

University of Florida
Department of Health Education and Behavior
HSC4800: Health Education Professional Development (x1954, 3c)
Tuesdays, 3:00-6:00, FLG-210

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Course Description and Objectives:

The purposes of this course include reviewing the field of Health Education, discussing career opportunities within the field, and providing professional development information in preparation for internship, future employment, and/or graduate coursework in the health education (or related) field.

Note: Students must complete HSC4800 the semester prior to internship.

Upon completion of HSC4800, the student will:

1. Identify and demonstrate basic résumé-writing skills.
2. List and discuss appropriate interviewing techniques.
3. Discuss ways to market one's self to employers.
4. Identify and discuss effective communication strategies.
5. Explain the importance of, and demonstrate effective conflict resolution.
6. Select and secure an appropriate placement for the health education internship experience as required by the Department of HEB in partial fulfillment of the degree Bachelor of Science in Health Education.
7. List the requirements for successful completion of the internship experience.
8. Identify and prepare for post-baccalaureate plans.
9. Identify appropriate employment search techniques.
10. Examine professional health education organizations, and discuss membership benefits.
11. Discuss the CHES certification and list reasons for obtaining this certification.
12. Discuss the role of the health educator in society, and the expectations for each Department of Health Education and Behavior graduate.

Course Textbooks:

Covey, S. (1989, 2004). *The Seven Habits of Highly Effective People*. New York, NY: Free Press.
(ISBN: 0743269519)

Covey, S. (2004). *The Eighth Habit: From Effectiveness to Greatness*. New York, NY: FranklinCovey Co.
(ISBN: 0684846659)

Course References:

- Health Education Career Development. Eta Sigma Gamma, *The Health Education Monograph Series*, 24(1). [On-line: www.etasigmagamma.org]
- The National Commission For Health Education Credentialing, Inc. [On-line: www.nchec.org]
- Pettit, M., and Fetro, J. (2006). *The Seven Habits of Highly Effective Health Educators*. *Health Educator*, 38(1), 3-6.
- Eberst, R. (2007). *The Future of Health Professions Education: Challenges and Recommendations for a New Framework*. *Health Educator*, 39(2), 79-83.

Course Guidelines and Helpful Tips:

- Professionally prepared documents are expected and required. All assignments must be submitted to receive a final grade for the course. Points will be deducted for late assignments.
- Any student missing an assignment will receive an "I" or "E" grade, thereby delaying internship/commencement by 1 semester (minimally).
- It is expected that students will attend class ready to participate in whole-class and group discussions.
- It is imperative that each student uses their time wisely to search for an internship this term. Please refer to the *Guidelines for Internship Site Selection* and the *Responsibilities and Competencies for Entry-Level Health Educators* (page 5 internship application) for important information on selecting an internship placement.
- Department requirements for final approval to enter internship:
 - UF, HSC coursework, and Upper Division GPA of 2.0 or higher.
 - Absence of grades N, NG, or I on transcript.
 - Successful completion of all general education, universal tacking, major, specialization, and elective coursework (including current semester).

Course Assignments:

The course grade is based on timely completion and high quality production of required paperwork and course assignments, as well as class attendance and participation. All assignments must be turned in prior to the end of the class period on the listed due date to receive full credit.

1. Attendance and Participation

Because important information about the internship requirements are presented in this class, attendance, as well as individual and group participation in each class session is required and will count for a significant portion of a student's course grade. Attendance will be recorded for each class, and points assigned accordingly. Points will NOT be given to students who arrive late or leave early, are not prepared for course assignments and discussion, or do not contribute meaningful participation during class discussions. Internship interviews, site visits, study time, appointments, etc. should not be planned during class time, and are not acceptable excuses for missing class.

2. Application for Internship

The internship application is a formal agreement between the intern, the University supervisor, and the internship site supervisor. This form provides the internship coordinator with an assessment of the appropriateness of the site for your final internship, and a plan of activities/programs offered by the agency. Each student must visit the internship site and meet their supervisor prior to submitting the internship application. Do NOT submit the application until your internship search is completed. Additionally, do NOT make verbal commitments to any site until you have explored ALL sites you may be interested in. Once your application has been approved (and you have given verbal commitment to the agency) you will not be permitted to change your internship site. **CHOOSE YOUR SITE CAREFULLY!**

If you require assistance with selecting an appropriate internship site, schedule an appointment with me during the beginning of the semester. At that time, recommendations will be made and any concerns you may have discussed. Profile sheets containing information on various health education internships is found at <http://www.hhp.ufl.edu/heb/acad/unde/internships/internships.php>.

Please Note: If your chosen internship site (usually hospital sites) requires that a formal contract or affiliation agreement be signed, you must see me as soon as possible.

3. Résumé

Each student should have a current résumé available when visiting/interviewing with potential internship sites. A copy of your résumé will also be kept in your internship file. The final résumé should be submitted on quality grade résumé paper (not copy paper or card stock). The final résumé must include all corrections noted on the first résumé. Any student in need of assistance with building a résumés may schedule an appointment with me for help. Students may also utilize the Career Resource Center's résumé critiquing service.

4. Proof of Professional Liability Insurance

The College of Health & Human Performance requires all students completing field experiences to purchase Professional Liability Insurance. This insurance is designed to cover you in the event that someone other than yourself is harmed through the performance of your assigned internship duties. Professional Liability Insurance can be purchased through Lockton's Professional Liability Insurance for Allied Healthcare Professionals for approximately \$20-\$30 for 1-year of coverage (1 million / 3 million). You may apply for coverage by completing their online application: <http://www.ahc.lockton-ins.com/pl>. Make sure to apply as a "student", and for the "health and safety educator" occupation. Upon completion of the online application, you will receive an email confirmation from the company with a lengthy PDF file that includes all pertinent information about your insurance coverage. I do NOT need a copy of the entire document; I only need a copy of page 2.

5. Documentation of Adult, Child & Infant CPR, First Aid and AED Certification

All students must complete an Adult/Child/Infant CPR, First Aid and AED certification course ("Heartsaver First Aid"). Certification can be obtained from the American Red Cross, or the American Heart Association (online certification will NOT be accepted). All students must be certified THROUGH THE END OF THE INTERNSHIP. If you have had previous CPR training that expires prior to the end of the internship semester, you must be re-certified. Cards that expire during internship will not be accepted.

6. Covey Book Review

All students are required to participate in 3 online discussions, one for each section of Steven Covey's book, The Seven Habits of Highly Effective People. The online discussion questions will be posted by the instructor (at minimum) one week before the due date. Students should plan as necessary to ensure the readings are completed prior to assignment due date, as well as plan sufficient time to respond to discussion questions, and group member's posts. Students will be graded on the quality of their discussion posts, as well as their responses to group members' posts. Grammar, punctuation, on-time completion, and quality of responses will determine the grade for each student's discussion.

Note: the Covey book review directly correlates with the Health Education and Behavior Academic Learning Compact:
<http://www.registrar.ufl.edu/catalog/programs/majors/alc/healthed.html>.

7. Health Educator Interview Project

This assignment requires each discussion group to investigate the professional life of a real health educator. Students will write a 5-8 page paper reporting on the contributions of their health educator. When completing this assignment, organize the paper using a traditional essay format (introduction, body, and conclusion). The paper must follow 2009 APA formatting guidelines, and should be written in the "third person". Students should use the following prompts to organize their research:

- Health Educator's name and credentials, as well as their biographical data (employment history, education history, current employment setting, area of interest in the health education field, etc.).
- What are the health educator's main contributions to the field of health education?
- What impact has this person had on research, policy, teaching and/or service?
- Your reflection(s) of the health educator's career and contributions.

Each discussion group will also develop a 15-minute presentation about their health educator, and present either November 2 or November 9 (to be assigned by instructor). The format of the presentation will be determined by the discussion group, but should be creative, informative, and highlight the major contributions of their health educator. Presentations will be graded against one another.

8. Post-Baccalaureate Plan

All students will write a one-page, post-baccalaureate plan that describes what they would like to accomplish in one year, and in five years after receiving the degree Bachelor of Science in Health Education. Students should focus on career and professional development, and include how they will continue to improve in the key areas of the health education field: teaching, research and service. Each student will give a short (30 seconds to 1 minute) report to their classmates on the final day of class.

Course Policies:

- 1. Special Accommodations:** Students requesting accommodations must provide the instructor with an accommodation letter from the Disability Resource Center verifying their eligibility and specifying their level of support. Disability Resource Center: For optimal consideration, you must see the professor within the first three (3) days of class.
- 2. Academic Honesty:** “The University of Florida requires all members of its community to be honest in all their endeavors. Students are required to commit themselves to academic honesty by signing a prescribed basic statement, including the *Student Honor Code*, as part of the registration process. “As a member of the UF community, students pledge on their honor to neither give nor receive unauthorized aid while working or completing assignments and examinations. “Any individual who becomes aware of a violation of the Student Honor Code is bound by honor to take corrective action.” Violations of the UF Academic Honesty Guidelines will not be tolerated and shall be treated in accordance with the UF Student Honor Code.
- 3. Attendance:** Attendance is mandatory, and will count toward a significant portion of a student’s grade. In addition, students are expected to prepare for and attend all class sessions and complete all assignments in a timely manner. Poor attendance, tardiness, and lack of readiness for class will directly affect one’s grade. Thus, it is of the utmost importance that all students attend each class session. *Assigned readings are listed on the tentative course schedule; however, additional readings may be assigned throughout the semester.*
- 4. Assignments:** Students are expected to complete work of the highest quality. Assignments must be typed, stapled, and include the student’s name, course number and registration semester/year. Assignments must be submitted by the end of the class session in which they are due. **CLASS PARTICIPATION ACTIVITIES CANNOT BE MADE UP.** When applicable, form and style must follow rules and guidelines as outlined in the *Publication Manual of the American Psychological Association* (6th Edition).
- 5. Excused Absence Policy:**
Per University of Florida policy, excused absences include medical appointments and illness (with doctor’s note), deaths in the family (with documentation) and school events (with documentation on school letterhead). Each student is granted one “freebie day” (excludes MANDATORY ATTENDANCE dates, as well as online discussions) to miss class without penalty, documentation, or reason. Additional absences require documentation of medical excuses or extenuating circumstances, and must be submitted within 1 week of the absence using the “Excused Absence Request Form” (located on the class website).

Course Evaluation:

Assignments	Point Value	Grading Scale
1. Attendance & Participation	100	A = 372 - 400 A- = 360 - 371 B+ = 352 - 359 B = 332 - 351 B- = 320 - 331 C+ = 312 - 319 C = 292 - 311 C- = 280 - 291 D+ = 272 - 279 D = 252 - 271 D- = 240 - 251 E = Below 240
2. Internship Application	50	
3. Résumé	5	
4. Liability Insurance	10	
5. CPR Certification	10	
6. Covey Book Review Discussions (3)	100	
7. Health Educator Interview Project	100	
8. Post-Baccalaureate Plan	25	
Total	400	

NOTE: Any student missing a course requirement will NOT receive a passing grade for the course, and will not be permitted to intern the following term as scheduled (thereby delaying graduation).

Course Schedule:

Date	Topic	Readings and Assignment
Aug 24	Course overview	Degree audit check due Thursday, 8/25 at 5pm Discussion group and snack week assignments
Aug 31	Developing effective résumés and cover letters Internship requirements (application, insurance, CPR)	Pre-Intern data sheet due
Sept 7	What is Health Education? Defining the Health Education Internship Peer résumé critique	<i>The Health Education Monograph Series, 24(1)</i> <i>"The seven habits of highly effective health educators"</i> Résumé due
Sept 14	Marketing yourself to employers Interviewing techniques and preparation	Final résumé due
Sept 21	Potential internship sites	Bring copies of your résumé; dress professionally
Sept 28	Online Discussion #1 Habits #1 - #3 (35 points)	Covey (1989): Parts 1 & 2
Oct 5	Health Educator Interview	Group meetings: conduct interview
Oct 12	Online Discussion #2 Habits #4 - #6 (35 points)	Covey (1989): Part 3
Oct 19	Effective communication Professionalism and conflict resolution	<i>"What you say and how you say it"</i>
Oct 26	Online Discussion #3 Sharpen the Saw (Habit #7) (30 points)	Covey (1989): Part 4 Health Educator Interview paper due
Nov 2	Health Educator Interview Presentations (MANDATORY ATTENDANCE)	
Nov 9	Health Educator Interview Presentations (MANDATORY ATTENDANCE)	
Nov 16	From Effectiveness to Greatness: Habit #8	Covey (2004): Pages TBD Internship requirements due (application, CPR certification, liability insurance)
Nov 23	Job search strategies, CHES exam, & other post-graduation planning	
Nov 30	Internship Procedures (MANDATORY ATTENDANCE)	Post-Baccalaureate Plan
Dec 7	Degree application Intern photos Post-baccalaureate plans Future of the Health Education field (MANDATORY ATTENDANCE)	<i>"The future of health professions education: challenges and recommendations for a new framework"</i> FINAL DEADLINE FOR ALL ASSIGNMENTS

****Spring interns do NOT observe spring break****

Spring 2011 Internship: January 10 – April 22