Instructor:	**Holly T. Moses, PhD, MCHES®**
Instructor Contact:	hmoses@hhp.ufl.edu
Class Meeting:	**Tuesdays, periods 8-9 (3:00pm-4:55pm) in FLG-220**
	Thursdays, period 9 (4:05pm-4:55pm) via Zoom
	➢ See 'Zoom Conferences' tab in Canvas
Instructor Office:	FLG, Room 8 (ground floor)
Zoom Office Hours:	**Tuesdays and Thursdays: 9:30am-11am (ET)**
	➢ **https://ufl.zoom.us/j/99125380915**
Teaching Assistant:	**Francesca Wilkins, MS, CHES®**
Department Chair:	Dr. Mildred Maldonado-Molina, Ph.D. [FLG, Room 5, mmmm@ufl.edu]

UF | College of Health & Human Performance
Department of Health
Education and Behavior
UNIVERSITY of FLORIDA

I. COURSE DESCRIPTION AND OVERVIEW

This course seeks to prepare students for future professional roles, including internships, employment, and/or graduate programs in health education/promotion or related fields. Students will receive course instruction in the following professional development (and related) areas: résumé and cover letter writing, interviewing skills, marketing oneself, communication skills, relationship dynamics in the workplace, conflict management, job search strategies, applying to graduate school, and preparation for a meaningful life and career. Additionally, students will select and prepare for the Health Education internship. A brief review of the Health Education field and career opportunities will also be discussed. **Students must complete HSC4800 the semester prior to internship.**

Upon completion of HSC4800, students will:

1. Identify and demonstrate basic résumé-writing skills.
2. List and discuss appropriate interviewing techniques.
3. Discuss ways to market oneself to employers.
4. Identify effective communication strategies for the workplace.
5. Cite the importance for culturally inclusive communication in the workplace.
6. Differentiate between conflict management strategies.
7. Discover competencies employers seek in recent graduates.
8. Explore industries and job opportunities and make actionable career goals.
9. Prepare a post-baccalaureate plan.
10. Identify appropriate employment search techniques.
11. Discuss the CHES® certification and explain benefits for obtaining this certification.
12. Explore the *Health Education Code of Ethics* and identify examples of appropriate ethical decisions.
13. Select and secure an appropriate placement for the health education internship experience as required by the Department of Health Education and Behavior.
14. List the requirements for successful completion of the internship experience.

COURSE TEXTBOOKS

1. Rath, T. (2007). StrengthsFinder 2.0. Gallup Press. (Required)
2. Jay, M. (2012). The defining decade: Why your twenties matter and how to make the most of them now. New York: Twelve. (Required)
3. NCHEC, Inc. and SOPHE, Inc. A competency-based framework for health education specialists – 2020. Whitehall, PA. www.nchec.org/responsibilities-and-competencies.
4. Code of Ethics for the Health Education Profession®. (2020). Coalition for National Health Education Organizations (CNHEO). cnheo.org/ethics-of-the-profession.html

COURSE READINGS

In addition to the course texts, supplemental readings will be assigned throughout the semester. The readings will be provided to students via the weekly modules in Canvas E-Learning @ UF.

COURSE LEARNING EXPECTATIONS

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

COURSE COMMUNICATION & INTERACTION

Course Platform

All materials for HSC4800 will be housed in Canvas, the University of Florida's e-learning course management platform. Students must be proficient in working with Canvas. For Canvas-related technical difficulties, contact the UF Help Desk at Learning-support@ufl.edu; 352-392-HELP (option 2); or, helpdesk.ufl.edu/.

- *Tip 1: **Ensure that communication settings are adjusted** to immediately receive assignment comments and grades, instructor messages, and course announcements.*
- *Tip 2: **Never use a smartphone** to complete or submit assignments, discussions, and quizzes.*
- *Tip 3: **Read the Weekly Prep announcements** posted each Friday morning. Follow the directions regarding how to prepare for the following class meeting accordingly.*

Class Format

HSC4800 (Residential) will run in a hybrid format. Some class meetings will occur in the FLG-220 classroom, and some will take place online through Zoom (synchronous instruction). Students will be notified of the class meeting format in the Weekly Prep message (posted on Wednesdays). No matter the class modality, students are expected to be present and engaged during every class meeting.

==Note: Unless otherwise noted, assignments are due on Tuesdays or Thursdays before 11:59pm (ET).==

Netiquette

Professionalism and respect for others are always the minimum expectation for all students. Members of the class are expected to follow rules of common courtesy in all correspondence, including course discussions. This includes respectful peer discussion responses, appropriate response time for emails, as well as professionally prepared dialogue (follows standard writing guidelines and free from spelling and grammatical errors).

> **Review: Netiquette Guide for Online Courses (also available in the Course Overview module).**

Communication with Instructor

- Instructor office hours are scheduled weekly via Zoom on Tuesdays and Thursdays from 9:30-11am (ET).
- If a student is unable to attend weekly office hours, the instructor is available for a phone call/zoom meeting upon request. To request a meeting outside of office hours, please send an email to hmoses@hhp.ufl.edu. The student's complete availability for the week ahead (five business days) must be included in the message.
- The best way to reach the instructor is through email (hmoses@hhp.ufl.edu). ***Note: See next section titled "Message Etiquette" for additional information on email correspondence expectations.***
- Students are expected to check their GatorMail email, as well as Canvas announcements often and regularly.
    - Note: Your instructor has four courses and 200+ students each semester. It is important to include the course that you are enrolled in (HSC4800_Residential) when corresponding with Dr. Moses. 😊

Message Etiquette

Professionalism is always expected, and the use of proper etiquette should be followed when sending emails. This includes an appropriate subject heading stating your course number and topic of message, a proper greeting, grammatically correct message body, and a proper closing. ==***Messages that lack proper etiquette will be returned.***==

Sample message:

Subject Heading: HSC4800_Residential – Internship Help

Greeting: Hello Dr. Moses,

Message Body:
I would like to schedule a meeting with you to discuss the internship search. My availability for the next five business days is as follows: Monday/Wednesday/Friday: 8am-2pm; Tuesday/Thursday: 1pm-5pm. I look forward to speaking with you.

Closing: Thank you!

II. COURSE ASSIGNMENTS

1. **Course Milestone Assignments (35 points)**
    Throughout the semester, students will complete a series of assignments related to course progress (i.e., milestones). The milestone assignments include *Course Orientation Quiz, Degree Audit Check, Student Introduction Discussion*, *Internship Search Progress Report #1*, *Internship Search Progress Report #2*, *Professional Code of Ethics Pledge, and End of Semester Feedback*. Information about each milestone assignment is provided within the respective assignment folder in Canvas.

2. **Module Assignments (50 points)**
    Students must complete weekly assignments associated with each module. The module assignments are required and account for a significant portion of the course grade. A few assignments require group effort. It is important that students complete required readings, watch all module lectures, eliminate distractions, and actively participate during the completion of each module. *Note: there are 12 Module Assignments worth 5 points each. The best 10 scores count towards a student's grade.* **Module assignments close promptly at 11:59 pm (ET) on the assigned due date and CANNOT be made up for any reason.** *Two scores are dropped for unexpected issues [i.e., poor performance, something comes up, loss of internet access, illness, etc.).*

3. **Module Quizzes (50 points)**
    Students must complete weekly quizzes associated with each module. Module quizzes are brief, open-book quizzes based on the reading(s) and lecture(s) associated with each module. The quizzes may include multiple-choice, true/false, and short-answer questions. Quizzes are designed to be completed prior to completing the module assignments to ensure comprehension of information covered in assigned readings and lectures, which will be further demonstrated in the module assignments. *Note: there are 12 Module Quizzes worth 5 points each. The best 10 scores count towards a student's grade.* **Module quizzes close promptly at 11:59 pm (ET) on the assigned due date and CANNOT be made up for any reason.** *Two scores are dropped for unexpected issues [i.e., poor performance, something comes up, loss of internet access, illness, etc.).*

4. **Professional Skills Test (60 points)**
    This assignment requires students to prepare for a series of 'tests' concerning several key professional skills. The *Professional Skills Test* (PST) will take place during an assigned date and time (agreed upon by the instructor and student) and will include evaluations of the following professional skills: (1) résumé portfolio, (2) professional phone call to a prospective supervisor, and (3) zoom interview with a prospective supervisor. More information can be found in the PST module in Canvas. Scheduling for the PST will begin during the third week of the semester and will require input from the student (see the course schedule).

5. **StrengthsFinder Assessment & Talent Development Plan (35 points)**
    All students must complete the *CliftonStrengths Assessment* (Gallup, 1999) and read StrengthsFinder 2.0 (Rath, 2007). Students should plan as necessary to ensure the assessment and reading are completed prior to the assignment due date. More information is provided within the StrengthsFinder Module in Canvas. ***Note: A new copy of the book is required to have free access to the online assessment.***

6. **Defining Your Decade Discussion (40 points)**
    All students must read The defining decade: Why your twenties matter and how to make the most of them now (Jay, 2012) to complete the Defining Your Decade discussion (personal discussion and peer response). Students should plan as necessary to ensure the reading is completed prior to the assignment due dates. More information is provided within the Defining Your Decade Module in Canvas.

7. **Internship Application (30 points)**
    The internship application is a formal agreement between the intern, the HEB Internship Coordinator, and the agency supervisor. This form provides the HEB Internship Coordinator with an assessment of the appropriateness of the student's selected internship. The application includes contact information for both the intern and agency supervisor, a list of intern duties, and a description of health education activities/programs offered by the agency. Students must visit the internship site and meet the agency supervisor prior to submitting the application.

III. COURSE EVALUATION

Assignments	Point Value	Grading Scale		
1. Course Management Assignments (CMA) *Course Orientation Quiz (5); Student Introduction Discussion (5) Degree Audit Check (5); Progress Report #1 (5); Progress Report #2 (5); Code of Ethics Pledge (5); End of Semester Feedback (5)*	35	A	93%-100%	279 - 300
2. Module Assignments (MA#) *12 assignments @ 5 points each; <u>two lowest scores dropped</u>*	50	A- B+	90%-92.9% 88%-89.9%	270 - 278 264 - 269
3. Module Quizzes (MQ#) *12 quizzes @ 5 points each; <u>two lowest scores dropped</u>*	50	B B-	83%-87.9% 80%-82.9%	249 - 263 240 - 248
4. Professional Skills Test (PST) *Resume Portfolio (25); Zoom Interview (25); Professional Email (10)*	60	C+ C	78%-79.9% 73%-77.9%	234 - 239 219 - 233
5. CliftonStrengths Assessment & Talent Development Plan	35	C- D+	70%-72.9% 68%-69.9%	210 - 218 204 - 209
6. Defining Your Decade Discussion	40	D D-	63%-67.9% 60%-62.9%	189 - 203 180 - 188
7. Internship Application	30	E	0%-59.9%	0 - 179
Total points possible:	**300**			

University of Florida grading policies: **https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/**

This course meets the following competencies of Area VIII: Ethics and Professionalism of the NCHEC Responsibilities of Health Education Specialists (NCHEC, 2020):
- ✓ 8.1 Practice in accordance with established ethical principles.
- ✓ 8.3 Engage in professional development to maintain and/or enhance proficiency.

IV. DEPARTMENT INTERNSHIP PROCEDURES

Students must meet all the below prerequisites to receival approval to register for HSC4876 and participate in the HEB Internship Program. Students may also view these requirements in the HSC4876 Syllabus.

HSC4876 prerequisites:
- Students must have an UF and Upper Division GPA of 2.0 or higher.
- Students must have an HSC coursework GPA of 2.8 or higher.
- Students must not have grades of N, NG, or I on their academic record.
- Students must successfully complete all required coursework --- general education, Gordon Rule, universal tacking, HEB major and specialization coursework, elective coursework. ***The ONLY course requirement remaining on a student's UNMET degree audit must be HSC4876.***
- Students must provide proof of health insurance coverage. Proof of health insurance coverage is provided annually. For more information, visit healthcompliance@shcc.ufl.edu.
- Students must submit a complete and accurate internship application by the last day of class in HSC4800 (the semester prior to internship). The application must be signed by the intern, agency supervisor, and HEB Internship Coordinator.
- The student must submit proof of internship site mandated additional requirements by the last day of class in HSC4800. Additional requirements may include CPR/BLS certification, health insurance, immunizations, background check, fingerprinting, an affiliation agreement, University international studies clearance, etc.
- Students must be registered (by HEB academic advisors) for HSC4876 by the last day of advanced registration for the semester in which they plan to intern. HSC4876 registration is exclusively for the term and year noted on the approved internship application.
- **If a student does not meet all the above listed requirements by the end of the semester prior to internship, they must postpone the internship indefinitely.**

*** HEB Internship Dates for SUMMER 2025: May 12, 2025 – August 3, 2025 ***

V. COURSE POLICIES

1. **Learning Accommodations:**
Students requesting learning accommodations must first register with the Disabilities Resource Center (DRC) at https://disability.ufl.edu/get-started/. The DRC will provide documentation to the instructor after a student makes the accommodation request. Please ensure the documentation is sent within the first two weeks of class.

2. **Student Honor Code and Student Conduct Code:**
University of Florida students are bound by the Honor Pledge (https://policy.ufl.edu/regulation/4-040/).
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. The Student Honor Code and Student Conduct Code can be further reviewed at regulations.ufl.edu. If a student has questions or concerns, they should consult with the course instructor.

3. **Grade Adjustments:**
It is unethical and in direct violation of the UF Student Honor Code to request an unjustifiable grade adjustment (UF Student Honor Code: "Conspiracy to Commit Academic Dishonesty"). Under no circumstances will I ever 'round up' a student's grade (an 89.99% is a B+), nor will I offer extra credit. Additionally, I will not discuss grades over email to protect student privacy. If a grade input error occurs, students must notify me within one week. I will examine the Canvas grade to determine whether a calculation error has occurred. If an error occurred, the grade will be adjusted. Unless otherwise specified, students have one week to review assignment grades and contact the instructor with questions or concerns. Students who fail to review their assignment scores within one week of the release of grades may not request retroactive adjustments on scores at the end of the term.

4. **Assignments:**
Assignments will not be accepted late. **All course assignments are due before 11:59 PM (ET) on Tuesdays (unless otherwise stated), as specified in the course schedule.** If an emergency arises which causes you to miss a deadline, it is your responsibility to communicate with me within 24 hours and provide formal documentation via email within 72 hours of the missed deadline. I will not be receptive to retrospective requests for extensions. Without formal documentation submitted within 72 hours of a missed deadline, any assignment will receive a grade of zero (0) and cannot be made up.

It is important for students to complete required readings before class, attend the entire class session, eliminate (electronic) distractions, and actively participate during each class meeting. *Students are expected to silence all devices (and notifications).* The instructor reserves the right to assign zero points for a completed attendance assignment if the student did not complete the assigned reading(s) or required prep work (as outlined in the weekly prep announcement), did not attend the associated module lecture(s), or did not meaningfully participate during class (was not engaged nor paying attention). **Students are expected to complete work of the highest quality and reflect college-level effort. Assignments must be professionally submitted and, in the format requested**, following the rules and guidelines outlined in the Publication Manual of the American Psychological Association (7th Edition), when applicable.

5. **Excused Absence Policy**:
Per UF 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). If you anticipate missing a submission deadline, please email me BEFORE the deadline passes. Class attendance requirements are consistent with university policies found in the online catalog (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx).
  ➤ Note: The university recognizes the right of the instructor to make attendance mandatory and requires documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. **After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.**

6. **Computer Requirements**
Students must have access to the University of Florida's minimum technology/computer requirements. This includes a fully operational computer system with appropriate software (Microsoft Office, Adobe Acrobat Pro), webcam, microphone, and speakers. **Students should never use a smartphone for assignment submission.**

Students must also have access to a reliable broadband connection to the Internet. If you find yourself in an area with limited Wi-Fi access, please know that eduroam is available nationally and internationally. Anyone with active GatorMail credentials can access eduroam even while away from campus. Visit: https://getonline.ufl.edu/.

7. **Online Course Evaluation Process:**
Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria identified by the University. These evaluations are conducted online and are typically open during the last two or three weeks of the semester. Summary results of these assessments are available at evaluations.ufl.edu/results.

8. **Preferred Pronoun and Name Change in Canvas:**
It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class if your name and pronouns are not reflected by your UF-rostered name. You may also change your "Display Name" within Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory.
➢ Note: To update your display name, go to one.ufl.edu, select "Directory Profile" from the dropdown menu. Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name." Update how you wish your name to be displayed, and then click "Submit" at the bottom. This does not change your legal name for official UF records.

9. **House Bill 233 Intellectual and Viewpoint Diversity Act:**
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. **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 UF course. **A class lecture does not include lab sessions, student presentations, clinical presentations, 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 the 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.**

VI. STUDENT RESOURCES

Academic Resources:

- *UF Computing Help Desk: http://helpdesk.ufl.edu/*
  The UF Computing Help Desk is available to assist students when they are having technical issues, including those related to E-learning. Contact the Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

- *Online Library Support: https://uflib.ufl.edu/*
  Various forms of support are available online through the UF Library website. Students may call, text, chat, or email a librarian through the Ask-A-Librarian resource. Additionally, the Department of Health Education and Behavior has a designated librarian to support student research needs. To contact your subject specialist visit: https://uflib.ufl.edu/specialists/.

- *Teaching Center: https://academicresources.clas.ufl.edu/*
  The Teaching Center at the University of Florida empowers students to become successful, lifelong learners. Through a variety of services and instructional approaches, the Teaching Center seeks to help students master effective ways of learning for different disciplines.

- *Writing Studio: https://writing.ufl.edu/writing-studio/*
  The Writing Studio is a free service that aims to help students become more effective writers. To make an appointment, visit tutortrac.clas.ufl.edu. , we do not simply proofread or edit documents.

- *UF Disability Resource Center: https://disability.ufl.edu/*
  The Disability Resource Center supports students with learning disabilities, chronic health conditions, vision impairments, mental health conditions, physical disabilities, hearing loss, and intellectual disabilities. To register with the DRC, visit https://disability.ufl.edu/get-started/.

- *Civility, Accessibility and Community Resources: www.cdo.ufl.edu/*
  Inclusion is one of UF's six core values and it is the connective tissue that unites these values in common purpose. The Office of the Chief Diversity (CDO) works in concert with other key offices on campus to ensure that inclusion and a sense of belonging are realized for all members of the Gator Nation.

Health and Wellness Resources:

- *U Matter, We Care: umatter@ufl.edu*
  If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor are available by phone at 352-392-1575. Please remember that asking for help is a sign of strength.

- *Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/*
  Visit the counseling and wellness center to speak to a counselor about any personal problems.

- *Student Health Care Center: https://shcc.ufl.edu/*
  Call 352-392-1161 for 24/7 information to help you find the care you need.

- *University Police Department: https://police.ufl.edu/*
  Call 352-392-1111 (or 9-1-1 for emergencies).

- *UF Health Shands Emergency Room/Trauma Center: 352-733-0111*
  For immediate medical care go to the emergency room at 1515 SW Archer Road (32608).

- *GatorWell Health Promotion Services: http://gatorwell.ufsa.ufl.edu*
  Health Education for the Gator Nation. GatorWell Health Promotion Services supports student success by providing prevention services focused on optimal wellbeing, including wellness coaching.

Searching for a Health Education Internship: Important Procedures

Carefully review the below guidelines for the HEB internship search and follow the outlined procedure as you begin your search for a meaningful internship. Additional information is in the HSC4876 syllabus.

Step 1: Review the list of Department of Health Education and Behavior approved internship profiles, found at http://hhp.ufl.edu/current-students/undergrad-students/internship-practicum/heb/heb-internship-sites/. The internship profiles listed include internship sites that identified an interest (at some time) for hosting a Health Education intern. The internships are divided into three geographic areas: Gainesville, Within Florida, and Outside of Florida. While pre-interns are not required to select an internship from the Department's internship profile lists, it is required that each pre-intern at least review the internship profiles posted to generate a list of possible locations they would want to seek out an internship in. Students may also use various search engines to identify possible internship sites in the geographic location(s) in which they plan to live during the final semester of their undergraduate program. For more information, visit Module 1: HEB Internship Search Guidelines.

Step 2: Create an Excel spreadsheet to organize all internship sites of interest. Include the internship agency name, location (city, state), supervisor's name and contact information (email and phone number), date and method of first contact, and follow-up comments (additional columns may be added per the student's desire). Update the internship search Excel spreadsheet with each correspondence with an internship supervisor.

Step 3: Contact prospective supervisors via email or phone, following the guidelines discussed *Module 2: Contacting Internship Supervisors*. The primary goals of correspondence with internship site supervisors include identifying the level of interest among supervisors for hosting an intern, the appropriateness of the site for qualifying as a Health Education internship, and securing an interview with the agency/organization.
Note: Pre-interns are highly encouraged to forward copies of an up-to-date, relevant cover letter and résumé to prospective internship site supervisors, which will aid the process of securing an interview.

NEW INTERNSHIP SITE APPROVAL PROCESS
When corresponding with a new internship site (a site that has not previously supervised Health Education interns), forward the agency's name, location (city, state), website URL, and the supervisor's name and email address to your instructor. *This step is MANDATORY for ALL NEW INTERNSHIP SITES!!!* Upon receipt, your instructor will email the prospective internship supervisor details about the Health Education internship, including the Department's requirements for internship job duties and expectations for site supervisors. After initial communication with the instructor, the prospective internship site supervisor will email the pre-intern to schedule an interview. **Students may NOT interview with a NEW SITE until the Department of Health Education and Behavior has approved it.** *The deadline for inquiring about a new internship site is one month from the on-time internship paperwork deadline.*

IMPORTANT REMINDER: HEB INTERNSHIP DUTIES
HEB intern duties must align with the Responsibilities and Competencies of Health Education Specialists (NCHEC, 2020). The Eight Areas of Responsibility contain a comprehensive set of Competencies and Sub-competencies defining the role of the health education specialist. Intern duties must cover a minimum of FOUR Areas throughout the duration of the internship (https://www.nchec.org/responsibilities-and-competencies).

Area I: Assessment of Needs and Capacity	*Area V: Advocacy*
Area II: Planning	*Area VI: Communication*
Area III: Implementation	*Area VII: Leadership and Management*
Area IV: Evaluation and Research	*Area VIII: Ethics and Professionalism*

HSC4800: Spring 2025 Course Schedule
Class ID 12269 - Section 1275
Tuesday | Periods 8 - 9 | 3:00 PM - 4:55 PM   ~   Thursday | Period 9 | 4:05 PM - 4:55 PM

Week #	Class Meeting Dates	Modules	Course Assignments & Due Dates
Week 1	Tuesday, January 14	Start Here: Welcome to HSC4800!	**Degree Audit Check (5)** **Course Orientation Quiz (5)** **Student Introduction Discussion (5)**
	Thursday, January 16	Module 1: HEB Internship Search Guidelines	
Week 2	Tuesday, January 21	Module 1: HEB Internship Search Guidelines	**Module Quiz #1 (5)** **MA1: HEB Internship Search Prep (5)**
	Thursday, January 23	Module 2: Contacting Internship Supervisors	**Module Quiz #2 (5)** **MA2: Email to Prospective Supervisor (5)**
Week 3	Tuesday, January 28	Module 3: Building Effective Résumé Packets	**Module Quiz #3 (5)**
	Thursday, January 30	Module 3: Building Effective Résumé Packets Professional Skills Test module	**MA3: Résumé (5)** ***Schedule Professional Skills Test****
Week 4	Tuesday, February 4	Module 4: Interview Techniques StrengthsFinder 2.0 module	**Module Quiz #4 (5)** **StrengthsFinder Assessment (10)**
	Thursday, February 6	Module 4: Interview Techniques	**MA4: Interview Q&A video (5)** **Internship Search Progress Report #2 (5)**
Week 5	Tuesday, February 11	Module 5: Marketing Yourself	**Module Quiz #5 (5)** **MA5: Personal Sales Pitch (5)**
	Thursday, February 13	StrengthsFinder 2.0 module	**StrengthsFinder Talent Development Plan (25)** *** Students must be present during class and actively and meaningfully participate in the discussion****
Week 6	Tuesday, February 18 ***NOTICE***	**Professional Skills Test** ****All students must be available from 3:00-4:55pm*	**Professional Phone Call (10); Résumé Portfolio (25); Zoom Interview (25)**
	Thursday, February 20 ***NOTICE***	**Professional Skills Test** ****All students must be available from 4:05-4:55pm*	**Professional Phone Call (10); Résumé Portfolio (25); Zoom Interview (25)**
Week 7	Tuesday, February 25	Module 6: Effective Communication	**Module Quiz #6 (5)**
	Thursday, February 27	Module 6: CLAS Standards	**MA6: Inclusive Communication (5)**

HSC4800: Spring 2025 Course Schedule
Class ID 12269 - Section 1275
Tuesday | Periods 8 - 9 | 3:00 PM - 4:55 PM   ~   Thursday | Period 9 | 4:05 PM - 4:55 PM

Week 8	Tuesday, March 4	Module 7: Conflict Management	**Module Quiz #7 (5)**
	Thursday, March 6	Module 7: Conflict Studies	**MA7: Conflict Case Study (5)**
Week 9	Tuesday, March 11	Module 8: Professionalism and Social Media	**Module Quiz #8 (5)**
	Thursday, March 13	Module 8: LinkedIn Profile	**MA8: LinkedIn Profile (5)** **Internship Search Progress Report #2 (5)**
Week 10	***UF SPRING BREAK WEEK***March 17-21***NO CLASSES***		
Week 11	Tuesday, March 25	The Defining Decade Module	**Defining Your Decade - Personal Discussion (30)** *** No class meeting. Students must submit the personal discussion responses before 11:59pm (ET) on March 25.***
	Thursday, March 27	The Defining Decade Module	**Defining Your Decade - Peer Discussion (10)** *** Students must be present during class and actively and meaningfully participate in the discussion***
Week 12	Tuesday, April 1	Module 9: Post Graduation Planning	**MA9: Post-Baccalaureate Plan (5)**
	Thursday, April 3	Module 9: CHES® Credential	**Module Quiz #9 (5)**
Week 13	Tuesday, April 8	Module 10: Health Education Code of Ethics	**Module Quiz #10 (5)** **Internship Application (30)** **on-time due date**
	Thursday, April 10	Module 10: Ethics Case Study	**MA10: Ethics Case Study (5)** **Code of Ethics Pledge (5)**
Week 14	Tuesday, April 15	Module 11: HEB Internship Procedures	**Module Quiz #11 (5)** **MA11: Bi-Weekly Report (5)**
	Thursday, April 17 ***LAST CLASS MEETING***	Module 12: Contributing to the HE/P Field	**Module Quiz #12 (5)** **MA12: Contributing to HE/P (5)** **End of Semester Feedback (5)**
Week 15	Wednesday, April 23	***Final deadline for internship paperwork***	

Unless otherwise noted, all assignments are due on Tuesdays or Thursdays before 11:59pm (ET).

*** HEB Internship Dates for SUMMER 2025: May 12, 2025 – August 3, 2025 ***