University of Florida
Department of Health Education and Behavior

HSC4800: Health Education Professional Development
Spring 2022 x13590 (Section: 1275)
TUESDAYS, Periods 8-10 (3:00pm – 6:00pm)

Instructor:	**Holly T. Moses, PhD, MCHES®**
Instructor Contact:	hmoses@hhp.ufl.edu
Class Meeting:	FLG, Room 220
Instructor Office:	FLG, Room 8 (ground floor)
Zoom Office Hours:	**Tuesdays and Thursdays: 9am-11am (ET)**
	https://ufl.zoom.us/j/96596588989
Teaching Assistant:	Claire White, BS
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 OBJECTIVES

This course seeks to prepare students for future professional roles, including internships, employment, and/or graduate programs in the 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 resolution, 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 field of Health Education, as well as career opportunities within the field will also be discussed. Students will also prepare a health education philosophy. ***Note: 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 and discuss effective communication strategies.
5. Differentiate between effective conflict resolution.
6. Select and secure an appropriate placement for the health education internship experience as required by the Department of Health Education and Behavior.
7. List the requirements for successful completion of the internship experience.
8. Identify and prepare for post-baccalaureate plans.
9. Identify appropriate employment search techniques.
10. Examine professional health education organizations, and discuss membership benefits.
11. Discuss the CHES certification and list reasons for obtaining this certification.

12. Explore the Health Education Code of Ethics and identify examples of appropriate ethical decisions.
13. Discuss the role of the health education specialist in society, and the expectations for each Department of Health Education and Behavior graduate.
14. Create a health education and promotion philosophy.

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.

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. https://www.nchec.org/responsibilities-and-competencies.
4. Code of Ethics for the Health Education Profession®. (2020). Coalition for National Health Education Organizations (CNHEO). [Document]. http://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 prior to the class session in which they should be read. The readings will pertain to the Health Education/Promotion field, and/or professionalism in the workplace. **The instructor reserves the right to assign zero points for a completed attendance assignment if the student did not complete the assigned readings, failed to attend the associated module lecture(s), or did not participate meaningfully during class.**

Course Platform

All materials for HSC4800 will be housed in Canvas, the University of Florida's course management system. 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/.

Class Format

As of this date (January 2, 2022), the state of Florida, Board of Trustees, and UF administration have deemed 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 Tuesdays from 3pm-6pm (ET). ***No recordings of the in-class sessions will be made and no option to attend via Zoom will be available.***

Communication with Instructor

- Instructor is available weekly, during regular office hours (Tuesdays and Thursdays from 9-11am).
- If a student is unable to attend weekly office hours, the instructor is available for phone call/zoom meeting upon request. To request a meeting outside of office hours, please send an email to hmoses@hhp.ufl.edu, and include your complete availability for the week ahead (five business days).
- 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.

Message Etiquette

Professionalism is expected of all students. Thus, you should use proper etiquette when sending emails. This includes an appropriate "Subject" heading stating your course number and topic of message, a proper greeting/salutation, grammatically correct message body, and a proper closing.
Inappropriate emails or messages that lack proper etiquette will be returned.

Sample message:

Subject Heading: HSC4800 TUESDAY – Internship Help

Greeting: Hello Dr. Moses,

Message Body:
I would like to schedule a meeting with you to discuss the internship search. I am, unfortunately, not available during your posted office hours. 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!

Name: Your name / HSC 4800 TUESDAY, Spring 2022

II. COURSE ASSIGNMENTS

1. Attendance and Participation

Attendance, in the form of individual and group participation in weekly course modules is required and will count for a significant portion of a student's course grade. Attendance is recorded throughout the semester using diverse methods. *Attendance includes engagement during class.* It is important for students to complete required readings before class, attend the entire class session, and actively participate in class. All attendance assignments must be submitted in the format requested and by the posted due date.
The instructor reserves the right to assign zero points for a completed attendance assignment if the student does not watch the associated module lectures, nor complete the assigned readings.

2. Application for Internship

The internship application is a formal agreement between the intern, the University internship coordinator, and the internship site supervisor. This form provides the internship coordinator with an assessment of the appropriateness of the student's selected internship, and a plan of activities/programs offered by the agency. Each student must tour the internship site and meet their supervisor prior to submitting the application.

Profile forms containing information on approved health education/promotion internships are located online at http://hhp.ufl.edu/current-students/internships/heb/heb-internship-sites/. If you require assistance with selecting an appropriate internship site, meet with Dr. Moses during the beginning of the semester. At that time, recommendations will be made and any concerns you may have discussed. ***Note: If you are interested in a new internship site (one that is not listed on the Department website) you must contact Dr. Moses before interviewing with the site (see page 8 of syllabus).***

3. Basic Life Support (BLS) for Healthcare Providers (BLS) or Adult/Child CPR/AED & First Aid Certification

All students must complete a Basic Life Support for Healthcare Providers (BLS), or an Adult/Child CPR/AED & First Aid Certification course. Certification can be obtained from the American Red Cross, American Heart Association, or American Safety and Health Institute (ASHI). Exclusively online certifications will NOT be accepted; however, hybrid certifications are permitted. Certification(s) that expire during the internship semester will not be accepted. ***Note: BLS for Healthcare Providers certification required for clinical sites.***

4. Professional Skills Test

This assignment requires students to prepare for a series of 'tests' concerning several key professional skills. The Professional Skills Test 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, (3) zoom interview with a prospective supervisor, and (4) delivery of a personal sales pitch. More information can be found in Module 6, and scheduling will begin during the third week of the semester and will require input from the student.

5. StrengthsFinder 2.0. Paper and Discussion

All students are required to read Tom Rath's StrengthsFinder 2.0. (2007), as well as take the online strengths assessment to complete the StrengthsFinder 2.0. Paper and Discussion assignments. Students should plan as necessary to ensure the assessment and reading are completed prior to the assignment due dates. More information is provided within the assignment submission folders in Canvas.

6. Defining Your Decade Paper and Discussion

All students are required to read Meg Jay's The defining decade: Why your twenties matter and how to make the most of them now (2012) to complete the Defining Your Decade Paper and Discussion assignments. Students should plan as necessary to ensure the reading is completed prior to the assignment due dates. More information is provided within the assignment submission folders in Canvas.

7. Philosophy of Health Education and Promotion

All students are required to prepare a professional philosophy of Health Education and Promotion. Students will discuss their beliefs related to the field of health education/promotion. Students may also discuss their personal philosophy of life and health, but the primary focus of the paper must be health education/promotion. Students will prepare an APA (7E) formatted paper of about 600-750 words. More information is provided within the corresponding module and assignment submission folder in Canvas.

III. COURSE EVALUATION

Assignments	Point Value	Grading Scale		
1. Attendance & Participation ❖ *21 assignments @ 5 points each; lowest score dropped*	100			
2. Internship Application	25	A	93%-100%	325.5 - 350
3. Adult/Child CPR/AED & First Aid Certification ❖ *BLS for Healthcare Providers required for clinical sites*	10	A- B+ B	90%-92.9% 88%-89.9% 83%-87.9%	315 - 325.25 308 - 314.75 290.5 - 307.75
4. Professional Skills Test *Personal Sales Pitch (20); Resume Portfolio (25);* *Zoom Interview (20); Professional Phone Call/Email (10)*	75	B- C+ C	80%-82.9% 78%-79.9% 73%-77.9%	280 - 290.25 273 - 279.75 255.5 - 272.75
5. StrengthsFinder 2.0. Paper (40) and Discussion (10)	50	C- D+	70%-72.9% 68%-69.9%	245 - 255.25 238 - 244.75
6. Defining Your Decade Paper (40) and Discussion (10)	50	D	63%-67.9%	220.5 - 237.75
7. Health Education Philosophy (40)	40	D- E	60%-62.9% 0%-59.9%	210 - 220.25 0 - 209.75
Total points possible:	**350**			

For information on the University of Florida grading policies visit https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.

IV. DEPARTMENT INTERNSHIP PROCEDURES

Two assignments built into this course align with the HEB Internship Program requirements. In addition to these assignments, students must also meet ALL the below requirements to be CLEARED to register for HSC4876 and participate in the HEB Internship Program. **Students may also view these requirements in the HSC4876 Syllabus.**

- UF and Upper Division GPA of 2.0 or higher.
- HSC coursework GPA of 2.8 or higher.
- Absence of grades N/NG, H, and/or I on transcript.
- Successful completion of all required coursework --- general education, Gordon Rule, universal tacking, HEB major and specialization coursework, elective coursework, as well as current semester coursework. The ONLY course requirement remaining on a student's UNMET degree audit is HSC4876.
- Approved internship application.
- Proof of valid Adult/Child CPR/AED & First Aid Certification.
- Submission of all internship site-specific requirements (as required by the site).
- HSC4876 registration for the semester/year approved for internship by the Department Internship Coordinator. Full-time interns must register for 15 credits; part-time interns must register for 06 credits.
- **SUMMER 2022 Internship Dates: May 9, 2022 – July 31, 2022**
  - *HEB interns do NOT observe the summer break week between Sum A and Sum B.*
- **FALL 2022 Internship Dates: August 22, 2022 – November 13, 2022**

V. COURSE POLICIES

1. **Special Accommodations:**
   Students requesting accommodations must first register with the Dean of Students Office (DSO). The DSO will provide documentation to the instructor after a student makes the accommodation request (must be completed each semester). Please ensure the documentation is sent within the first two weeks of class.

2. **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 a number of 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.

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 (a 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:**
   Students are expected to complete work of the highest quality and reflective of college-level effort. Assignments must be submitted in the format requested, following the rules and guidelines as outlined in the *Publication Manual of the American Psychological Association* (7th Edition), when applicable. Assignments must also include the student's name and UFID, as well as be submitted by the assigned due date.

5. **Excused Absence Policy**:
   Per University of Florida 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. **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.**

6. **Communication with Course Instructor:**
   Regarding communication, send messages from your GatorMail email account to my outlook account (hmoses@hhp.ufl.edu). Email inquiries received Mondays through Thursdays will usually receive a reply within 24 hours of receipt. Messages sent after 12 p.m. on Fridays and/or during the weekends will most likely receive a reply the following Monday. Refer to the Message Etiquette information on page 2 of the syllabus.

   Additionally, students must regularly check for course-related notices via the *Announcement* tool on the Canvas course website. To "regularly check" means as often as possible, or at least three times a week. Students who fail to keep up with posted *Announcements* risk missing important information related to the course, including possible changes in assignment due dates.

7. Technology:
For this course, **students must have access to the University of Florida's minimum technology/computer requirements. This includes, but is not limited to Wi-Fi network, working computer system with appropriate software, webcam and microphone.** 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. The eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide. For additional information about eduroam visit https://getonline.ufl.edu/.

8. 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.

9. 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.

10. 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. **Specifically, students may not publish recorded lectures without the written consent of the instructor.**

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a UF course. **A class lecture does not include lab sessions, student presentations, clinical presentations (patient history), academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.**

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

VI. UNIVERSITY RESOURCES

- ***Online Computing Help Desk:*** ***http://helpdesk.ufl.edu/***
  The UF Computing Help Desk is available to assist students when they are having technical issues.
- ***Online Library Help Desk:*** ***http://guides.uflib.ufl.edu/content.php?pid=86973&sid=686381*****.**
  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.
- ***Inclusion, Diversity, Equity & Access (IDEA):*** ***hhp.ufl.edu/about/inclusion/***; ***www.cdo.ufl.edu/***
  An inclusive, diverse, equitable, and accessible (IDEA) community is a top priority at the University of Florida. In the College of HHP, we value and work to promote a learning community where all people are acknowledged, valued and respected.
- ***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.
- ***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).
- ***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.**
- ***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.

Searching for a Health Education Internship: Important Procedures

Please review the below guidelines for the internship search, and follow the outlined procedure as you begin your search for a meaningful Health Education internship.

***Step 1: Review the Department list of internship profiles*, found at http://hhp.ufl.edu/current-students/internships/heb/heb-internship-sites/.**
The posted internship profiles include past/present internship supervisors, who identified an interest 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 list, it is highly recommended that each pre-intern review the internship profiles 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 ***(see "Internship Search" lecture for potential search engines for public health education-related internships)***.

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 guidelines discussed in the "Supervisor Correspondence" lecture. The primary goals of correspondence with internship site supervisors include: identifying level of interest among supervisors for hosting an intern; appropriateness of 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 for securing an interview.

Step 4: 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), supervisor's name and contact information (email) to your instructor. ***This step is MANDATORY for ALL NEW INTERNSHIP SITES!!!*** Upon receipt, your instructor will email the prospective internship supervisor with 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 set-up an interview.

IMPORTANT REMINDER

HEB intern job 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. These Responsibilities were verified by the 2020 Health Education Specialist Practice Analysis II (HESPA II 2020) project and serve as the basis of the CHES® exam.

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*

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NCHEC National Commission for Health Education Credentialing
Credentialing Excellence in Health Education

HSC4800 Residential: Spring 2022 Course Schedule

TUESDAY: Class ID 13590 (Section: 1275)

ALL STUDENTS are REQUIRED to be PRESENT FOR CLASS EACH TUESDAY from 3-6PM (ET)

Week: Due Date	Modules	Course Assignments (point value)	
Week 1: Jan 11	Start Here: Welcome to HSC4800! Module 1: Course Overview & Internship Requirement	Quiz 1: Course Overview (5) Module 1 Discussion (5)	Degree Audit Check (5) Digital Photo for Canvas (5)
Week 2: Jan 18	Module 2: Internship Search Guidelines and Contacting Internship Supervisors	Health Education Internship Search Preparation (5) Email to Prospective Supervisor (5)	
Week 3: Jan 25	Module 3: Building Effective Résumés and Cover Letters	Resume (5) *****Schedule Professional Skills Test *****	
Week 4: Feb 1	Module 4: Interviewing Techniques and Preparation Module 5: Marketing Yourself	Interview Q&A (5) Marketing Yourself Activity (5)	Internship Search Progress Report #1 (5)
Week 5: Feb 8	**StrengthsFinder 2.0 (Rath, 2007)**	**StrengthsFinder Paper (40); StrengthsFinder Online Discussion (10)**	
Week 6 Feb 15 ******Zoom******	**Module 6: Professional Skills Test** ******students must be available from 3-6pm on Feb 15******	***Personal Sales Pitch (20); Résumé Portfolio (25); Zoom Interview (20); Professional Phone Call (10)***	
Week 7: Feb 22	Module 7: Effective Communication and Culturally Inclusive Communication in the Workplace	Bird Personality Test (5) Culturally Inclusive Communication (5)	
Week 8: Mar 1	**The Defining Decade (Jay, 2012)**	**Defining Your Decade Paper (40); Defining Your Decade Discussion (10)**	
Week 9: Mar 8	**Spring Break – No Classes**		
Week 10: Mar 15	**Health Education Philosophy**	**Philosophy of Health Education & Promotion Paper due April 19, 2022***** Internship Search Progress Report #2 (5)	
Week 11: Mar 22	Module 8: Conflict Resolution Module 9: Professionalism and Social Media	Conflict Styles Assessment (5) LinkedIn Profile (5)	
Week 12: Mar 29	Module 10: Post Graduation Planning	Post-Baccalaureate Plan (5) Quiz #2: Post Graduation Planning (5)	
Week 13: Apr 5	Module 11: Health Education Code of Ethics ******On-Time Due Date for Internship Paperwork******	Professional Code of Ethics (5) **Internship Application (25); Adult/Child CPR/AED & First Aid Certification (10)**	Ethics Case Study (5)
Week 14: Apr 12	Module 12: Internship Procedures	Quiz #3: Internship Procedures (5)	
Week 15: Apr 19	Module 13: Last Lecture *Joining the HE/P Field and Living Your Best Life*	Module 13 Discussion: How will you join in this most important process? (5) **Philosophy of Health Education & Promotion Paper (40)** *****Final deadline for internship paperwork and site-specific requirements*****	

Complete assignment descriptions are available in Canvas. Unless otherwise noted, all assignments are due on Tuesdays by 11:59pm (ET)

SUMMER 2022 Internship: May 9, 2022 – July 31, 2022 ~ FALL 2022 Internship: August 22, 2022 – November 13, 2022