

UNIVERSITY OF FLORIDA
Department of Health Education & Behavior
HSC 4302 Section 1167
Methods & Materials in Health Education
Spring 2012

INSTRUCTOR: Jane Emmerée, PhD, CHES

EMAIL: emmeree@ufl.edu **TELEPHONE:** 273-4450 (GatorWell office) –The BEST way contact me is email.

OFFICE HOURS: Thursdays, 7:15-8:00 pm (after class), Fridays from 11:00 a.m. – 12:00 pm, and by appointment.

OFFICE: Room 20 FLG

Graduate Teaching Assistant: Janelle Garcia, MS, CSCS

EMAIL: garciajt@hhp.ufl.edu **TELEPHONE:** (352)392-0583

OFFICE HOURS: By appointment

OFFICE: Room 71 FLG

Class Time/Location: Thursday 5:10 pm-7:30pm, Room 260 FLG

Prerequisite: HH-HEB majors, senior standing. HSC 3032 with a grade of C or better. Completion of 15 credits of HSC prefix coursework from the Department of Health Education and Behavior (see Undergraduate catalogue).

Required Textbook

Gilbert G.G., Sawyer R.G., McNeil E.B. (2011). *Health Education: Creating strategies for school and community health.* (3rd Ed). Sudbury, MA: Jones and Bartlett. ISBN: 978-0-7637-5929-2

NOTE: Additional **required readings** may be posted on E-learning by 11:00 p.m. the Sunday before that week's class.

Required: Adobe Acrobat Reader, Microsoft PowerPoint Viewer

All students will need to view documents in Adobe Acrobat and PowerPoint. If you do NOT have Adobe Acrobat Reader and/or Microsoft PowerPoint Viewer you can download free versions. Please note, you will need access to the student version (minimally) of Microsoft PowerPoint to design your PowerPoint.

Adobe Acrobat: <http://get.adobe.com/reader/>.

Microsoft PowerPoint Viewer: <http://www.microsoft.com/download/en/details.aspx?id=6>.

US Department of Health and Human Services. (2005). *Theory at a Glance: A Guide for Health Promotion Practice.* (2nd Ed). Bethesda, MD: National Cancer Institute. NIH publication No: 05-3896. Available online at

<http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf>

I. Course Description

The purpose of HSC 4302 is to acquaint students with many aspects of fundamental strategies for health education including conceptualizing instruction; developing instructional objectives; planning units and lessons; selecting, developing and using various instructional materials; and evaluating the effectiveness of health instruction in school and community settings.

II. Course Objectives

By the end of this course, the student will be able to:

1. Apply the principles of delivering effective multimedia presentations.
2. Develop instructional materials for teaching, learning and communicating health information.

- Identify, select, acquire, and evaluate health education resources available from a variety of sources, including the Internet, for health instruction.
- Identify the seven responsibilities of a Certified Health Education Specialist.

III. Course Format

Part of this course will be in the traditional classroom setting and part will be outside self-learning and activities. Out of classroom activities include viewing lectures online, completing quizzes online, and completing assignments.

IV. Course Grading and Assignments

- Syllabus Quiz - 20 pts (in class on 1/12/12)
- Hard Copy photo – 5 points
- Quizzes - 185 pts (Quiz 1 = 5 pts; Quiz 2 – 5 = 45 pts each)
- Learning Objectives – 50 pts
- 2 “Preparation” Presentations - 25 pts each = 50 pts
- Website Critique – 25 pts
- Online Educational Strategies Show and Tell – 25 pts
- Presentation Plan - 100 pts
- Educational Material - 100 pts
- Final Presentation - 50 pts
- Culminating Paper/Project – 40 pts

A = 650 – 581
B+ = 580 – 569
B = 568 – 520
C+ = 519 – 504
C = 503 – 455
D+ = 454 – 439
D = 438 – 387
E = ≤ 386

THESE POINT VALUES ARE FIRM. I WILL NOT NEGOTIATE GRADES.

1. Quizzes: (Total points = 185)

Students will be given open-book/open-note quizzes five times throughout the semester. The quizzes will consist of true/false, multiple-choice questions and short answer and must be completed on the E-learning prior to the deadline indicated in this syllabus. Students should study before taking the quizzes because they will be time-limited. Students who choose to just “hunt” for the answers will not have enough time to do well on the quiz. Quizzes must be completed independently without any communication or assistance from others. Quiz #1 is provided to ensure the student’s computer can technically handle the instructional materials and the quizzes properly. All technical problems will be the student’s responsibility after Quiz #1.

2. Learning Objectives (50 points)

Students will identify a chosen health topic and priority audience by the second class meeting on Jan. 19. If a health topic and audience is not chosen by then, the instructor will assign one. The health topic and audience will be used as the basis for developing nearly all of the class assignments including: learning objectives, educational material, website critique, preparation presentations, presentation plan, and final presentation.

The learning objectives assignment is very important because it serves as the foundation of your presentation plan, educational materials assignment and final presentation. You will create 3-5 relevant learning objectives that will guide your presentation content. This assignment will be graded in 2 stages—draft and final. The draft is due on Feb. 9 and is worth 15 points. You will then revise your objectives based on instructor feedback and share the final version with your classmates in your first preparation presentation on March 1. Final objectives are worth 35 points.

3. Two Preparation Presentations (25 points each)

You will use these presentations to inform your classmates of your progress on your presentation plan and educational materials assignment and will receive constructive feedback and suggestions for improvement. The first presentation will be approximately 2-3 minutes; the second will be around 4-5 minutes.

4. Website Critique (25 points)

Students will identify at least 10 websites that are tailored to their topic and audience and will complete a comprehensive evaluation on two of the sites: One that you consider “excellent” and one you consider “poor”.

5. Online Educational Strategies Show and Tell (25 points)

You will work in groups to find examples of 4 exceptional on-line educational strategies. Groups will be assigned. Some class time will be provided for you to work on this assignment with your group. Groups will present a 4-5 minute “show and tell” in class on March 22. All group members must be present.

6. Presentation Plan (100 points)

Students will develop a detailed presentation plan tailored to their health topic, audience type, and audience size and learning context. The plan must have enough detail and clarity that Dr. Emmeree could present it impromptu if needed! More instructions and grading criteria will be provided.

7. Educational Material (100 points)

Students will develop a piece of educational material that is tailored to and appropriate for their priority audience and presentation topic. More instructions and grading criteria will be provided.

8. Final Presentation (50 points)

Students will present part of their presentation plan to their classmates as if they were giving it to their priority audience. Final presentations must be 8-10 minutes. More instructions and grading criteria will be provided.

9. Culminating Paper/Project: (40 points)

Students will create a culminating paper/project that identifies the most relevant course material, information and skills that they developed through the semester.

V. Course Expectations and Requirements

1. Attendance

Students are expected to come to class on time and stay the entire time. Plan to be in class from 5:10 – 7:30 p.m. We will take a 15 minute break around 6:15 p.m. Attendance will be monitored at every class. For in-class lectures, attendance sheets or peer evaluations will be used. For online lectures, viewing and quiz records will be used.

It is the student’s responsibility to get lecture notes and assignment information from a fellow student for a missed class or to take action as soon as possible if something else is required that day (e.g. signing up for presentation times). Students will receive -10 points for any absence beyond one; however, students **MUST** attend all presentation days (Feb. 23, March 22, March 29, April 12 and April 19). 10 points will be deducted for each of these days missed. Students with zero (0) absences will receive 10 extra points on their final grade.

2. Assignment Policies:

Grading standards and criteria for most assignments will be made available on E-learning or will be verbalized in class. Students are expected to follow the grading standards exactly. Failure to do so could result in a lower grade or zero.

Late assignments will receive a 10% grade reduction for each day late. **An assignment is considered one day late if it is submitted one minute after the deadline.** An assignment is two days late if it is submitted 24 hours and 1 minute after the deadline. All assignments are due at 5:10 p.m. on the due date unless otherwise specified. Assignments turned in at 5:11 p.m. are considered late. Only Dr. Emmerée can grant an extension for an assignment.

All assignments, unless otherwise noted, should be submitted in E-learning. Assignments can be uploaded early, but won't be graded until after the deadline. Multiple uploads are recommended. Students may make as many modifications as needed before the deadline since only the latest submission is graded. E-mail attachments will NOT be accepted. Hard copy assignments will only be accepted if permission has been given from the instructor prior to the deadline or it is specifically requested by the instructor. Be sure to save your work in multiple places (computer, CD, flash drive, etc) to prevent loss.

All referencing, if any, must be in APA style. A comprehensive site on APA style is <http://owl.english.purdue.edu/owl/resource/560/01/>

3. Participation

All students are expected to participate by being prepared for class, asking and answering questions, sharing insights and opinions, presenting, and evaluating peer presentations.

4. Instructor Availability & Communication

Students are expected to discuss class assignments, conflicts for attending class, concerns or problems with Dr. Emmerée as soon as possible! Students who have a very low grade but do not drop/withdraw this course and do not explain the situation to the instructor by Monday, May 1 will be given an "E", NOT "I".

In-Person: Check E-learning before you come to office hours! Dr. Emmerée will typically be available on Fridays from 11:00-1:00p.m. in Room 20 FLG; however, on occasion her office hours may change or be canceled for that particular week.

Email: Email either Dr. Emmerée or Janelle with questions at their email addresses listed on the first page. We prefer the following email etiquette:

- The subject line should reflect content of the message (e.g. class schedule conflict, question on presentation, request to meet this week, etc.)
- The message begins by addressing your instructor by name: "Dear Dr. Emmerée, or Dr. Emmerée; Dear Janelle, or Janelle,"
- The message ends with your name (be sure to include your first AND last name if you have a common first name)

Replies to messages will typically be sent within 24 hours; however, messages to Dr. Emmeree received after 1:00 p.m. on Fridays will be returned on Monday morning. If you do not receive a reply within the time frame expected, make sure your mailbox is not full and then contact the instructor again. The instructors are not responsible for undelivered messages or email malfunctions.

5. Read all class materials and review all online lectures prior to class.

6. Please show respect and courtesy toward your instructors and other students' opinions and contributions.

7. Turn off all electronics during class – phones, pagers, laptops, etc.

If you talk/text/IM/use your laptop, iPhone, cell phone, etc. you will be asked to leave and will receive an absence for that class.

8. Course Website

You can view/download/upload class announcements class notes, assignments, and other documents from the E-learning website at <https://lss.at.ufl.edu> – Log in using your Gatorlink username and password. If you have any difficulties accessing E-learning, call (352)392-HELP for assistance. Check this link to learn more about E-learning if needed. https://lss.at.ufl.edu/help/Student_Faq.

You will also be able to view your grades and submit assignments. You MUST upload assignments by the due date and time. The course website on E-learning will be closed at the end of the semester. Please keep your own copy of materials prior to then.

9. Disagreement and Discussion

The last day to discuss your attendance record is by Friday at 1:00 p.m. after each recording date. The last day to discuss your quiz or assignment grades is the 3rd day after each grade is posted. The last day to discuss any other question and/or disagreement is Tuesday, May 1.

10. Copyright & Plagiarism

When working on assignments, please be aware that many of the resources you find are copyright protected. The U.S. Copyright Act, 17 U.S.C. §§101-801, gives the owner of the copyright the exclusive right to reproduce, distribute, sell, perform or publicly display the copyrighted work. You may use all or part of copyrighted work only if you have the copyright owner's permission or your use falls under a legal exemption, in which case you must cite your resources. Even though an Internet document/image is a different medium than printed text, ownership and intellectual property rights are protected. Remember that it is your responsibility to respect these rights including all copyrights. All cases of plagiarism WILL be reported to the student's advisor/department and/or to student honor court (see academic honesty below).

11. Academic Honesty

Please note any violation of the UF Academic Honesty Guidelines will NOT be tolerated. Anyone caught cheating in any form (copying reports, assignments, tests, signing others names for attendance, plagiarism) will be referred to the Dean immediately. Cheating may result in failure of the course. The University's General Council also addresses that "Lectures given in this class are the property of the University/faculty member and many NOT be used for any commercial purpose. Students found to be in violation may be subject to discipline under the University's Student Conduct Code." Lectures and Power Point presentations given in this class are property of the instructor and may NOT be reproduced in any form including that of Class Notes or any other form of notes that are sold for profit. Any reproduction of these presentations for personal or commercial use are a violation of the University Honor Code and a violation of copyright laws. Any such violation will be reported to the University Honor Court.

12. Classroom Accommodation

Students requesting special classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation at the beginning of semester. Detailed procedures can be found at <http://www.dso.ufl.edu/drc/>.

Class Schedule

(Topics and due dates are subject to change. No due date will be moved earlier than listed)

Date	Topic/Activity	In Class Time	Readings	Assignment(s) Due (4:30 p.m.)
Jan. 12	Welcome; Introduction; Q & A; Discussion about presentation topic and audience	5:10-7:00 pm	Chapter 1	Syllabus Quiz (In class)
Jan. 19	Health Education Theory & Principles Professionalism	5:10-7:30 pm	Chapter 3 Theory at a Glance http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf	Hard copy photo (approximately 4" X 6") Health topic and audience
Jan. 26	Planning for Instruction and Developing Objectives	5:10-7:30 pm	Chapter 2; Check E-learning	Quiz 1; covers material and readings from 1/12 class
Feb. 2	Methods of Instruction	5:10-7:30 pm	Chapter 4; Check E-learning	Quiz 2; covers material and readings from 1/19 and 1/26
Feb. 9	Developing Effective Presentations	5:10-7:30 pm	Chapter 5; Check E-learning	Learning Objectives Draft due
Feb. 16	Developing Print and Electronic Educational Material (Janelle Garcia)	5:10-7:30 pm	Chapter 6; Check E-learning	Quiz 3; covers 2/2/ and 2/9 class materials and readings
Feb. 23	Preparation Presentation #1	5:10-7:30 pm		Include final revision of Learning Objectives in presentation
Mar. 1	Cultural Competence & Special Populations	Online	Chapters 8 and 9 Check E-learning	Quiz 4; covers 2/16 and 2/23 class materials and readings Website Critique due
Mar. 15	Digital Health Promotion (Dr. Jay Bernhardt) On-line show and tell group time provided	5:10-6:00 pm 6:15-7:30 pm	Chapter 7 Check E-learning	
Mar. 22	Online Educational Resources "Show and Tell"	5:10-7:30 pm	Check E-learning	Online Educational Strategies "Show and Tell" due
Mar. 29	Preparation Presentation #2			
April 5	Methods/Strategies at the Community and Policy Level; Ethics	Online	Appendix – pp. 401-409 in text; Check E-learning	
April 12	Final Presentations	5:10-7:30 pm		Presentation Plan and Educational Material due
April 19	Final Presentations	5:10-7:30 pm		Presentation Plan and Educational Material due
April 26	Culminating paper due	NO Class	NA	Culminating paper due
May 1	Last day to discuss grades with Dr. Emmeree	NO Class		