due Thursday (15 Points)	Two Peer Responses Due Saturday (15 Points, each response worth 7.5 points)
Module 8	Addiction and Drug Abuse	50 Points	Original Discussion Post Due Thursday (15 Points)	Two Peer Responses Due Saturday (15 Points, each response worth 7.5 points)

Module 9	Alcohol and Tobacco	80 Points	Original Discussion Post Due Thursday (15 Points)	Two Peer Responses Due Saturday (15 Points, each response worth 7.5 points)
Module 10	Nutrition	50 Points	Original Discussion Post Due Thursday (15 Points)	Two Peer Responses Due Saturday (15 Points, each response worth 7.5 points)
Module 11	Weight Control	80 Points	Original Discussion Post Due Thursday (15 Points)	Two Peer Responses Due Saturday (15 Points, each response worth 7.5 points)
Module 12	Personal Fitness	50 Points	Original Discussion Post Due Thursday (15 Points)	Two Peer Responses Due Saturday (15 Points, each response worth 7.5 points)
Module 13	Cardiovascular Disease and Cancer	80 Points	Original Discussion Post Due Thursday (15 Points)	Two Peer Responses Due Saturday (15 Points, each response worth 7.5 points)

Module 14	Infectious Diseases and STI's	50 Points	Original Discussion Post Due Thursday (15 Points)	Two Peer Responses Due Saturday (15 Points, each response worth 7.5 points)
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