**HDFE 345: Families and Health across the Lifespan**

Samford University, Spring 2017

MWF 11:45 am – 12:50 pm in OBB 118

WELCOME TO HDFE 345! This course addresses health, illness, disability, and coping throughout the life span. We emphasize the multiple contexts of the family, society, and culture. It focuses on specific skills and knowledge you will need as a professional working with families and health care providers. We also will cover the impact of illness and disabilities on family dynamics.

**Instructor:** Celeste H. Hill, Ph.D., CFLE

Office: OBB 127

Office phone: 726-2073

E-mail: chhill1@samford.edu

Office hours: MWF 9:00-11:00 am, or by appointment (appointments preferred).

**Required readings (one book, supplemental articles):**

McKenzie, J. F., & Pinger, R. R. (2015). *An introduction to community and public health.* (8th ed.). Boston, MA: Jones and Bartlett Publishers.

Supplemental Articles: Many topics related to family systems and health that are covered in this course are not well represented in any single current text, so we will use supplemental articles available on Moodle and a wiki of compiled authoritative information. You will have at least one class period’s notice of the required reading.

**COURSE OBJECTIVES**

At the end of this course, students will demonstrate:

**1) Key skills needed for collaboration with health care providers.**

**2) Knowledge about definitions and descriptions of health, situated in time and culture.**

**3) Knowledge about health concerns central at each stage of the life span** **(INFORMATION ABILITY).**

**4) Knowledge of the health care system and current concerns in health care delivery.**

**5) Relevant skills and knowledge of inclusive and multicultural health care concerns.**

**6) Skills needed for assessment of family health concerns and rudimentary interventions to promote family coping.**

**7) A respectful attitude toward health concerns of all people.**

**8) Knowledge of the impact of illness and disability on families.**

**COURSE OUTLINE**

Please see the **accompanying schedule** that lists course topics, readings, and assignments due for each class. Note that this schedule is Version A, and that revision of the schedule is expected as we go through the term due to guest speaker scheduling, unavoidable conflicts, etc. I will distribute later versions of the schedule as they become available.

**Class Structure:** Lectures will be brief, and may highlight parts of the readings or introduce new material. I will add to lecture by leading a discussion of material from the readings, inviting guest speakers, and using media. In addition, your participation is required in class activities (e.g., role plays) to practice skills essential for health promotion, assessment, and intervention.

**COURSE REQUIREMENTS**

**Important Note**: The class assignments are maintained on Moodle, and you are required to check regularly for assignments and information. You are responsible for acquiring and maintaining a computer with sufficient Internet access to allow successful completion of the course. **Assignments are to be submitted in the manner indicated (e.g., on Moodle, in class), and assignments submitted another way will have points deducted. Please note that writing assignments with more than five errors in spelling and/or grammar will not be eligible for an A.**

**In addition, please read and follow the policies outlined in the statement on Moodle. These policies were developed by the HDFE faculty for all HDFE courses.**

**A. Quizzes, Worksheets or Exercises (50 pts)**: You must read before our class meetings, because (1) class time will provide you with an opportunity to bring up questions about the readings, and (2) class time will be used to build on the topics raised in the readings.

To demonstrate your mastery of the readings, you may be given a quiz, worksheet, or exercise (QWE) on Moodle before the period in which the readings are discussed. Each QWE will be worth 10 points. Your total score for the QWEs will be the sum of at least seven scores (each worth 10 points), not to exceed 50 points. So, if you forget a quiz, have computer problems, or become ill, your quiz grade should not be affected. **No QWEs will be made up**.

**B. Three Exams (200 points):** We will have two exams during the course of the semester, each worth 50 points. The final exam is cumulative and is worth 100 points. Make-up exams will be provided only to students with an excused absence[[1]](#footnote-1).

**C. “My Family Health” Portfolio (50 points):** Through this assignment, you will demonstrate in-depth knowledge of your family’s health related to the course material. More information about the Family Health Portfolio will be given in class and on Moodle.

**D. Small Paper: Family with Health Concerns (50 points):** This paper allows you to articulate a concise description of ways that family members interact differently when one family member has a health concern. It must include a minimum of five (5) scholarly sources. The paper may be organized by health condition or by family member (i.e., if mother is disabled, versus child or father). It should be three pages long, written in APA style, and the fourth page should include a list of references. See Moodle for more details.

**E. Article discussions (50 points):** Five times over the course you will find academic journal articles related to specified dimensions of families and health. You will receive points for finding this information, integration of research in the class discussion, and/or for your discussion in class.

**Disability Resources:**

Students with disabilities who wish to request accommodations should register with Disability Resources (205) 726-4078, [disability@samford.edu](mailto:disability@samford.edu), University Center Room 205, [www.samford.edu/dr](http://www.samford.edu/dr)).  Students who are registered with Disability Resources are responsible for providing me with a copy of their accommodation letter and scheduling a meeting with me to discuss how their approved accommodations will apply to this course.  Accommodations will not be implemented until we have met to review your accommodation letter.

**Communication Resource Center:**

The Communication Resource Center (CRC) offers *free* tutoring for Samford students in oral and written communication as well as support for developing and improving critical reading skills. The CRC is in Brooks 222 and is open MTWR 10:00am-6:00pm. Students are encouraged to schedule appointments at [samford.mywconline.com](https://samford.mywconline.com/). Students in online programs may opt for online appointments through the same appointment link and can upload files for the tutor to review. For more information, visit <http://www.samford.edu/departments/communication-resource-center/>

Note: The first time you schedule an appointment, you will need to create an account, using your Samford email and password.

**Counseling Services:**

Students may benefit from meeting with a counselor at some point to discuss difficult issues, gain insight for dealing with stress, or to process and understand events from the past. When a need for counseling arises, students should contact Counseling Services & Wellness Programs. On-site appointments are prepaid through student fees and there is no extra cost to the student. To schedule an appointment, please email [counseling@samford.edu](mailto:counseling@samford.edu), call 205-726-2065, or stop by Dwight Beeson Hall (DBH) room 203.

**Emergency Readiness:**

*RAVE* is the primary method of communication used by Samford University during a campus emergency. If you have not registered for *RAVE* alerts, please go to the My Contact Information box on your Portal homepage to update your *RAVE* Emergency Alert Information.

Samford University utilizes *Samford Alert* for desktop, laptop, tablet, and mobile devices to provide students with information, procedures, and links about what to do in the event of a variety of emergency situations that could occur on our campus. If you do not already have the *Samford Alert* app on your mobile device, laptop, desktop, or tablet, please go to the *In Case of Emergency* box on your Portal homepage for instructions on downloading the App. Once you have downloaded the App, please take time to review the information provided, it is important that you know what to do in the case of a campus emergency.

**Inclement Weather:**

Inclement weather or other events beyond the control of the University that might cause risk or danger to students, faculty and staff may occasionally result in changes to normal University operations, including cancellation of classes or events; the class schedule and/or calendar may be adjusted.

**Note: I reserve the right to modify the syllabus should such modifications be necessary for effective assessment.**

**Final Grade Worksheet**

|  |  |  |
| --- | --- | --- |
| **Course requirement** | **Point Value** | **My Score** |
| QWEs | 50 |  |
| Exam One | 50 |  |
| Exam Two | 50 |  |
| “My Family Health” portfolio | 50 |  |
| Article Discussions/Summaries | 50 |  |
| Small paper: Family with Health Concern | 50 |  |
| Final Exam | 100 |  |
| **TOTAL POINTS** | **400** |  |

|  |  |
| --- | --- |
| **Letter Grade** | **Point cutoff** |
| A (93%-100%) | 372 |
| A- (90%-92.9)% | 360 |
| B+ (88%-89.9%) | 352 |
| B (83%-87.9%) | 332 |
| B- (80%-82.9%) | 320 |
| C+ (78%-79.9%) | 312 |
| **Letter Grade** | **Point cutoff** |
| C (73%-77.9%) | 292 |
| C- (70%-72.9%) | 280 |
| D+ (68%-69.9%) | 272 |
| D (63%-67.9%) | 252 |
| D- (60%-62.9%) | 240 |
| F (<=59.9%) | N/A |

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| --- | --- | --- |
|  | SCHEDULE A |  |
| DATE | TOPICS | READING AND DUE DATES |
| 23 JAN 17 | Introduction: Course requirements; Discussion of syllabus, policies, and questions. | Moodle: Rolland (1998) |
| 25 JAN 17 | The biopsychosocial model; Rolland’s Psychosocial Typology | McDaniel et al. (1992) and Rolland (1994) |
| 27 JAN 17 | The biopsychosocial model; Rolland’s Psychosocial Typology  **LAST DAY TO DROP/ADD** | Read CH Chapter 1 |
| 30 JAN 17 | Community and Public Health |  |
| 01 FEB 17 | Community and Public Health | Read CH Chapter 2 |
| 03 FEB 17 | Organizations that help shape community health |  |
| 06 FEB 17 | Organizations that help shape community health | Read CH Chapter 3 |
| 08 FEB 17 | Epidemiology: the study of disease, injury and death in the community |  |
| **10 FEB 17** | Epidemiology: the study of disease, injury and death in the community | **Article Submission 1 Due**  Read CH Chapter 4 |
| 13 FEB 17 | Epidemiology: prevention and control of diseases and health conditions |  |
| 15 FEB 17 | Epidemiology: prevention and control of diseases and health conditions |  |
| 17 FEB 17 | Discussion of current topics related to families and health | Read CH Chapter 5 |
| 20 FEB 17 | Community organizing/building and health promotion programming |  |
| **22 FEB 17** | Community organizing/building and health promotion programming | Read CH Chapter 6  **Article Submission 2 Due** |
| 24 FEB 17 | The school health program: a component of community health |  |
| **27 FEB 17** | **EXAM ONE** | **EXAM ONE**  Read CH Chapter 7 |
| 01 MAR 17 | Overview of Unit 2  Maternal, infant and child health | Reading on child abuse and neglect: www.childwelfare.gov/can/; |
| 03 MAR 17 | Maternal, infant and child health | Read CH Chapter 8 |
| 06 MAR 17 | Adolescents, young adults and adults |  |
| 08 MAR 17 | Adolescents, young adults and adults | Read CH Chapter 9 |
| **10 MAR 17** | Elders | **Article Submission 3 Due** |
| **13 MAR–17 MAR 17** | **SPRING BREAK** | **SPRING BREAK** |
| 20 MAR 17 | Elders  Families and Coping; ABC-X model; Relationships and Health | Read CH Chapter 10 |
| 22 MAR 17 | Community Health and Minorities | Reading on Moodle: Shared Emotional Themes of Illness (Chapter 1 of *Shared Experience of Illness*). |
| 24 MAR 17 | Community Health and Minorities  View Dr. David Williams’ plenary address at [www.ncfr.org](http://www.ncfr.org) | Read CH Chapter 11 |
| **27 MAR 17** | Community Mental Health | **Article Submission 4 Due** |
| 29 MAR 17 | Community Mental Health | Read CH Chapter 12 |
| 31 MAR 17 | Alcohol, tobacco and other drugs |  |
| 03 APR 17 | Alcohol, tobacco and other drugs |  |
| **05 APR 17** | **EXAM TWO** | **EXAM TWO** |
| 07 APR 17 | Discussion of current topics related to families and health | Read CH Chapter 13 |
| **10 APR 17** | Health care delivery in the U.S. | **Family Health Portfolio (FHP) due (all remaining parts)** |
| 12 APR 17 | Health care delivery in the U.S. | Read CH Chapter 14 |
| 14 APR 17 | Community health and the environment |  |
| **17 APR 17** | **EASTER HOLIDAY** | **EASTER HOLIDAY** |
| 19 APR 17 | Community health and the environment | Read CH Chapter 15 |
| 21 APR 17 | Injuries as a community health problem  **LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY** |  |
| **24 APR 17** | Injuries as a community health problem | **Article Submission 5 Due**  Read CH Chapter 16 |
| 26 APR 17 | Safety and health in the workplace |  |
| **28 APR 17** | Safety and health in the workplace | **Small Paper Due** |
| 01 MAY 17 | Discussion of current topics related to families and health |  |
| 03 MAY 17 | Review for Final Exam |  |
| **10 MAY 17** | **FINAL EXAM 10:30 A.M.** |  |

**THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THIS SCHEDULE AT ANY TIME IN ORDER TO ACHIEVE THE OBJECTIVES OF THIS COURSE.**

Department of Human Development and Family Life Education

Policies and Procedures

2016- 2017

Welcome to the Department of Human Development and Family Life Education (HDFE) at Samford University.  This department is committed to providing a classroom environment that promotes learning, fosters community, and provides safety and respect for instructors and students.  As in all group systems, healthy relationships in the classroom require communication of expectations and the use of boundaries and limits.  Therefore, the following policies and procedures have been adopted by the faculty within the Department of Human Development and Family Life Education.

Please note: “**Students are expected to know regulations and policies found in the current catalog and *Student Handbook* Web site.** Keeping abreast of the school calendar, critical deadlines and all university mail received in one’s university mailbox and/or electronic mail is also the student’s responsibility” (<http://www.samford.edu/studenthandbook/>).

**Academic Integrity**

As stated in the Samford University catalog, “students, upon enrollment, enter into voluntary association with Samford University. They must be willing to observe high standards of intellectual integrity; they must respect knowledge and practice academic honesty.” Unless specified otherwise, students are expected to do their own independent work, and to refrain from cheating, copying or plagiarizing the work of others. When drawing from various resources for assignments, students must provide citations, footnotes and bibliographic information. Full Academic Integrity Policy provided on Student Records website.

* The HDFE department will uphold the values regarding academic dishonesty, which includes reporting transgressions to the Student Academic Integrity committee at Samford University.
* Academic dishonesty is "The misrepresentation of one's work to deceive for personal gain, when in fact said work is not that person's, or assisting another to do the same.  Academic dishonesty includes, but is not limited to:  **cheating, plagiarism, fabrication, and misuse of computer information"**. (Student Handbook. *Refer to the details on the Samford Library Website regarding copyright issues and plagiarism.*
* Misuse of computer information: The internet is an important learning and teaching tool. Sources from the internet have to be acknowledged and credit given to authors and sources. For this reason the following practices are regarded as **plagiarism**:
  + Cutting and pasting information without acknowledgement of source.
  + Copying quotations and not using quotation marks and/or acknowledging source.
  + Paraphrasing ideas without acknowledging author and/or source.
  + Buying or paying website sources to complete work or papers.
  + Using another person’s work and passing it off as one’s own.
  + Using or modifying Power Point or other online presentations.
* Reference techniques: Students are expected to use correct forms of acknowledging sources in all their scholarly work. The department follows the guidelines of the American Psychological Association (APA). Several good sources are available online, and the Official APA Publication Manual is available in the departmental assistant’s office and the University Library for reference. Some guidelines were recently revised; we encourage you to use the most current guidelines.
* This site is the official site published by APA: <http://www.apastyle.org/>.
* This site contains an abbreviated and shortened version, but is not the official site: <http://owl.english.purdue.edu/owl/resource/560/01/>
* The HDFE faculty members reserve the right to submit information represented as yours to online plagiarism detection resources.

**Accommodation: Americans with Disabilities Act**

Students with disabilities who wish to request accommodations should register with Disability Resources (205) 726-4078, [disability@samford.edu](mailto:disability@samford.edu), University Center Room 205, [www.samford.edu/dr](http://www.samford.edu/dr)).  Students who are registered with Disability Resources are responsible for providing me with a copy of their accommodation letter and scheduling a meeting with me to discuss how their approved accommodations will apply to this course.  Accommodations will not be implemented until we have met to review your accommodation letter.

**Adjustment to Daily Schedule**

Inclement weather or other events beyond the control of the University that might cause risk or danger to students, faculty, and staff may occasionally result in changes to normal University operations, including cancellation of classes or events; the calendar schedule may be adjusted.

**Attendance, Preparation and Participation**

Arriving promptly to class, coming fully prepared, participating actively in the discussions and activities are important components of your learning for the course. Tardiness and absences must be discussed with the instructors.

* The HDFE department ***enforces attendance policies***. The professor maintains attendance records and roll may be taken during each class. A maximum of three unexcused absences is permissible. Thereafter the grade can drop by a full category, e.g. “B” to “B-” for every additional unexcused absence. Excused absences pertain to serious documented illness and family matters, documented sport or other university duties. Please speak to, or e-mail, your professor ***before*** a planned absence. It is the student’s responsibility to provide the necessary documentation.
* Assignments are due at the beginning of the class period on the due date scheduled by the instructor.  With the exception of serious personal or family crisis all late papers will receive a 10% reduction in the assignment grade *per 24 hour period* that the assignment is late.  Late assignments can be turned in to the instructor’s box in OBB 103 during the hours of 8:00 a.m. to 4:30 p.m.  The department assistant will indicate the date and time the assignment was received.
* Unless your instructor determines otherwise, in addition to turning in a hard copy, all assignments should be submitted electronically as an attachment via your Samford email account or uploaded to Moodle if appropriate. The assignment **must be in Microsoft Word format** to ensure your instructor’s ability to open the assignment. If the assignment is not received electronically by the due date, or if the instructor is unable to open the assignment the penalties stated above may apply. Please allow extra time to submit your electronic assignment to accommodate any technical difficulties.
* Exams and tests must be taken on the date assigned by the course instructor unless the student is absent on that date due to a University approved absence (e.g. Athletic event or travel; NCUR trip) or the student is experiencing a serious personal or family emergency.  University approved absences from an exam must be discussed with the course instructor in advance.  Students who do not follow the above procedures or who miss an exam for other reasons (e.g. over slept) may receive a zero on the exam/test.
* Some instructors may choose to give quizzes at the beginning of the class time.  Students who arrive late will not be allowed to take the quiz.
* **All instructors encourage and expect class attendance and participation.**  Essential information related to course content and course management is provided in class.
* Out of respect for instructors and other students you are expected to arrive to class on time.  Students are allowed two late arrivals per semester.  After the second late arrival an individual instructor may require that you stay away from class rather than arrive late, resulting in an unexcused absence.
* Leaving class during a break without legitimate reason and notification of the instructor is considered disrespectful and inappropriate.  Students who leave class at a break are expected to discuss their situation with the instructor.
* The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that we respect the rights of others seeking to learn. Therefore, Students are expected to turn off all electronic devices at the beginning of class.  Personal computers, iPads, and other tablets may be used ***ONLY*** if you receive permission from your instructor ***AND*** if the use pertains to the current class (in other words…no web surfing unless on a specific class topic, no Facebook or other social media sites, no emails, etc.). However, after class, we would love for you to “Like” the Human Development and Family Life Education Facebook page!
* Cell phone use is also prohibited during class. Leaving class to answer a cell phone or make a cell phone call is inappropriate.  No cell phone use (which includes no texting, emailing, etc.) during class, tests or exams.
* The use of a digital device (including but not limited to cell phones, MP3 players, cameras, or other devices capable of capturing or relaying information) is strictly prohibited during the administration of a test or exam; the device will be confiscated and is subject to search. The student will be dismissed from class, and the student’s test will be invalid. The incident could also be reported as a values violation.
* Students attending class are expected to be respectful of the course instructor and/or guest speakers.  Students who do not give attention to the class session (e.g. read newspapers, carry on side conversations, sleeping, searching the internet for topics unrelated to the class subject matter for the day) or who are otherwise disrespectful may be asked by the instructor to leave the class session, resulting in an unexcused absence.

**Civility & Guest Speakers**

* A variety of topics and viewpoints will be discussed during this class.  Each person is entitled to his or her own opinions, and the instructor will insist that all discussions be conducted with respect and civility.
* Outside speakers, videos, discussions, lectures and other teaching methods are used in HDFE courses.  Please understand that the ideas and views of videos and outside speakers do not always meet with the approval of the instructor.  While care will be taken, these various teaching methods will be used for their overall educational value, although there may be specifics that do not meet the values of the instructor nor the institution.

**Class Load for Undergraduates**

According to the Samford University Catalog[[2]](#footnote-2), “A normal class load for undergraduate day students during fall and spring semesters is 16 undergraduate credits. Permission from the school dean must be secured to register for more than 18 credits. Under no circumstances may an undergraduate day student register for more than 21 credits in any semester, regardless of session length, location, or method of delivery.”

If an HDFE student requests to take more than 19 credit hours during fall or spring semesters, the HDFE faculty will recommend to the Dean whether or not to grant permission.

**Communication**

E-mail from your Samford University email account is an official form of communication at Samford University, and students are expected to check their Samford e-mail account regularly. Please do not use the email feature in Moodle since this is a separate entity from your official Samford University email account. Faculty can communicate via e-mail and/or by posting items on Moodle. Many of the subjects in the Department of Human Development and Family Life Education are taught using Moodle as a course management tool, and students are required to consult Moodle regularly.

Through the RAVE alert system you can be contacted on your cell phone. This communication channel can be used by the university to distribute emergency and/or campus threatening information. It is not used for general campus announcements. Please ensure that you have signed up for this system by going to the Operations and Planning (OPS) homepage <http://ops.samford.edu/> and accessing the icon in the middle of the screen.

**Communication Resource Center**

The Communication Resource Center (CRC) offers *free* tutoring for Samford students in oral and written communication as well as support for developing and improving critical reading skills. The CRC is in Brooks 222 and is open MTWR 10:00am-6:00pm. Students are encouraged to schedule appointments at [samford.mywconline.com](https://samford.mywconline.com/). Students in online programs may opt for online appointments through the same appointment link and can upload files for the tutor to review. For more information, visit <http://www.samford.edu/departments/communication-resource-center/>

Note: The first time you schedule an appointment, you will need to create an account, using your Samford email and password.

**Discrimination Statement**

Except as specifically exempted by federal law requirements, Samford does not discriminate on the basis of race, color, sex, national or ethnic origin, disability, or age in the administration or application of its educational programs and policies, admission policies, employment policies, or scholarship and loan programs. Inquiries concerning compliance with these laws and the regulations there under should be directed to the vice president and dean of students or the vice president for business affairs, Samford University, 800 Lakeshore Drive, Birmingham, Alabama 35229.

**Emergency Readiness**

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**Inclement Weather**

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**Reference Letters**

* As faculty we like to see you succeed and we would like to support you in your applications to Graduate Schools and Employment. If you would like to ***request*** a letter of reference from one of our faculty, a few guidelines are helpful (Depending on your time frame, please understand that there may be times faculty are unable to write you a letter due to prior commitments, other job responsibilities, or poor student academic/professional performance):
* Allow the faculty 2-3 weeks to write the letters and send them to recipients. Feel free to check with faculty or to remind them of the due date (faculty welcome your reminders!) This contributes to the punctual fulfillment of all your application demands.
* Please provide each faculty member with the following when you request a letter of recommendation:
  + A completed “Letter of Recommendation Request” form (obtainable from our department assistant or the Career Development Office). This form should list all the activities that allowed the faculty member to get to know you as a student, e.g. classes taken, projects completed, study abroad and the like.
  + Your current resume.
  + A print out of your unofficial transcript, which you can pull off the Samford web.
  + Addressed, stamped envelopes to the institutions/persons requesting the letters.
  + Any forms from the requesting organizations, appropriately completed and signed.

**Safe and Equitable Learning Environment**

Samford University is dedicated to providing a safe and equitable learning environment for all students. Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents via [this link](http://www.samford.edu/departments/values-advocacy/care-team-form/). Your active involvement is important for the safety of the whole Samford community. Any member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Crisis Center (tel. 205-323-7777) provides 24/7 confidential support to anyone in the Birmingham area, and the [Samford Safe Haven website](https://www.samford.edu/students/safe-haven/) describes reporting options and other resources.

**Student Handbook & University Catalog**

All the information in the current Student Handbook and University Catalog applies.

* The current SU *Student Handbook* is available on the Web at <http://www.samford.edu/studenthandbook/> .
* The current *Samford University Catalog* is available at <http://www.samford.edu/studentrecords/catalogs.aspx>.

**Students’ Rights**

* Receive a complete course syllabus at the beginning of the semester detailing the course goals, schedule of reading assignments, assignment due dates, and the process of determining course grades.
* Request a re-grade of a test or paper.
* Opportunity to give constructive feedback and evaluation: Anonymous written feedback and evaluation to the instructor at mid term and at end of the course.  The end of course evaluation will be administered via Moodle.  While individual comments cannot be traced to a specific student (unless the student provides such information within the comment itself), it is possible to determine which students have or have not accessed the evaluation system. This information allows the instructor the opportunity to offer extra credit, if deemed appropriate by the individual instructor, for students who complete the course evaluation. This process underscores the importance of the course evaluation since student input is extremely valuable in improving the course.
* Students enrolled in courses in the Department of Human Development and Family Life Education have a right to have a hearing of their concerns and grievances.  The department expects students to follow the process below to obtain such a hearing.

Step 1:  Schedule a private meeting with the course instructor for the purpose of sharing concerns in a civil, respectful manner.  If you feel you are unable to schedule a private meeting with your instructor to share your concerns you may contact the Department Chair, Dr. Kristie Chandler at 726-2843 or e-mail [kbchandl@samford.edu](mailto:kbchandl@samford.edu) ).

Step 2:  If you meet with your course instructor and the issue is not resolved, schedule a private meeting with Department Chair, Dr. Kristie Chandler at 726-2843 or e-mail [kbchandl@samford.edu](mailto:kbchandl@samford.edu) ).

Step 3:  If not resolved, schedule a private meeting with Dr. Jodi Newton, Associate Dean, School of Education, at 726-4240.

*Revised: August 25, 2016*

1. See the HDFE Policy Statement on Moodle for further information about excused absences. [↑](#footnote-ref-1)
2. (<http://portal.samford.edu/cp/render.UserLayoutRootNode.uP?uP_tparam=utf&utf=http%3A%2F%2Fwww.samford.edu%2Fstudentrecords%2F>) [↑](#footnote-ref-2)