

PHILOSOPHY AND PRINCIPLES OF HEALTH EDUCATION

Course Number: HSC 6037

Section: 21B6

Credit Hours: 3

Academic Term: Fall 2024

Class meeting time and location: Wed, Period 9 - 11 (4:05 – 7:05 PM) @ FLG 285

INSTRUCTOR NAME: Kim Holton, PhD

EMAIL: Please use Inbox Tool within Canvas for course-related correspondence.

PHONE NUMBER: 352-294-2896 (least likely way to connect with me this semester)

OFFICE HOURS VIA ZOOM: Tuesday, 2 – 3:30 PM and by appointment

- Tues, 2 – 3:30 PM: [Join the waiting room](#). Meeting ID: 952 7394 6286 Passcode: connect
- Use Canvas Email to make an appointment for an alternative time if needed.

COURSE INFORMATION

COURSE WEBSITE: <http://elearning.ufl.edu>

COURSE COMMUNICATIONS: Please send individual questions to me via the Inbox tool in Canvas. Do not use my personal ufl.edu email address for course correspondence. Given the number of students I have each semester, the Inbox Tool in Canvas is very helpful for me to keep track of your questions and respond in a timely manner.

If you have general questions about the course that could be answered by myself or fellow classmates, please feel free to use the course questions forum in Canvas found within the Orientation Module.

REQUIRED TEXTBOOKS:

- Wen, L. (2021). Lifelines: A doctor's journey in the fight for public health. Metropolitan Books.
- Skloot, R. (2010). The immortal life of Henrietta Lacks. Crown Publishers.

COURSE MATERIALS: In addition to the course texts, supplemental materials will be assigned throughout the semester. The readings, videos, and/or podcasts will be provided to students via weekly modules in Canvas.

COURSE DESCRIPTION: History, philosophy, and ethics; areas of professional specialization; roles and functions of professional health educators; certification and continuing education; trends.

COURSE GOALS AND/OR OBJECTIVES:

1. Critical examination of the historical and philosophical foundations of the health education/promotion profession.
2. Exploration of the roles and responsibilities, employment opportunities and skill requirements of, as well as the ethical standards for health education specialists.
3. Dialogue concerning the future trends in health education/promotion.
4. Development of a personal philosophy on health education/promotion.

Graduate Program Goal of focus in HSC 6037:

Goal 3. Prepare competent professional health education specialists.

Student Learning Outcomes (SLO) met in HSC 6037:

- SLO 1. Identify, define, and describe principles and foundations of health education and behavior.
- SLO 5. Serve as a health education/promotion resource person.
- SLO 7. Illustrate the highest standards of conduct and ethical behavior when making professional decisions in accordance to the Unified Code of Ethics for the Health Education Profession.

INSTRUCTIONAL METHODS: This course will use in-person lectures, discussions, student-led presentations, and interactive learning activities. Additionally, the course will use recorded lectures, videos and podcasts from a variety of sources, and selected readings to deliver course content. Full engagement in all class meetings and with all online material will be essential to your success in this course.

COURSE POLICIES

ATTENDANCE POLICY: We will meet weekly. Our time together will always require your active participation through discussions, presentations, and other learning activities. If you are unable to be physically present for class due to health reasons, you may be able to

join livestream via Zoom depending upon the format of class that day. Please notify me before class if you are unable to attend. Given the dynamic nature of our class time together and the desire to create a safe and open container for reflection and exploration, class sessions will not be recorded.

MAKE-UP POLICY: Unless otherwise noted, assignments are due at 11:59pm or before on the date indicated if submission is required via Canvas. Make back-up copies of all your work. Do not wait until the last minute to attempt your submission in case of technical issues. If technical issues do arise with Canvas, call the UFIT Help Desk for support. You should ask for formal documentation from the UFIT Help Desk at the time of the issue if the issue creates a late submission. This documentation should be provided with your request for late submission. Assignments submitted as hard copy in class should be complete before entering the classroom.

Please read the following carefully:

- Assignments valued at 15 points or less will not be accepted late unless resulting from an emergency. See last bullet in this list for emergency guidelines. I have a built in “grace period” for these small assignments. You can submit until noon the day after the assignment is due without the need to contact me and without a reduction in points. These assignments are designed to prepare us for rich discussion in class. Therefore completion on time is important to be prepared for class.
- All other late work (any assignment over 15 points) is subject to a 10% deduction in grade for every day it is late.
- If an emergency arises which causes you to miss as deadline, it is your responsibility to contact the instructor within 24 hours and provide formal documentation via email within 72 hours so that you will have an opportunity to make up what was missed. Acceptable reasons for absences/missed deadlines as defined by university policies can be found on the [Attendance Policies page](#).

COURSE TECHNOLOGY: This course is facilitated in person and asynchronously through Canvas. You may access Canvas from UF’s e-Learning webpage: <http://elearning.ufl.edu/>. Please contact the UF Help Desk, <http://helpdesk.ufl.edu> or 352-392-4357, if you have any technical difficulties with Canvas. The instructor will not be able to help you with technical difficulties. If a technical difficulty prevents you from

submitting a quiz or assignment on time, you should work with the UF Help desk to secure formal documentation of the issue and exact time of issue.

INTERNET ACCESS: UF students can access eduroam for free with their GatorLink log-in credentials. The eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide.

How to connect to eduroam:

1. If you can get a Wi-Fi signal at any of the eduroam locations (see below) and your mobile device (laptop, smartphone, or tablet) has already been configured for eduroam, then you will automatically connect.
2. Otherwise, follow the instructions for connecting here:
<https://it.ufl.edu/helpdesk/self-help/connectivity-issues/>.

There are more than 100 Wi-Fi hotspots in Florida, including several state university campuses and community colleges. Also, in Florida all of the UF/IFAS Research and Education Centers (REC) are equipped with eduroam, so if you live in a rural area of your county you can visit an REC to securely watch course videos and take care of your academic needs. Here's a link to all the eduroam sites in the U.S.:

<https://incommon.org/eduroam/eduroam-u-s-locator-map/>.

If you have any problems connecting, you can call (352-392-HELP/4357) or [email](#) the UF Computing Help Desk.

ONLINE COURSE EVALUATION: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>."

UF POLICIES

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which

must be presented to the instructor when requesting accommodation. *Students with disabilities should follow this procedure as early as possible in the semester and submit their letter of accommodation to the instructor no later than Week 3 of the semester.*

UNIVERSITY POLICY ON ACADEMIC CONDUCT: University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” [The Student Honor Code and Conduct Code](#) (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course.

CLASS DEMEANOR OR NETIQUETTE: All members of the class are expected to follow rules of common courtesy and professionalism in all interactions in the classroom. Review the [Netiquette Guide for Online Courses](#) for expected student behavior in the online environment.

Properly wearing a mask is part of expected class etiquette with the current surge due to the delta variant combined with low vaccination rates. See the [UF Provost Update](#) for details regarding this expectation. [Learn how to properly mask.](#)

IN-CLASS RECORDING: Per the House Bill 233 Intellectual and Viewpoint Diversity Act, students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. **Specifically, students may not publish recorded lectures without the written consent of the instructor.**

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation,

assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. **A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.**

SOFTWARE USE: All faculty, staff, and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

GETTING HELP AND RESOURCES

For issues with technical difficulties for Canvas, please contact the UF Help Desk at <http://helpdesk.ufl.edu> or (352) 392-HELP (4357).

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

HEALTH AND WELLNESS RESOURCES:

- *U Matter, We Care:* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

- *Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

ACADEMIC RESOURCES:

- *E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- *Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

GRADING POLICIES

METHODS BY WHICH STUDENTS WILL BE EVALUATED AND GRADE DETERMINED:

Information on current UF grading policies for assigning grade points can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>. If you have questions about course expectations or the grading procedures, or if you have difficulty accessing or understanding the course content, readings, lectures, class activities, assignments, etc., please contact the course instructor immediately.

Student Introductions: Each student will be asked to formally introduce themselves to their peers and the course instructor using the Introductory Discussion within Module 1. Please introduce yourself online for credit. We will do in-person introductions as well.

Weekly Assignments will include a variety of discussions and assignments (individual and group) announced throughout the semester. Some will require out of class submission. Others will take place during our class meetings and therefore require your attendance.

Reflection Papers on Assigned Books will entail writing a reflective paper for each title listed below using unique prompts provided for each title. Papers will be approximately 1,000 words in length and will follow APA guidelines.

- ***The Immortal Life of Henrietta Lacks:*** *The Immortal Life of Henrietta Lacks* by Rebecca Skloot is an award-winning biography engaging its readers on important topics ranging from race, science and ethics to the social determinants of health. History, science, philosophy, ethics, and literature all present opportunities for the development of one's perspective, values, and critical thinking skills around issues of the public's health, helping us to foster open and honest discourse.
- ***Lifelines:*** Leana Wen is an emergency physician, former Baltimore health commissioner, CNN medical analyst, and *Washington Post* contributing columnist. She has lived on the front lines of public health, leading the fight against the opioid epidemic, outbreaks of infectious disease, maternal and infant mortality, and COVID-19 disinformation. In this memoir, Wen lays bare the lifesaving work of public health and its innovative approach to social ills.

Health Education Philosophy (SLO 1 & 7, Goal 3) will entail multiple assignments as follows:

1. Describe your philosophy of Health Education. Prepare an APA formatted paper Include at least three citations of credible sources or recommended readings related to your philosophy. You decide how to structure your paper in terms of content, organization, and overall approach.
2. Prepare a 10-minute presentation about your philosophy to share with your classmates. Make the presentation interactive and personable. Include a tagline for yourself as a professional. Encourage your classmates to offer comments and ask questions.
3. Provide feedback to your classmates' health education philosophy in class.
4. Submit a personal reflection of your personal experience of learning about the health education philosophies of fellow students.

COURSE GRADING POLICY: Grades will be determined based on your performance on the following activities:

Assignment	Percentage
Weekly Assignments	40%
Two Book Reviews and In-Class Discussions	30%
Health Education Philosophy (multiple assignments)	30%

GRADING SCALE: For more information, review [Frequently Asked Questions for Minus Grades](#). Please note that grades will not be rounded. In other words, if your final course grade is 89.99, you will receive an B+.

Percent	Grade	Grade Points
93.0 – 100.0	A	4.00
90.0 – 92.9	A-	3.67
87.0 – 89.9	B+	3.33
83.0 – 86.9	B	3.00
80.0 – 82.9	B-	2.67
77.0 – 79.9	C+	2.33
73.0 – 76.9	C	2.00
70.0 – 72.9	C-	1.67
67.0 – 69.9	D+	1.33
63.0 – 66.9	D	1.00
60.0 – 62.9	D-	0.67
0 – 59.9	E	0.00

COURSE SCHEDULE OF TOPICS AND MAJOR ASSIGNMENTS

NOTE: MODULE ASSIGNMENTS WILL BE ASSIGNED WEEKLY AND WILL BE ANNOUNCED AND EXPLAINED IN CLASS. YOU ARE EXPECTED TO ENGAGE WITH ALL COURSE MATERIALS BEFORE COMING TO CLASS EACH WEEK.

Module	Week of	Topic	Course Materials	Assignments
1	Aug 25	Course Overview	Syllabus The Immortal Life of Henrietta Lacks	Online Introductory Discussion
2	Sep 1	Background of the Profession	The Immortal Life of Henrietta Lacks (Part 1 complete) Readings: See Canvas Module Watch: Recorded Lecture	Expectancy Comparison
3	Sep 8	History of the Health Education Field	The Immortal Life of Henrietta Lacks Readings: See Canvas Module	Milestones in History for the Health Education/Promotion Profession
4	Sep 15	Philosophical Foundations	The Immortal Life of Henrietta Lacks (Part 2 complete) Readings: See Canvas Module Watch: Charged (movie)	Discovering My Philosophy of Health Education What does it mean to be healthy?
5	Sep 22	Ethics and Health Education	The Immortal Life of Henrietta Lacks Readings: See Canvas Module	Takeaways from Assigned Readings

			Watch: Recorded Lecture Listen: Psychology of Fraud (Podcast)	
6	Sep 29	Health Education and Health Promotion Literature	The Immortal Life of Henrietta Lacks (Part 3 complete) Readings: See Canvas Module Watch: Recorded Lecture	Comparison of Types of Resources for the Health Education/Promotion Field
HeLa	Oct 6	In-Class Discussion: Wed, Oct 9	The Immortal Life of Henrietta Lacks	Reflection Paper Due Mon, Oct 7
7	Oct 13	The Roles and Responsibilities of Health Promotion Specialists	Lifelines (Prologue, Part I: Learning) Readings: See Canvas Module	Reflection on CHES Areas of Responsibility NCHEC Infographic Assignment
8	Oct 20	The Settings for Health Education and Health Promotion	Lifelines (Part II: Leading) Readings: See Canvas Module Listen: Policymaking is Not a Science Yet (Podcast)	SWOT Analysis of Your Chosen Health Education/Promotion Setting
9	Oct 27	Agencies, Associations and Organizations Associated with HE/P	Lifelines (Part III: Transforming) Readings: See Canvas Module	Joining a Professional Organization
10	Nov 3	In-Class Discussion: Wed, Nov 6	Lifelines	Reflection Paper Due Mon, Nov 4

11	Nov 10	Trends in Health Education & Health Promotion	Readings: See Canvas Module	Article Summary on Societal Trends in Health Education and Health Promotion Your Health Education/Promotion Toolbox Discussion
12	Nov 17	Honing Professional Writing Skills	In-class experiences and all previous course content, especially Module 4	Philosophy Draft Due Wed, Nov 20 <i>*bring hardcopy to class for peer review process*</i> Wrap up final draft of your philosophy & work on presentation materials
	Nov 24	Happy Thanksgiving!		Appreciation & Rest
13	Dec 1	Philosophy of Health Education Presentations, Wed, Dec 4		Final Paper Due Mon, Dec 2 Presentation slides Due Tue, Dec 3 Peer feedback in class, Dec 4 Personal Reflection Due Mon, Dec 9

Disclaimer: This syllabus represents my current plans. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.