HSC 4302: Methods & Materials in Health Education
University of Florida, Department of Health Education & Behavior

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Course Logistics:
Fall 2016 - HSC 4302 (Section 7220), 3 credit hours
Class Meeting Time: Wednesdays, Periods 9-11 (4:05pm – 7:05pm)
Class Meeting Location: WM100
Office Hours: Tuesdays 3:30pm – 5:00pm, Wednesdays 10:30am – 12:00pm, and by appointment

Emails & Course Correspondence
• Email is the BEST way to contact me.
• Email inquiries received Mondays through Fridays will usually receive a reply with 24 hours of receipt; however, if you have not received a reply within 48 hours, please resend your inquiry.
  o Emails sent after 4:00pm on Fridays and/or during the weekends will be replied to the following Monday.
• Please refer to “Email Correspondence” on page 6 of this syllabus for more information.

Prerequisites:
• HEB Major, Senior Standing, and HSC 3032 with minimum grade of C

Course Description:
The purpose of HSC 4302 is to acquaint students with many aspects of fundamental strategies for health education including conceptualizing instruction; developing instructional objectives; planning units/lessons and presentations; becoming familiar with various traditional and digital instructional methods and materials; and evaluating the effectiveness of health instruction in school and community settings.

REQUIRED Course Textbooks:
Title: Community Health Education Methods: A Practical Guide
Authors: Bensley and Brookins-Fisher
Publisher: Jones & Bartlett Learning

and

Title: Health Education: Creating Strategies for School and Community Health
Authors: Gilbert, Sawyer, and McNeill
Publisher: Jones & Bartlett Learning
(Note: Two copies of this text are on reserve at Library West).

Please note: This course is aligned to these specific editions of the textbooks. If you choose to purchase/rent/study a different edition of these texts, you do so at your own risk.

If applicable, other books/readings assigned for class will be provided.
REQUIRED Course Materials:

- All students will need to view documents in Adobe Acrobat and develop materials in Microsoft Word & PowerPoint. If you do NOT have Adobe Acrobat Reader you can download a free version.
- Please note, you will need access to the student version (minimally) of Microsoft Word & PowerPoint to complete assignments required in this course.
- 4” x 6” Ruled Index Cards (3” x 5” sized index cards will not be accepted)

Learning Outcomes / Course Objectives:

By the end of this course, the student will:

1. Apply the principles of developing and delivering effective multimedia presentations and educational interventions.
2. Become familiar with and practice a variety of in-person, as well as digital, health education methods.
3. Develop print health educational materials for teaching, learning and communicating health information.
4. Identify, select, acquire, and evaluate health education resources available from a variety of sources including the Internet and mobile apps.
5. Identify the seven responsibilities of a Certified Health Education Specialist.

What You Can Do To Be Successful in HSC 4302:

By understanding and performing the following actions:

1. Be present at all class meetings. In order to contribute to the overall productivity of the class, it is to your advantage to be here. Please inform me of any scheduling conflicts PRIOR to the beginning of class. (See “Attendance/Participation Policy” for more details.)
2. Take ownership of your education and learning experience.
3. Be an active participant in class discussions and activities.
4. Complete any readings PRIOR to coming to class. As we engage in class discussions, you should be familiar with the material so that you may contribute to discussions.
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 and Instructional Format:

- Individuals learn in unique patterns; therefore, a variety of learning modalities (lecture, participation activities, application assignments, and class discussions) are offered and encouraged. This course will also utilize in-class & out-of-class learning activities. Your CANVAS account (elearning.ufl.edu) will be utilized for accessing specified course materials.

Course Requirements, Accessibility:

- Access to University of Florida’s E-Learning System, CANVAS: elearning.ufl.edu. (Internet connection DSL, LAN, or cable connection desirable). Faulty Internet Connections WILL NOT be accepted as an excusable reason for any missed assignments, activities, and/or quizzes.

Course Announcements:

- It is your responsibility to regularly check Course Announcements posted on the course website.

Assignments deadlines can be found within the “Syllabus” link of our Canvas course website.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Digital Photo Upload</td>
<td>5 points</td>
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<tr>
<td>2. Peer Introductions</td>
<td>10 points</td>
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<tr>
<td>3. Syllabus Quiz</td>
<td>10 points</td>
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<tr>
<td>4. Readiness Assessment Quizzes (RAQ’s)</td>
<td>100 points</td>
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<tr>
<td>5. HCAC Team Goals &amp; Learning Objectives (Draft 15pts, Final 25pts)</td>
<td>40 points</td>
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<td>6. My 3 Favorite Health Apps</td>
<td>15 points</td>
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<td>7. In &amp; Out of Class Activities</td>
<td>100 points</td>
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<tr>
<td>8. Health Communication and Advocacy Campaign Project (“HCAC” Team Project)</td>
<td>150 points</td>
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<td>9. Team Member Evaluation</td>
<td>20 points</td>
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<td>10. Final Exam</td>
<td>150 points</td>
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600 Total points
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>UF Grade Points</th>
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<tbody>
<tr>
<td>A</td>
<td>570.00 – 600.00</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>540.00 – 569.99</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>522.00 – 539.99</td>
<td>3.33</td>
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<tr>
<td>B</td>
<td>498.00 – 521.99</td>
<td>3.00</td>
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<tr>
<td>B-</td>
<td>480.00 – 497.99</td>
<td>2.67</td>
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<tr>
<td>C+</td>
<td>462.00 – 479.99</td>
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<td>C</td>
<td>438.00 – 461.99</td>
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<tr>
<td>C-</td>
<td>420.00 – 437.99</td>
<td>1.67</td>
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<tr>
<td>D+</td>
<td>402.00 – 419.99</td>
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<td>D</td>
<td>378.00 – 401.99</td>
<td>1.00</td>
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<td>D-</td>
<td>360.00 – 377.99</td>
<td>0.67</td>
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<tr>
<td>E</td>
<td>359.99 points and below</td>
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Please note: Students who have a very low grade but do not drop/withdraw from this course nor explain his/her situation to this instructor on or before Friday, 11/18/16 will be given an “E” (Failing grade), NOT an “I” (Incomplete grade).

Please understand that 539.999999999 points equals a “B+” semester grade. I do not give extra credit assignments, extra points, nor fractions of extra points, so please do not ask.

Descriptions of Course Requirements

1. Digital Photo (5 points)
   - Upload a recent digital photo of yourself to e-learning

2. Peer Introductions (10 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 pts)
   - 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 assignment expectations of this course as well as this course’s policies and procedures.

4. Readiness Assessment Quizzes “RAQ’s” (10 RAQ’s x 10 points each = 100 points)
   - 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.

5. HCAC Team Goals & Learning Objectives (40 points)
   - Student teams will identify a health topic and priority audience by a date specified with the Canvas course website. If a health topic and audience is not chosen by the specified date, the instructor will assign one. The health topic and priority audience will be used as the basis for developing the goals and learning objectives for the Health Communication & Advocacy Campaign Project (HCAC). These HCAC goals and objectives serve as the foundation of the course project. This assignment will be graded in 2 stages—draft and final. After receiving feedback on your “draft” objectives, your team will then revise the objectives based on instructor feedback and submit the “final” revision.

6. My Favorite Health Apps (15 points)
   - Students will identify 3 of their favorite health apps for the iPhone or the Android and post this information to the designated Discussion Forum to share with peers.

7. In & Out of Class Activities (100 points > points will vary by activity)
   - There will be various in-class & out-of-class activities required for this course. These activities will supplement information discussed in assigned readings, possible video viewings, and during class lectures. They are designed to apply and/or reinforce skills learned in class for understanding the field of health education and promotion.
   - In-class activities may NOT be announced in advance, NOR can they be made up without an excused reason accompanied by formal documentation (see Policy for Submitting All Assigned Work below). If you are late to class and an activity has already been completed, you will not have the opportunity to make it up.

Please continue to next page...
8. Health Communication and Advocacy Campaign (150 points)
   - Students will be asked to work in teams of 4 to create a Health Communication and Advocacy Campaign (HCAC). Teams will be randomly assigned by the instructor. Students must prepare all aspects of the Health Communication and Advocacy Campaign using Microsoft Word and Microsoft PowerPoint, and then convert all campaign materials into one PDF file and that should be turned in on Canvas. A separate PowerPoint which includes the “Speaker’s Notes” will also be submitted. The campaign is a two-part, multi-component project. All materials should be professionally presented using a Table of Contents.

   Part I of the HCAC must include the following:
   a) **Summary PowerPoint Presentation of Community Health Issue** (70 points). Students will be asked to research relevant health information for the purpose of communicating a particular health issue in a logical and coherent manner. The presentation of the health issue should be applicable to diverse audiences such as stakeholders and decision makers. Students must develop a PowerPoint presentation that describes the health issue to potential coalition members. Please use the PowerPoint section of the “Developing Effective Presentations” lecture as a guide for summarizing your health issue and developing a PowerPoint Presentation (.ppt file) handout that effectively summarizes the community health issue.

   b) **Coalition Action Plan** (20 points). To organize the activities of a newly formed coalition brought together to address the health issue you’ve identified, students must write up a coalition action plan. The coalition action plan should summarize the proposed activities of the newly formed coalition. At the end of the action plan, students must include one advocacy goal with three corresponding objectives for meeting the advocacy goal, AND one educational goal with three corresponding objectives for meeting the educational goal. Please remember to develop SMART goals and objectives.

   Part II: Creating Awareness through Health Communication, Social Marketing, and Media Advocacy (60 points).

   This part of the HCAC is intended to allow students to apply skills creating appropriate health communication strategies to
   (a) inform intended audiences of the coalition’s primary health concerns,
   (b) influence policy makers and community members to take action to improve the health problems, and
   (c) empower community members to identify potential solutions to the health problem.

   Part II of the HCAC must include the following:
   a) **Media Event** (10 points). Each student team will describe a Media Event for getting the public involved with your health issue.

   b) **Short Media News Release** (10 points). Each student team will construct a Media Advisory to notify the media of your Media Event for the purpose of bringing free media attention to your health issue and coalition.

   c) **Fact Sheet** (10 points). Each student team will create a fact sheet highlighting important and relevant details of the health issue to accompany the Short Media News Release for general distribution.

   d) **Flyer** (10 points). Each student team will create a Flyer using appropriate layout and design techniques to publicize the coalition’s Media Event.

   e) **Letter to the Editor** (10 points). Each student team will develop a one page letter to the editor of a local newspaper to be sent on behalf of the created coalition. The purpose of this letter should be to advocate for policy changes to improve the health problem in the community.

   f) **Social Media Strategy** (10 points). Each student team will develop a brief social media strategy highlighting the extent to which social media (e.g., Facebook, Twitter, YouTube, Instagram) would be used to promote the work of the coalition and engage the public about the health problem the coalition works to improve.

   Please refer to a grading rubric posted on Canvas for specific criteria that will be used to grade the assignment.
9. Team Member Evaluation (20 points)

- Each member of the HCAC project team will have an opportunity to evaluate team members individually as well as themselves. Your HCAC project’s success will significantly rely on your ability to effectively and efficiently work with team members who have varying perspectives, backgrounds, and attitudes than you. Cooperative teamwork is required for this project to be successful; however, cooperative teamwork can also be one of the most challenging parts of this project. It is important that each team member develop a shared desire to excel.

10. Final Exam (150 points)

- The final exam will cover material presented throughout the course – this includes all assigned textbook & supplemental readings, any corresponding videos, lectures & guest lectures, activities, assignments, as well as the HCAC project. Exams may include multiple choice, true/false, short answer and/or essay type questions.

Other Policies and Procedures

Attendance/Participation

- Although attendance is not required, it is the first recommendation for successful completion of this course and the means to receive optimal benefit for your time and money.

- With advance notice, you may be required to be involved in activities that interfere with other classes. Communication (in advance) to instructors will be required to which written notes will be distributed. If applicable, you will be notified of these days & times in advance.

- All students will be held accountable for any information presented in class discussions, lectures, assignments and/or readings, whether they are present or not. If you need to be absent from class, it is your responsibility to first check with your class peer about information and/or assignments discussed. If more information is needed about what was missed, please discuss them with the instructor during the next available office hours. Emails concerning missed information/assignments will not be responded to.

- Please note, disruptive behavior WILL NOT be tolerated. A 5-point deduction WILL occur for EACH occurrence of disruptive behavior AND you will be dismissed from class for that day.
  - This includes (but is not limited to) the use of mobile phones during class, having outside, non-lesson related conversations when I or other classmates are speaking, and any other unprofessional behaviors and/or remarks.

Policy for Submitting All Assigned Work:

- Late work is not accepted.

- Your work is expected to be on time. Some of the “deadlines” are self-imposed and will be determined by the specific assignment.

- If an emergency arises which causes you to miss a quiz (RAQ), an assignment deadline, or an exam, it is your responsibility to contact the instructor within 24 hours and provide formal documentation via fax or email within 48 hours so that you will have an opportunity to make up what was missed.
  - Among the reasons absences are considered excused by the university are the following:
    - Participation in an activity appearing on the University authorized list.
    - Death or major illness in a student’s immediate family
    - Illness of a dependent family member
    - Participation in legal proceedings or administrative procedure that require a student’s presence
    - Religious holy day
  - As indicated previously, in-class activities may NOT be announced in advance, NOR can they be made up without formal documentation for why class (the activity) was missed. If you are late to class and an activity has already been completed, you will not have the opportunity to make it up.

- You are responsible for binding all papers. Any work submitted in class unbound (i.e. with corners pinched together) WILL NOT be accepted. Approach these assignments as if you are working for a professional health organization. Work will be critiqued as such.
**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.
- By formally registering for coursework at the University of Florida, you agreed to abide by the following statements from the University:
  - As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. “You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams).
  - Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. To avoid misunderstandings on both our parts, please refer to the University of Florida Student Honor Code located at [http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php](http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php).

**Email Correspondence:**
- Please utilize proper etiquette when sending emails. This includes an appropriate “Subject” heading, proper greeting/salutation, grammatically correct message body, and proper closure. For example:

  **Subject Heading:** Final Exam

  **Message Body:**
  Hello Dr. Garcia-Guettler,
  I am preparing for our upcoming exam. Can you tell me what the format will be and about how many questions to expect?
  
  Your Student,
  Name
  HSC 4302, Fall 2016

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

**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 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 registered through the Disabilities Resource Program in the Dean of Students Office at 352-392-1261, or [www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc) and you need specific accommodations for the course, I will gladly provide those accommodations.
- Any student who requires accommodations to complete the requirements and expectations of this course due to documented disability is encouraged to make his/her needs known to the instructor and to UF’s Disabilities Resource Program ON or BEFORE Friday, September 2, 2016.
- 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 help you.
Policy on Recommendations:

- I will consider preparing recommendations for graduate programs, professional schools, internships, scholarships, and jobs if and only if ALL of the following requirements have been met by you.
  - Have completed a course with me previously and received an A grade,
  - Have an A grade in the course you are currently taking with me,
  - Actively engaged in class activities & discussions during each course each semester,
  - Have met with me during office hours at least twice during each course/semester you were my student to share about yourself (graduate school interests, career goals, general health education inquiries, etc.),
  - You are willing to waive your right to review the letter of recommendation,
  - Provide your recommendation request to me 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.