HSC 3032: Foundations of Health Education

Department of Health Education & Behavior
University of Florida
Spring 2022

Instructor: Dr. Garcia-Guettler (she/her/hers)
Dr. Tina Garcia-Guettler, Ph.D.
Office: Florida Gym (FLG) #128
Phone: 352-294-1817 | Email: t.garcia@ufl.edu

Department Chair: Dr. Maldonado-Molina
Dr. Mildred Maldonado-Molina, Ph.D.
Office: Florida Gym (FLG) #5
Email: mmmm.ufl.edu

Course Logistics:

Class #: 13376
Class Meeting Days/Times: Tuesdays, periods 7-8 (1:55pm-3:50pm)
Office Hours: Use Canvas Scheduler to select and confirm appointment date/time.

- Weekly: Wednesdays 9:00am-12:00pm (noon) ET

Emails & Course Correspondence

- Using Canvas email tool is the ***BEST*** way to contact me. Be sure to reference "Email Correspondence" (pg.8).
- Emails are read and responded to between 8am-4pm ET on weekdays. Inquiries received Mondays through Thursdays will usually receive a reply within 24 business hours of receipt; however, if you have not received a reply within 48 hours, please resend your inquiry.
    - Emails sent after 4:00pm on Fridays and/or during the weekends will be replied to the following Monday.

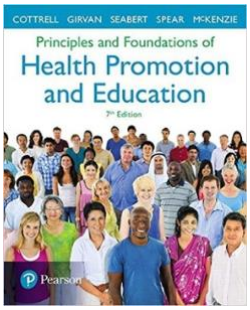
Course Catalog Description:

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

Prerequisites:

- HEB major, Junior or Senior Standing, and APK 2100C, APK 2105C, PSY 2012, STA 2023 & MAC 1105 or MAC 1140 or MAC 1147 or MAC 2311

REQUIRED Course Textbook:



Title: Principles and Foundations of Health Education and Promotion (7th Edition)
Authors: Cottrell, Girvan, Seabert, Spear, and McKenzie
Publisher: Pearson | Format: Paperback and eTextbook
ISBN-10: 0134517652 | ISBN-13: 9780134517650

- ***Note:*** *Our 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.

Learning Outcomes / Course Objectives:

By the end of this course, you will be able to describe and/or demonstrate:

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.

What You Can Do To Be Successful in HSC3032:

By understanding and performing the following actions:

1. Take ownership of your education and learning experience.
2. Familiarize yourself with all course deadlines. Late assignments will not be accepted.
3. Be an active participant in course discussion forums and activities.
4. Complete all assigned readings prior to beginning an assessment and/or participating in discussion forums.
5. Inform me whenever there is a problem related to the class, whenever you feel the need to clarify questions, or whenever you desire to further explore the topics of particular interest.
6. Respect the viewpoints and contributions of your instructor and fellow classmates.

Course Notifications:

- Be sure to set up your Canvas "Notifications" so you are informed as soon as possible when announcements are made, emails are sent, and when grades are posted by the instructor.
- You are responsible for ***all*** information included within Canvas Announcements and emails – these should be checked daily.

Course Requirements, Accessibility:

- Reliable Internet connection (DSL, LAN, or cable connection desirable)
- Access to University of Florida's E-Learning System, Canvas http://elearning.ufl.edu/.
- Webcam, speakers, microphone, and capability to record sound.
- Google Chrome browser (for Honorlock exam proctoring)

Course and Instructional Format:

- Individuals learn in unique patterns; therefore, a variety of learning modalities (i.e., live lectures, pre-recorded video lectures, supplemental videos, participation activities, application assignments, and course discussions) are offered. Your CANVAS account (elearning.ufl.edu) will be utilized for accessing all specified course materials.
- Faulty Internet connections WILL NOT be accepted as an excusable reason for any missed assignments, activities, quizzes, and/or exams.

Course Requirements, Evaluation and Grading:

- Your grade for this course will be based upon the following:

Course Requirements	**Point Value**
1. Canvas & Zoom Profile Photo/Image/Graphic	1 point
2. Peer Introductions	4 points
3. Syllabus Quiz	10 points
4. Attendance and Participation	20 points
5. HonorLock Familiarization Quiz	5 points
6. Readiness Assessment Quizzes "RAQ's" (11 @ 5 pts each with lowest score dropped)	50 points
7. Discussion Forums "DF's" (4 @ 10 pts each)	40 points
8. Application, Awareness & Reinforcement Activities (11 @ 3 pts each with lowest score dropped)	30 points
9. Professional Development Activities	70 points
10. Exams (3 @ 100pts each)	300 points
11. Final Exam	100 points
TOTAL =	**630 POINTS**

Grading Scale:

A	93% - 100%	585.00 – 630.00 points
A-	90% - 92.9%	567.00 – 584.99 points
B+	88% - 89.9%	554.00 – 566.99 points
B	83% - 87.9%	522.00 – 553.99 points
B-	80% - 82.9%	504.00 – 521.99 points
C+	78% - 79.9%	491.00 – 503.99points
C	73% - 77.9%	459.00 – 490.99 points
C-	70% - 72.9%	441.00 – 458.99 points
D+	68% - 69.9%	428.00 – 440.99 points
D	63% - 67.9%	396.00 – 427.99 points
D-	60% - 62.9%	378.00 – 395.99 points
E	0% - 59.9%	377.99 points and below

Please note:

Students who have a very low/failing grade and do not drop/withdraw from this course nor explain his/her situation to the instructor on or before UF's Drop/Withdrawal Deadline will be given an "E" (failing grade), NOT an "I" (Incomplete grade).

It is unethical and a violation of the UF Student Honor Code to request an unjustifiable grade adjustment (UF Student Honor Code: "Conspiracy to Commit Academic Dishonesty"). Please understand that 89.99999% equals a "B+" semester grade. Under no circumstances will I give extra credit assignments, extra points, nor fractions of extra points, so please do not ask. However, if a grade input error occurs, you should notify me as soon as possible. I will examine the Canvas grade to determine whether a calculation error has occurred and if so, the grade will be adjusted accordingly.

Descriptions of Course Requirements:

1. **Canvas & Zoom Profile Photo/Image/Graphic (1 point)**
   - Upload a preferred photo/image/graphic of yourself to you eLearning profile.

2. **Peer Introductions (4 points)**
   - Each student will be asked to formally introduce themselves to their peers and the course instructor using the Introductory Discussion Forum in Canvas.

3. **Syllabus Quiz (10 points)**
   - The course syllabus is considered THE mutual agreement between me (the course instructor) and you (the student). The Syllabus Quiz is to ensure that you fully understand the policies and procedures as well as the assignment expectations of this course.

4. **Participation and Attendance (20 points)**
   - Participation and attendance are imperative for a successful and comprehensive learning experience. Participation and attendance will be recorded during each live class meeting using in-class activities. It is the responsibility of the student to get a copy of any notes or handouts from a classmate should a class session be missed. Currently, the state of Florida, Board of Trustees, and UF administration deem it safe to hold face-to-face classes in a physical classroom. This means you are expected to be physically present in the classroom on the designated in-class meeting days.

5. **Lockdown Browser Familiarization Quiz (5 points)**
   - This quiz is designed to provide you with an opportunity to try/test the Lockdown Browser function in Canvas. This way, if any Lockdown Browser issues arise which need attention, it/they can be addressed & resolved prior to your Exam 1.

6. **Readiness Assessment Quizzes "RAQ's" (11 @ 5 points each w/ 1 drop = 50 points)**
   - RAQ's are brief online quizzes based on the reading assignment for a designated module. These quizzes may include multiple-choice, true/false, and/or short answer type questions. After studying the assigned material students will take an individual open-book, open-note, open-resource quiz based on that material.

7. **Discussion Forums "DF's" (4 @ 10 points each = 40 points)**
   - Students will be prompted to contribute posts to online class discussion forums throughout the semester. These posts will correspond with questions/topics/scenarios posed by the course instructor and will be directly related to current course lectures, readings, materials, and/or class activities.

- 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!). It is expected that students will cite course material and/or readings when developing their own personal posts.
- Thoughtfully responding to at least two of your class peers will be required. 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.
- Discussion Forum Grading Rubric

Rubric for your DF Personal Post (7 points)		
Great Job, that's exactly what I was looking for! (7.0pts)	**Not too bad, it's close to what I was looking for. (3.5pts)**	**Uh oh, what happened here? Let's revisit this. (0pts)**
Reflects excellent understanding of assigned reading; posts factually correct information, reflective and substantive contribution; advances discussion. Meets the minimum word requirement.	Generally competent. Posts information that is factually correct; however, contribution lacks full development of concept or thought. Suggests reading/lecture was scanned but not carefully. Word count within 20 words of minimum word requirement.	Little or no evidence of having read course materials and/or preparing for the discussion. Post contains information that is off-topic, incorrect, and/or irrelevant to discussion. Late or no post provided. Word count more than 20 words below the minimum word requirement.
Rubric for your DF Peer Replies (2 replies per discussion topic, 1.5 points per reply = 3 points		
Great Job, that's exactly what I was looking for! (1.5pts)	**Not too bad, it's close to what I was looking for. (0.75pts)**	**Uh oh, what happened here? Let's revisit this. (0pts)**
Response demonstrates analysis of other's post; extends meaningful discussion by building on previous post using follow-up questions and/or providing thoughtful, reflective comments. Meets the minimum sentence requirement.	Response is relevant to the original post; however, it doesn't quite support the position. Few connections are made and/or comments repeat or summarize other postings. Within 1 sentence of the minimum requirement.	Posts shallow contribution to discussion (e.g., *"I agree with Patty."*) and/or does not enrich discussion. Late or no post provided. More than 1 sentence below the minimum requirement.

8. **Application, Awareness and Reinforcement Activities (11 @ 3 points each w/ 1 drop = 30 points)**
   - There will be various activities required for this course. These activities will supplement information discussed in assigned reading and video lectures & supplements. They are designed to apply, reinforce, and/or bring awareness to understanding the HEB major and the field of health education and promotion.

9. **Professional Development Activities (points vary by activity; 70 points total)**
   - The Professional Development Activities correspond with Modules 6, 7, 8, and 10. They are designed to help you clarify your health education/promotion career and education goals and to familiarize you with the services which the University of Florida provides for career preparation. This project will included activities and assignments designed to help you focus on information such as identifying why you have chosen a particular occupation, how it will bring you fulfillment, as well as strategizing future efforts and actions steps in pursuit of your career goal. More information will be discussed during class lectures and posted to our course website.

10. **Exams (4 @ 100 points each = 400 points)**
    - Material presented on each exam is designed to assess your comprehension as well as applicability of information learned. Exams may consist of questions using various formats such as: multiple choice, true/false, matching, short answer and essay. Textbook chapters, lectures, and supplemental videos & readings will be included on these exams. Exam 1 will cover Modules 1-3, Exam 2 will cover Modules 4 & 5, Exam 3 will cover Modules 6 – 8. Exams 1, 2, and 3 will be taken in the classroom during the regularly scheduled class day/time as noted in the Course Calendar at the end of this syllabus.

- The Final Exam is cumulative and will cover Modules 9 & 10 as well as all material presented throughout the entire semester.
    - Your **Final Exam** in this course will be administered during the pre-assigned UF Final Exam date/time and proctored using Honorlock. Honorlock is a service that allows students to complete their assessment at any location while still ensuring the academic integrity of the exam for the institution. Using almost any web cam and computer, you can take exams at home, at work, or anywhere you have internet access –if considered a secure location. Review the Honorlock guide for more information. Honorlock Guidelines are as follows:
        - You will need a webcam and some type of speakers and microphone.
        - You will need Google Chrome browser
        - A stable internet connection is required
        - You will need a government issued photo ID or student ID
        - No breaks are allowed during your testing session and cell phones and other devices will not be permitted in the testing area.
        - Any unauthorized notes or other attempts to cheat will abort the test session and will be reported to your instructor

Additional Policies and Procedures

Policies for Exams and Submitting All Assigned Work:

- ***Assignments will not be accepted late.***
- You are expected to adhere to the deadlines provided in the Canvas Course Calendar. I do recognize that personal circumstances arise which may interfere with your ability to meet a deadline. 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.
- Exams: Unexcused missed exams will result in a grade of zero (0). You are absolutely not permitted an exam schedule adjustment or make-up for personal travel/vacations, so please make your travel arrangements accordingly. If you have a serious emergency or life event, please contact the Dean of Students Office (www.dso.ufl.edu) and they will contact your instructor so that you do not have to provide documentation of the emergency in order to reschedule your exam.
    - MAKE UP EXAM: Students missing Exam 1, 2, or 3 will make up the missed exam on Wednesday, April 20th, 2022.
- Grade Appeals: It is your responsibility to review your graded exams and assignments after the grade has been posted. (Be sure to set your Canvas Notifications to inform you when a grade is posted!) After the grade is posted, students have one week to appeal the grade with the instructor. After one week, a grade will not be changed. THERE WILL BE NO EXCEPTIONS TO THIS POLICY.

Technical Issues:

- As previously stated, faulty Internet connections WILL NOT be accepted as an excusable reason for any missed/late assignments, activities, quizzes, and/or exams.
- Any requests for make-ups due to technical issues must be accompanied by the ticket number received from Learning Space Support (Phone: 352-392-4357 | email: learning-support@ufl.edu) when the problem was reported. The ticket number (#) will document the time and date of the problem. The date/time stamp should be **prior** to the deadline in question. Students must contact the instructor with ticket # within 24 hours of the technical difficulty if they wish to request (and be considered for) completion of a make-up assignment.
- If you find yourself in an area with limited Wi-Fi access, please know that eduroam, the on-campus Wi-Fi network, is available nationally and internationally. UF students can access eduroam free with their GatorMail login credentials. Visit https://getonline.ufl.edu/ for additional information.

COVID-19 Policies and Requirements (for UF-Online Students who wish to access campus)

a. You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
b. Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
c. If you are experiencing COVID-19 symptoms, please use the UF Health screening system and follow the instructions on whether you are able to attend class.
    i. Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university attendance policies.

Respect Policy:

- *"All individuals, regardless of their gender, gender identity, gender expression, sexual identity, sexual orientation, race, ethnicity, religious affiliation, physical or mental ability, political affiliation, or any other perceived generalized differentiator, is welcome in this course. It is expected that we treat each other with respect and as equals. Treat one another as you want to be treated so that we can have valuable discussion in this course. Intolerant, inflammatory, or insulting behavior or speech is not acceptable and may lead to dismissal from the course."* (Copied from Dr. Suzanne Sneed-Murphy's HSC4633 Syllabus)

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 or otherwise. 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. I welcome you to the class and look forward to a rewarding learning adventure together.
- You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." 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 click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

Class Recordings and Video Lectures:

- Per the House Bill 233 Intellectual and Viewpoint Diversity Act, you 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.
    - (3) As evidence in, or in preparation for, a criminal or civil proceeding.

All other purposes are prohibited. You may not publish recorded lectures without my written consent.

- As defined in the bill, 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.
- This 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 my permission 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.

Title IX

- University of Florida has zero tolerance for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF's Title IX Coordinators. Students can report incidents or learn more about their rights and options by contacting Student Conduct and Conflict Resolution at 202 Peabody Hall, 352-392-1261; or visit: https://sccr.dso.ufl.edu/

Academic Integrity:

- Each student is expected to make an honest effort in this class and to be scrupulous in maintaining academic integrity. Cheating and plagiarism will not be tolerated, and college guidelines on academic misconduct will be enforced.
- 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 specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Honor Code. 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.

Course Evaluations:

- 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/.

Americans with Disabilities Act (ADA):

- The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other entities, this legislation requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you registered through the Disabilities Resource Program in the Dean of Students Office at 352-392-1261, or www.dso.ufl.edu/drc and you need specific accommodations for the course, I will gladly provide those accommodations.
    - Any student who needs accommodations to complete the requirements and expectations of this course due to documented disability should provide his/her formal documentation via email to the instructor within the first week of the semester or as soon as possible.
- 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, please tell me and I will help you.
- It is imperative that you verify your specific access needs with your course instructor at least 48 hours PRIOR to scheduled assessments.

Please continue to next page…

Email Correspondence Etiquette

- Please utilize proper etiquette when sending emails. This includes an appropriate:
    - (1) Subject" heading, (2) proper greeting/salutation (i.e., Hello, Dr. Garcia-Guettler, or Good morning, Dr. G, etc.), (3) grammatically correct message body, and (4) proper closure (i.e., Your Student, Thank you, Best, etc.) followed by (5) first and last name. See example below:

    Subject Heading: **RAQ 5 Inquiry**

    Message Body:

    Hello Dr. Garcia-Guettler,
    I believe question number 2 on my RAQ #5 was mis-graded. On page 70 of our textbook, the third paragraph on the left column describes why the answer should be "true." Can you please look into this for me?

    Your Student,
    [First and Last Name]

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

Policy on Recommendation Letters

I will consider preparing recommendations for graduate programs, professional schools, internships, scholarships and for jobs if and only if ALL of the following requirements have been met by you:

a. Have enrolled in at least two of my courses.
b. Have COMPLETED at least one course with me and received an "A" grade. (Recommendation requests will not be considered for any student who has not fully completed an entire course)
c. Were/Are actively engaged in discussions forums and/or other related activities and assignments
d. Attended ALL class meetings (unless excused absence was noted)
e. Have engaged with me personally either during office hours or by appointment at least TWICE during each course to share about yourself (graduate school interests, career goals, general health education inquiries, etc.),
f. Are willing to waive your right to review the letter of recommendation,
g. Provide your recommendation request to me verbally (in-person or virtually) and via email at least 5 weeks prior to the date the recommendation is due.

CAVEAT:

The schedule and procedures in this course are subject to change in the event of extenuating circumstances.

University Resources:

The University of Florida recognizes that pursuit of an online degree requires just as much student support as pursuit of a traditional on-campus degree and therefore, each online program is responsible for providing the same student support services to both students who are in residence on the main campus and those who are seeking an online degree through distance learning.

- **Online Computing Help Desk:** http://helpdesk.ufl.edu/
  The UF Computing Help Desk is available to assist students when they are having technical issues.
- **Career Connections Center:** https://career.ufl.edu/
  Career assistance and counseling services.
- **Online Library Help Desk:** https://uflib.ufl.edu/find/ask/
  The help desk is available to assist students with access to all UF Libraries resources.
- **Disabilities Resource Center:** http://www.dso.ufl.edu/drc/
  If you have a physical, learning, sensory or psychological disability, please visit the DRC.

- **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.
- **Dean of Students Office:** http://www.dso.ufl.edu/
  Visit the Dean of Students site for help resolving a conflict or for student code of conduct inquiries.
- **Student Health Care Center:** https://shcc.ufl.edu/
  Call 352-392-1161 for 24/7 information to help you find the care you need.
- **GatorWell Health Promotion Services:** http://gatorwell.ufsa.ufl.edu
  Health Education for the Gator Nation. GatorWell Health Promotion Services supports student success by providing excellent, accessible, and relevant health information, programs and services to UF students about health and wellness topics relevant to the college experience.
- **U Matter, We Care:** umatter@ufl.edu
  Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. 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 is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Disclaimer: This schedule represents my current plans and objectives as of 01/04/22. 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.

HSC3032 Course Calendar – Spring 2022

Class # 13376 (Tuesdays, periods 7-8 | 1:55pm-3:50pm)

Semester Week ***Module***	**Weekly Tasks**	**Due Dates** **11:59pm ET** (unless stated otherwise)
Week 1 *CLASS ORIENTATION*	Familiarize yourself with **HSC3032 Syllabus & Canvas Course Website** 1. Upload/Update Canvas Profile Photo 2. Complete HSC3032 Peer Introduction – Personal Post 3. Complete HSC3032 Peer Introduction – Peer Replies 4. Syllabus Quiz	1. Due: Thur, Jan 6 2. Due: Thur, Jan 6 3. Due: Fri, Jan 7 4. Due: Sun, Jan 9
Week 2: Module 1 A BACKGROUND FOR THE PROFESSION	Read Chapter 1 and preview lecture notes 1. Complete Readiness Assessment Quiz #1 2. Complete Discussion Forum #1 – Personal Post 3. Complete Discussion Forum #1 – Peer Replies 4. Submit Application/Awareness/Reinforcement Activity #1	1. Due: Mon, Jan 10 2. Due: Tue, Jan 11 3. Due: Wed, Jan 12 4. Due: Fri, Jan 14
Week 3: Module 2 THE HISTORY OF HEALTH AND HEALTH EDUCATION/PROMOTION	Read Chapter 2 and preview lecture notes 1. **Martin Luther King Day (Observed)** 2. Complete Readiness Assessment Quiz #2 3. Submit Application/Awareness/Reinforcement Activity #2	1. Monday, Jan 17 2. Due: Tue, Jan 18 3. Due: Fri, Jan 21
Week 4: Module 3 PHILOSOPHICAL FOUNDATIONS	Read Chapter 3, Developing Philosophy of HE, and preview lecture notes 1. Complete Readiness Assessment Quiz #3 2. Complete Philosophy of HE/P Statement: Part 1 (of 2) 3. Complete Lockdown Browser Familiarization Quiz 4. Submit Application/Awareness/Reinforcement Activity #3	1. Due: Mon, Jan 24 2. Due: Tue, Jan 25 3. Due: Wed, Jan 26 4. Due: Fri, Jan 28
Week 5: Exam 1	Review and Prepare for **Exam 1** 1. EXAM 1 (Modules 1, 2, and 3) – NO Resources Permitted 2. Submit Post Exam 1 Check-In Survey 3. Submit Resume Reformation: Part 1 (of 4) 4. Submit Resume Reformation: Part 2 (of 4)	1. Tuesday, Feb 1 (in class) 2. Due: Wed, Feb 2 3. Due: Thu, Feb 3 4. Due: Thu, Feb 3

Semester Week *Module*	Weekly Tasks	Due Dates **11:59pm ET** (unless stated otherwise)
Week 6: Module 4 THEORIES AND PLANNING MODELS	Read Chapter 4 & Theory At-A-Glance and preview lecture notes 1. Complete Readiness Assessment Quiz #4 2. Submit Application/Awareness/Reinforcement Activity #4 ***Keep in mind your CCC Resume Review Appointment***	1. Due: Mon, Feb 7 2. Due: Fri, Feb 11
Week 7: S.M.A.R.T. Objectives DEVELOPING PROGRAM GOALS AND S.M.A.R.T. OBJECTIVES	Read S.M.A.R.T. Objective Literature and preview lecture notes 1. Complete Readiness Assessment Quiz #5 2. Submit Application/Awareness/Reinforcement Activity #5 ***Keep in mind your CCC Resume Review Appointment***	1. Due: Mon, Feb 14 2. Due: Fri, Feb 18
Week 8: Module 5 ETHICS AND HEALTH EDUCATION/PROMOTION	Read Chapter 5 and preview lecture notes 1. Complete Readiness Assessment Quiz #6 2. Complete Discussion Forum #2 – Personal Post 3. Complete Discussion Forum #2 – Peer Replies 4. Submit Application/Awareness/Reinforcement Activity #6 ***Keep in mind your CCC Resume Review Appointment***	1. Due: Mon, Feb 21 2. Due: Tue, Feb 22 3. Due: Wed, Feb 23 4. Due: Fri, Feb 25
Week 9: EXAM 2	Review and Prepare for **Exam 2** 1. EXAM 2 (Modules 4, 5, and SMART Obj) – NO Resources Permitted 2. Submit Post Exam 2 Check-In Survey ***Keep in mind your CCC Resume Review Appointment***	1. Tuesday, Mar 1 (in class) 2. Due: Wed, Mar 2
Week 10	☺ SPRING BREAK ☺	March 7-11, 2022
Week 11: Module 6 THE HEALTH EDUCATION SPECIALIST	Read Chapter 6 and preview lecture notes 1. Complete Readiness Assessment Quiz #7 2. Submit ePortfolio: Part 1 3. Submit Application/Awareness/Reinforcement Activity #7 4. Submit Resume Reformation: Part 3 (of 4) *** CCC Resume Review Appointment must be completed by this week***	1. Due: Mon, Mar 14 2. Due, Wed, Mar 16 3. Due: Fri, Mar 18 4. Due: Fri, Mar 18

Semester Week *Module*	Weekly Tasks	Due Dates **11:59pm ET** (unless stated otherwise)
Week 12: Module 7 THE SETTINGS FOR HEALTH EDUCATION/PROMOTION	Read Chapter 7 and preview lecture notes 1. Complete Readiness Assessment Quiz #8 2. Submit Resume Reformation: Part 4 (of 4) 3. Submit Career or Grad Program Search: Part 1 (of 2) 4. Submit Application/Awareness/Reinforcement Activity #8	 1. Due: Mon, Mar 21 2. Due: Tue, Mar 22 3. Due: Wed, Mar 23 4. Due: Fri, Mar 25
Week 13: Module 8 AGENCIES, ASSOCIATIONS, AND ORGANIZATIONS ASSOCIATION WITH HEALTH EDUCATION/PROMOTION	Read Chapter 8 and preview lecture notes 1. Complete Readiness Assessment Quiz #9 2. Submit Career or Grad Program Search: Part 2 (of 2) 3. Submit Discussion Forum #3 – Personal Post 4. Submit Discussion Forum #3 – Peer Replies 5. Submit Application/Awareness/Reinforcement Activity #9 6. Complete Philosophy of HE/P Statement: Part 2 (of 2)	 1. Due: Mon, Mar 28 2. Due: Tue, Mar 29 3. Due: Wed, Mar 30 4. Due: Thu, Mar 31 5. Due: Fri, Apr 1 6. Due: Sun, Apr 3
Week 14: EXAM 3	Review and Prepare for **Exam 3** 1. EXAM 3 (Modules 6, 7, and 8) – NO Resources Permitted 2. ePortfolio Project: Part 2 (of 2)	 1. Tuesday, Apr 5 (in class) 2. Due: Sun, Apr 10
Week 15: Module 9 THE LITERATURE OF HEALTH EDUCATION/PROMOTION	Read Chapter 9 and preview lecture notes 1. Complete Readiness Assessment Quiz #10 2. Submit Discussion Forum #4 – Personal Post 3. Submit Discussion Forum #4 – Peer Replies 4. Last Day to Complete Zoom Mtg w/ Dr. G: Part 2 5. Submit Application/Awareness/Reinforcement Activity #10	 1. Due: Mon, Apr 11 2. Due: Tue, Apr 12 3. Due: Wed, Apr 13 4. Due by Wed, Apr 13 5. Due: Fri, Apr 15
Week 16: Module 10 FUTURE TRENDS IN HEALTH EDUCATION/PROMOTION	Read Chapter 10 and preview lecture notes 1. Complete Readiness Assessment Quiz #11 2. Submit Application/Awareness/Reinforcement Activity #11 3. Make-Up Exam (if applicable) 4. Submit Instructor/Course Evaluation via GatorEvals	 1. Due: Mon, Apr 18 2. Due: Tue, Apr 19 3. Due: Wed, Apr 20 4. Due: Thu, Apr 21
Week 17 FINAL EXAM	FINAL EXAM (ALL Course Content) – Resources Permitted ☺	Wed, April 27, 2022 7:30am-9:30am

Disclaimer: This schedule represents my current plans and objectives as of 1/04/22. 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.