

University of Florida
Department of Health Education and Behavior
HSC4800: Health Education Professional Development

FALL 2025 RESIDENTIAL LIVE SECTION #13189 (Section 1954)

Instructor:	Holly T. Moses, PhD, MCHES®
Instructor Contact:	hmoses@hnp.ufl.edu
Class Meeting:	Tuesdays, periods 8-9 (3:00pm-4:55pm) in FLG-220 Thursdays, period 8 (3:00pm-3:50pm) via Zoom
Instructor Office:	FLG, Room 8 (ground floor)
Zoom Office Hours:	Tuesdays and Thursdays: 9:30am-11am (ET) https://ufl.zoom.us/j/99125380915
Department Chair:	Dr. Mildred Maldonado-Molina, Ph.D. [FLG, Room 5, mddd@ufl.edu]



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 HEB Internship (HSC4876). A brief review of career opportunities in the field of Health Education will be discussed. **Students must complete HSC4800 in the semester preceding their 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 of 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 the benefits of 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

Supplemental readings will be assigned throughout the semester in addition to the course texts. Students will access the readings via the weekly modules in UF E-Learning (<https://elearning.ufl.edu/>).

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 UF E-Learning (<https://elearning.ufl.edu/>), the course management platform. Students must be proficient in working with E-Learning. For 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 (13189) will run in a hybrid format. Regardless of the class modality, students are expected to be present and engaged during every class meeting. Unless otherwise noted, assignments are due on Tuesdays or Thursdays before 11:59pm (ET).

- ❖ **TUESDAY class meetings will be held in the FLG-220 classroom.**
- ❖ **THURSDAY class meetings will be conducted online via Zoom (synchronous instruction).**

Netiquette

Professionalism and respect for others are always the minimum expectations for all students. Members of the class are expected to follow the 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 is 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).
- Students are expected to check their GatorMail messages and E-Learning announcements often and regularly.
 - Note: Your instructor has four courses and 200+ students each semester. It is essential to include the course that you are enrolled in (HSC4800 TUES/THURS) when corresponding with Dr. Moses. 😊

Message Etiquette

Professionalism is always expected, and 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, a grammatically correct message body, and a proper closing. **Messages that lack proper etiquette will be returned.**

Sample message:

Subject Heading: HSC4800 (Tues/Thurs) – 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). Information about each milestone assignment is provided within the respective assignment folder in E-Learning.

- Milestone assignments: *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.*

2. Module Assignments (50 points)

Students must complete weekly assignments associated with each module, which account for a significant portion of the course grade. A few assignments require group effort. Students must complete the required readings, attend class lectures, eliminate distractions, and actively participate in completing each module assignment. **Assignments close promptly at 11:59 pm (ET) on the assigned due date and CANNOT be made up for any reason.**

- There are 12 module assignments, each worth 5 points. The best 10 scores count towards a student's grade. The lowest 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 before the module assignments to ensure comprehension of the information covered in assigned readings and lectures, which will be further demonstrated in the module assignments. **Module quizzes close promptly at 11:59 pm (ET) on the assigned due date and CANNOT be made up for any reason.**

- There are 12 module quizzes worth 5 points each. The best 10 scores count towards a student's grade. The lowest 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 E-Learning. 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 Talent Discussion (40 points)

All students must complete the *CliftonStrengths Assessment* (Gallup, 1999) prior to completing the StrengthsFinder Talent Discussion (personal discussion and peer response). The assessment is available with the purchase of a *new* copy of *StrengthsFinder 2.0* (Rath, 2007). Students should plan as necessary to ensure the online assessment and book are completed well in advance of the assignment due dates. More information is provided within the StrengthsFinder 2.0 Module in E-Learning.

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 book is completed well in advance of the assignment due dates. More information is provided within the Defining Your Decade Module in E-Learning.

7. HEB Internship Application (25 points)

The internship application is a formal agreement between the intern, agency supervisor, and HEB Internship Coordinator. 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 the agency supervisor, a description of the agency's health education activities, and the proposed internship duties, along with their alignment with the Areas of Responsibility for Health Education Specialists (NCHEC, 2020). More information is provided within the Internship Requirements Module in E-Learning.

III. COURSE EVALUATION

Assignments	Point Value	Grading Scale		
1. Course Management Assignments (CMA) <i>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)</i>	35	A	93%-100%	279 - 300
2. Module Assignments (MA) <i>12 assignments @ 5 points each; two lowest scores dropped</i>	50	A-	90%-92.9%	270 - 278
3. Module Quizzes (MQ) <i>12 quizzes @ 5 points each; two lowest scores dropped</i>	50	B+	88%-89.9%	264 - 269
4. Professional Skills Test (PST) <i>Resume Portfolio (25); Zoom Interview (25); Professional Email (10)</i>	60	B	83%-87.9%	249 - 263
5. CliftonStrengths Discussion <i>Individual Discussion Post (30) Peer Discussion Responses (10)</i>	40	B-	80%-82.9%	240 - 248
6. Defining Your Decade Discussion <i>Individual Discussion Post (30) Peer Discussion Responses (10)</i>	40	C+	78%-79.9%	234 - 239
7. HEB Internship Application	25	C	73%-77.9%	219 - 233
		C-	70%-72.9%	210 - 218
		D+	68%-69.9%	204 - 209
		D	63%-67.9%	189 - 203
		D-	60%-62.9%	180 - 188
		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. HEB INTERNSHIP PREREQUISITES (HSC4876)

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

- Students must have a 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, and elective coursework. **The ONLY course requirement remaining on a student's UNMET degree audit should 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 before the internship). The intern, agency supervisor, and HEB Internship Coordinator must sign the application.
- 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 exclusive to the term and year specified on the approved internship application.
- **If a student does not meet all the above-listed requirements by the end of the semester before the internship, they must postpone the internship indefinitely.**

***** HEB Internship Dates for SPRING 2026: January 12, 2026 – April 12, 2026*****

V. COURSE POLICIES

1. Learning Support Services & Accommodations:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the “Get Started With the DRC” webpage:

<https://disability.ufl.edu/get-started/>. It is important for students to share their accommodation letter with the instructor. 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 several behaviors that violate this code, as well as the process for reporting 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 instructor or TA in this class.

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 E-Learning 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 to 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 and Thursdays as specified in the course schedule (unless otherwise stated).** If an emergency arises that 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. Without formal documentation submitted within 72 hours of a missed deadline, an assignment will receive a grade of zero (0) and cannot be made up. Students need to complete required readings before class, attend the entire class session, eliminate (electronic) distractions, and actively participate during each class meeting. **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).** **Students are expected to complete work of the highest quality and reflect college-level effort. Assignments must be professionally submitted and formatted.**

5. Academic Policies & Excused Absence Policy:

Per University of Florida policy, excused absences include medical appointments and illness (with a 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. **Requirements for class attendance are consistent with university policies found in the online catalog at:**

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

- The university recognizes the instructor's right to require attendance and 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.
- **Reminder: Module Assignments (MA) and Module Quizzes (MQ) cannot be made up for any reason. Two scores (for each assignment category) are dropped for unexpected issues [i.e., poor performance, something comes up, loss of internet access, illness, etc.).**

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. **Students can access eduroam (using Gatorlink credentials) when off campus. Visit: <https://getonline.ufl.edu/>.**

7. Online Course Evaluation Process:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways: (1) the email received near the end of a semester from GatorEvals, (2) the E-Learning course menu in the 'GatorEvals' tab, and (3) the central portal at <https://my-ufl.bluera.com>.

- Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

8. Class Recording (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 education 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 an 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, assessments (quizzes, tests, exams), field trips, private conversations between students in the class, or between a student and the faculty or guest 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.**

VI. STUDENT RESOURCES

Academic Resources:

- **E-learning Technical Support:** <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.
- **Career Connections Center:** <https://career.ufl.edu/>
The Career Connections Center (C3) is the University of Florida's comprehensive career services operation responsible for providing world class career and professional development for all students. As the # 2 Career Center in the country according to Best Colleges, the center supports the overall student experience, starting during student orientation and moving beyond graduation. Location: Reitz Union, Suite 1300.
- **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/>.
- **Academic Resources:** <https://academicresources.clas.ufl.edu/>
The mission of Academic Resources is to empower students to become successful lifelong learners. 1317 Turlington Hall; 352-392-2010; teaching-center@ufl.edu.
- **Writing Studio:** <https://writing.ufl.edu/writing-studio/>
The Writing Studio is a free service that aims to help students become more effective writers. Receive help with brainstorming, formatting, and writing papers. Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138. Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339).
- **Academic Complaints:** <https://www.ombuds.ufl.edu/>
The Ombuds Office seeks to assist students, staff, and faculty in resolving problems and conflicts that arise during their interactions within the University of Florida. By considering issues in an unbiased way, the Ombuds works to help students and staff find solutions to university-related problems and concerns.
- **Enrollment Management Complaints:** <https://www.sfa.ufl.edu/written-student-complaints/>
The Division of Enrollment Management established procedures for handling student complaints pertaining to grievances arising from concerns with the Registrar, Admissions, Financial Aid and Scholarships offices.
- **UF Student Success Initiative:** <https://studentsuccess.ufl.edu/>
The Student Success unit at the University of Florida offers resources to support students along their unique paths of achievement.

Campus Health and Wellness Resources:

- **UF Whole Gator Resources:** <https://one.ufl.edu/whole-gator/discover>
The UF Whole Gator app connects the UF community with resources dedicated to supporting overall health and well-being. For resources that are designed to help you thrive physically, mentally, and emotionally at UF visit <https://studentlife.ufl.edu/wholegator/>.
- **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. 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.



Searching for a Health Education Internship: Important Procedures

Carefully review the guidelines below for the HEB internship search and follow the procedure as you begin your search for a meaningful internship. Additional information can be found 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) in hosting an HEB 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, they are required to review the internship profiles posted to generate a list of possible locations where they would like to seek an internship. 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' REVIEW 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! This information should be sent to Dr. Moses as soon as possible and before the deadline (**see below**).** Upon receipt, Dr. Moses will email the prospective internship supervisor details about the HEB internship, including the Department's requirements for HEB internship 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 HEB has fully vetted the site and made a recommendation for 'approval.' *****The deadline for a student to send the requested information about a prospective (new internship) site is one month from the on-time internship paperwork due date.*****

IMPORTANT REMINDER: HEB INTERNSHIP DUTIES

Internship site duties must align with the Areas of Responsibility for Health Education Specialists (NCHEC, 2020). The Eight Areas of Responsibility encompass a comprehensive set of competencies that define the role of the health education specialist. **HEB internship site duties must cover a minimum of FOUR Areas throughout the internship, which must collectively account for 85% of the intern's hours.**

For more information, visit <https://www.nche.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 Course Schedule - FALL 2025 RESIDENTIAL LIVE SECTION (13189/1954)

Tuesday | Periods 8 - 9 | 3:00 PM - 4:55 PM ~ Thursday | Period 9 | 3:00 PM - 3:50 PM

Week #	Class Meeting Dates	Modules	Course Assignments (due dates aligned with class meeting dates)
<u>Week 1</u>	Thursday, Aug 21 <i>**accepted through Aug 28</i>	Start Here: Welcome to HSC4800!	Degree Audit Check (5) Course Orientation Quiz (5) Student Introduction Discussion (5)
<u>Week 2</u>	Tuesday, Aug 26	Module 1: HEB Internship Search Guidelines	Module Quiz #1 (5)
	Thursday, Aug 28	Module 1: HEB Internship Search Guidelines	MA1: HEB Internship Search Prep (5)
<u>Week 3</u>	Tuesday, Sept 2	Module 2: Contacting Internship Supervisors	Module Quiz #2 (5)
	Thursday, Sept 4	Module 2: Contacting Internship Supervisors Professional Skills Test module	MA2: Email to Prospective Supervisor (5) <i>*Professional Skills Test Groups & Availability*</i>
<u>Week 4</u>	Tuesday, Sept 9	Module 3: Building Effective Résumé Packets	Module Quiz #3 (5)
	Thursday, Sept 11**	Module 3: Building Effective Résumé Packets	MA3: Résumé (5)
<u>Week 5</u>	Tuesday, Sept 16	Module 4: Interview Techniques	Module Quiz #4 (5) <i>*Professional Skills Test Group Meeting</i>
	Thursday, Sept 18	Module 4: Interview Techniques	MA4: Interview Q&A (5) Internship Search Progress Report #2 (5)
<u>Week 6</u>	Tuesday, Sept 23	Module 5: Marketing Yourself	Module Quiz #5 (5) MA5: Personal Sales Pitch (5)
	Thursday, Sept 25 <i>***NOTICE***</i>	Professional Skills Test <i>***Students must be available from 3:00-3:50pm</i>	Professional Phone Call (10); Résumé Portfolio (25); Zoom Interview (25)
<u>Week 7</u>	Tuesday, Sept 30 <i>***NOTICE***</i>	Professional Skills Test <i>***Students must be available from 3:00-4:55pm</i>	Professional Phone Call (10); Résumé Portfolio (25); Zoom Interview (25)
	Thursday, Oct 2 <i>***NOTICE***</i>	Professional Skills Test <i>***Students must be available from 3:00-3:50pm</i>	Professional Phone Call (10); Résumé Portfolio (25); Zoom Interview (25)
<u>Week 8</u>	Tuesday, October 7 <i>***NOTICE***</i>	StrengthsFinder 2.0 Module <i>*** No class meeting. Students must submit the personal discussion responses before 11:59pm (ET) on Oct 7.***</i>	StrengthsFinder Talent – Personal Discussion (30)
	Thursday, October 9** <i>***NOTICE***</i>	StrengthsFinder 2.0 Module <i>*** Students must be present during class and actively and meaningfully participate in the discussion***</i>	StrengthsFinder Talent – Peer Discussion (10)

HSC4800 Course Schedule - FALL 2025 RESIDENTIAL LIVE SECTION (13189/1954)

Tuesday | Periods 8 - 9 | 3:00 PM - 4:55 PM ~ Thursday | Period 9 | 3:00 PM - 3:50 PM

Week #	Class Meeting Dates	Modules	Course Assignments (due dates aligned with class meeting dates)
<u>Week 9</u>	Tuesday, October 14	Module 6: Effective Communication	Module Quiz #6 (5)
	Thursday, October 16	Module 6: CLAS Standards	MA6: Inclusive Communication (5) Internship Search Progress Report #2 (5)
<u>Week 10</u>	Tuesday, October 21	Module 7: Conflict Management	Module Quiz #7 (5) MA7: Conflict Case Study (5)
	Thursday, October 23	Module 8: Professionalism and Social Media	Module Quiz #8 (5) MA8: LinkedIn Profile (5)
<u>Week 11</u>	Tuesday, October 28	Module 9: Post Graduation Planning	MA9: Post-Baccalaureate Plan (5)
	Thursday, October 30	Module 9: CHES® Credential	Module Quiz #9 (5)
<u>Week 12</u>	Tuesday, Nov 4	Module 10: Health Education Code of Ethics	Module Quiz #10 (5)
	Thursday, Nov 6	Module 10: Ethics Case Study	MA10: Ethics Case Study (5) Code of Ethics Pledge (5)
<u>Week 13</u>	Tuesday, Nov 11	The Defining Decade Module <i>*** No class meeting. Students must submit the personal discussion responses before 11:59pm (ET) on Nov 11. ***</i>	Defining Your Decade - Personal Discussion (30)
	Thursday, Nov 13**	The Defining Decade Module <i>*** Students must be present during class and actively and meaningfully participate in the discussion***</i>	Defining Your Decade - Peer Discussion (10) Internship Application (25) **on-time due date**
<u>Week 14</u>	Tuesday, Nov 18	Module 11: HEB Internship Procedures	Module Quiz #11 (5)
	Thursday, Nov 20	Module 11: HEB Internship Procedures	MA11: Bi-Weekly Report (5)
FALL BREAK – NOVEMBER 24-28 – HAPPY THANKSGIVING			
<u>Week 15</u>	Tuesday, Dec 2 <i>***LAST CLASS MEETING***</i>	Module 12: Contributing to the HE/P Field ***Final deadline for internship paperwork***	Module Quiz #12 (5) MA12: Contributing to HE/P (5) End of Semester Feedback (5)

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

***** HEB Internship Dates for SPRING 2026: January 13, 2026 – April 13, 2026*****