

University of Florida
Department of Health Education and Behavior
SPRING 2026: Class ID 11924, 3 Credit Hours
HSC3032: Foundations of Health Education

Instructor: Dr. Chelsea B. Chappell, PhD, CHES®

Email: remjccs@ufl.edu

Office: FLG, Room 230B

Zoom Office Hours: By Appointment ONLY

Class Meeting: ONLINE (100%)

Dept Chair: Dr. Mildred Schreiner, Ph.D.

FLG, Room 5, mmmm@ufl.edu

Course Website: <http://elearning.ufl.edu>

Course Communications:

- Email: remjccs@ufl.edu
 - I will respond to emails within 24 hours during the weekday, and within 48 hours over the weekend. Please take this into account when emailing.
- Additionally, you should make a point to regularly check for course-related notices via the Announcement tool on the Canvas course website. Students who fail to keep up with posted Announcements risk missing important information related to the course, including possible changes in assignment due dates.

REQUIRED Course Textbook:



Title: Principles and Foundations of Health Education and Promotion (8th Edition)

Authors: Randall R. Cottrell, DEd, RMCHES; Denise Seabert, PhD, MCHES; Caile Spear, PhD, RMCHES; James F. McKenzie, PhD, MPH, RMCHES, FAAHE Publisher: Pearson

ISBN:9781284231250

Please note: This course is aligned to this specific edition of the textbook. If you choose to purchase/rent/study a different edition of this text, you do so at your own risk. • If applicable, other books/readings assigned for class will be provided.

Course Description: Foundations of Health Education (HSC 3032): Survey of theory and practice supporting the health education profession.

Course Goals and/or Objectives: Upon completion of HSC3032, you will be able to:

1. the various published definitions of “health.”
2. the concept of optimal health in developing a personal view of health.
3. the history of national disease prevention and health promotion activities.
4. key risk factors affecting health promotion and longevity.
5. the core foundation areas underlying health education as an applied discipline.
6. opportunities for professional specialization in health education.
7. options for individual credentialing as a professional health educator.
8. development of criteria for ethical professional practice in health education.
9. trends potentially affecting health education in the future.

Inclusive learning statement: Your success in this class—and at UF and beyond—is important to me! I strive to provide an environment that is equitable and conducive to achievement and learning for all students. I ask that we all be respectful of diverse opinions and of all class members.

If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies to meet both your needs and the needs of the course. I recognize that there are many reasons students may need to adjust their pace, style, or method of learning, including but not limited to disability, temporary or ongoing personal life circumstances, unexpected emergencies, or other learning differences. You need not have a specific reason or diagnosis to talk to me about your needs; everyone deserves to learn in the way that makes the most sense for them at any point in time. Every possible effort will be made to accommodate you to help you succeed.

Instructional Methods:

This Foundations of Health Education course uses a combination of web-based video material and PPT lectures; online student engagement, discussion, and reflection activities; and assigned readings. All supplemental readings are available through the course website. UF’s Canvas will be the official course management system for this course.

This course is an online-delivered asynchronous distance education course. Asynchronous means that you will interact with the course material online on your own schedule during the time that has been allocated for this coursework. With this flexibility comes the demand for tremendous self-discipline and awareness of your work habits. Distance education courses can be deceptive in the time required to complete assignments in an exemplary manner by the stated deadlines.

Students commonly underestimate the time needed to complete the assigned readings, assignments, and assessments within the posted time frames and deadlines. Part of this underestimation stems from the lack of regular face-to-face contact with me and with your classmates. Without this contact, some students seemingly “forget” they are enrolled in a course. If you have never taken a distance education

course, let me know this is your first online course. I'm here to help but part of my ability to help involves communication from you.

Here are some things that you can do to be successful in this course:

1. Use a word processor when typing your discussion posting and other assignments instead of typing them directly into the course website. This will enable you to save your work in case of any unexpected technical glitches. You also will be able to use the spelling and grammar checkers before you submit your work.
2. Take ownership of your education and learning experience. Online courses are easy to ignore, so keep up with readings and assignments. Don't wait until it's too late to submit.
3. Be an active and engaged participant in class discussions and activities. Plan to be online five to seven times each week.
4. Complete readings and review lectures before submitting assignments. Doing so will give you a better foundation for making meaningful contributions to course discussions and also prepare you for the quizzes and exams.
5. Inform me whenever (a) a problem related to the class arises; (b) you feel the need to clarify questions; (c) you desire to further explore topics of particular interest.

COURSE POLICIES:

EMAIL ETIQUETTE : Please utilize proper etiquette when sending emails. This includes an appropriate "Subject" heading (including your course number), proper greeting/salutation, grammatically correct message body, and proper closure. See example to follow.

Subject Heading: HSC3032, Spring 2026, Exam 1

Greeting/Salutation: Hello Dr. Chappell,

Message Body: I am preparing for our upcoming exam. Can you tell me what the format will be and about how many questions to expect?

Closure: Thank you!

Name: Your name HSC 3032, Spring 2026

I EXPECT professionalism from you. Inappropriate or etiquette-deprived emails will be returned with a suggestion to revise & re-send.

ATTENDANCE POLICY: You need to be aware that online learning can present significant challenges, particularly to individuals who are not self-starters or those who do not possess good time-management skills. The online classroom is available 24 hours a day. Unlike traditional instructional settings in which each student gets the same class, the online setting means that every student will participate in the

course that he/she chooses to experience. In theory, this type of instruction should be more adaptable to a variety of learning styles. However, in practice, some students seem unwilling (all are believed to be able) to create and actively take part in their own virtual classroom. This often results in procrastination and low-quality performance. Everyone learns differently, so prescribing a “best” approach is difficult. Nevertheless, you should note that this course is not self-paced. You are expected to adhere to the course calendar and timeline

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

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

QUIZ POLICIES: Quiz feedback is provided to the student immediately following the due date. Students have one week to view quiz feedback. Questions about quiz questions will be answered following the completion of the quiz by all students. If you have a question about specific quiz questions, you need to describe your concern in an email within 1 week after the quiz is completed.

LATE WORK POLICY: There are no “make-ups” permitted for Readiness Assessment Quizzes (RAQ’s) nor Discussion Forums (DF’s); however, you will be permitted to drop your lowest grade of the 10 RAQ’s and 10 DF’s required in this course. If you fail to submit an exam on time, you will be provided an opportunity to submit after the deadline only if you have provided an acceptable reason for missing the deadline. Decisions to allow makeup exams after the deadline will be made by me after consulting the university-wide attendance policies specified in the UF Undergraduate Catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>).

ASSIGNMENT POLICY: Assignments are due according to the due dates and times listed in the course schedule. All assignments are due by 11:59 ET on the due date. Rubrics for assignments can be found in Canvas. Only uploaded work in Canvas will be accepted. All work should be uploaded as PDFs or .doc(x). Please be aware that Canvas closes assignments at the time they are due. DO NOT WAIT until the last minute to upload your assignment or the assignment may be closed. It is your responsibility that you upload the correct document by the due date/time. Check to make sure you have uploaded the correct document. Failure to upload the correct document before Canvas closes the assignment will result in a 0 for that assignment. Submit early to avoid being stressed about this!

COURSE TECHNOLOGY: For technical assistance with the course, please contact the UF Help Desk:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP - select option 2

ONLINE COURSE EVALUATION: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>.

SPECIAL ACCOMMODATIONS: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability that affects your ability to learn, you are encouraged to register through the Disabilities Resource Center

(DRC) in the Dean of Students Office at 352-392-1261, or www.dso.ufl.edu/drc. You are encouraged to provide your accommodation letter and make your needs known to the instructor within the first two weeks of the semester.

- If you did not register formally, but you know you have behavioral or learning disabilities, or other issues, that might affect your performance in the course, tell me and I will do what I can to help you.

ACADEMIC HONESTY: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies several behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

GRADE APPEALS: 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 (a 89.99% is a B+), nor will I offer extra credit. Additionally, it is your responsibility to review your graded assignments/quizzes/exams when they are returned. After a grade is returned/released, students have one week to appeal the grade with me. After one week, a grade will not be changed. **THERE WILL BE NO EXCEPTIONS TO THIS POLICY.**

EXCUSED ABSENCE POLICY: Per [University of Florida](#) policy, excused absences include medical appointments and illness (with doctor’s note), family emergencies (with documentation), special curricular requirements and school events (with documentation on school letterhead), military obligation, severe weather conditions, religious holidays, participation in official university activities, and/or court imposed legal obligations. Additional absences require documentation of medical excuses or extenuating circumstances and must be submitted to me within three days of the absence. [catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx]

GRADING POLICY and ASSIGNMENTS:

In each weeks tab, students will have the following assignments: Course Intro Assignments (11 point), Quizzes (5 points), Exams (100 points), Philosophy assignments (50 points), and Discussion Forums (10 points). Rubrics for discussions can be found with each Assignment in Canvas. Students will also complete a Health Education campaign project (100 points).

Assignment	Points
Course Intro Assignments	11 points
RAQ Quizzes	5 points * 10 = 50

Discussion Forums	10 points * 10 = 100
Exams	100 points * 4 = 400
Course Project: Health Education Campaign	100 points
Philosophy of Health Education/Promotion: Personal Philosophy –2 parts	50 points
Foundations of Health Capstone Project	150 points
TOTAL	861

- **Digital Photo Upload (1 points)**

Upload a recent digital photo of yourself to e-learning.

- **Student Information Sheet (5 points)**

Each student will complete a “Getting to know you” activity sheet and submit their creative design on Canvas. Formatting available on Canva.

- **Peer Introduction (5 points)**

Each student will be asked to formally introduce themselves to their peers and the course instructor using the HSC3032 Peer Introduction Discussion Forum in Canvas. Students should post a brief, informative paragraph answering the prompts/questions provided within the instructions. After posting, each student must provide a brief response (3-4 sentences) to at least 2 other students’ introductions (e.g., identify a common interest, similar expectations of the course).

- **Readiness Assessment Quizzes “RAQ’s” (50 points, 10 @ 5 points each)**

RAQ’s are brief online quizzes based on the reading assignment for that module. These quizzes may include multiple-choice, true/false, and/or short answer type questions. You will study the assigned material and take an individual open-book, open-note, open-resource quiz based on that material. Among the 10 RAQ’s required in this course, your top 9 scores will be counted.

- **Discussion Forums “DF’s” (100 points, 10 @ 10 points each)**

Students will be prompted to contribute posts to online class discussion forums throughout the semester. These posts will be related to questions/topics/scenarios posed by the course instructor that will be posted to the HSC 3032 course Discussion Forums in Canvas. Questions/topics/scenarios will be directly related to current course lectures, readings, materials, etc.

This is an opportunity for the instructor to gauge student learning and application of course material. Posts should be thoughtful and not simply a restatement of what was read (use critical thinking skills!). Each of these posts should be a minimum of 150 words.

Thoughtfully responding to at least two of your class peers will be required. Each of these posts should be a minimum of 5 sentences. Reactions should be in your own words based on

what you have learned, and should ask questions or provide solutions to questions raised by other students enrolled in the course.

- **Exams (4 exams x 100 points each = 400 points)**

Material presented on each exam is designed to assess your comprehension as well as applicability of information learned. Exams will consist of questions using various formats such as: multiple choice, true/false, short answer and essay. Exam 1 will cover chapters 1 through 2. Exam 2 will cover chapters 3 through 5, Exam 3 will cover chapters 6 through 8, and Exam 4 will cover chapters 9 through 10. In addition to textbook chapters, associated supplemental videos, lectures, and readings from modules may be included on these exams.

- **Philosophy of Health Education/Promotion Part 1 (15 points) AND Philosophy of Health Education/Promotion Part 2 (35 points) = Total 50 points**

Part 1 will include the completion of a worksheet to help generate the thinking process of your own personal health education philosophy. Part 2 will be the final write up and evaluation of your discoveries throughout the course.

- **Health Education Campaign Project (100 points)**

Students will apply foundational theories, professional principles, and practical skills to create a mini health education campaign on a topic of their choice. This assignment integrates theory, communication, and professional practice while encouraging creativity.

- **Foundations of Health Capstone Project (150 points)**

The final project allows students to demonstrate comprehensive understanding of health education and promotion as a profession, practice, and future workforce. Students will design a theory-informed, ethically grounded, future-focused health education initiative and present it in a professional format.

This project emphasizes integration, application, and professional reasoning, rather than memorization.

GRADING SCALE:

A	(93% or better)
A-	(90% or better)
B+	(88% or better)
B	(82% or better)
B-	(80% or better)
C+	(78% or better)
C	(72% or better)
C-	(70% or better)
D+	(68% or better)
D	(60% or better)
F	(below 60%)

GRADE ADJUSTMENTS: It is unethical and in direct violation of the UF Student Honor Code to request an *unjustifiable* (e.g., “rounding up”) grade adjustment (UF Student Honor Code: “Conspiracy to Commit Academic Dishonesty”).

COURSE SCHEDULE: Please be sure to visit the course daily for any announcements and be sure to review all dates and deadlines on Canvas. As stated previously, ONLINE courses require attention to detail and dedication each week. ALL due dates can be found on Canvas and within each Module or the Assignments TAB.

DISCLAIMER. This syllabus represents my current plans and objectives. 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.