HSC 3032: Foundations of Health Education
University of Florida, Department of Health Education & Behavior

**Instructor: Dr. Garcia-Guettler**
Kristina Garcia-Guettler, PhD, CHES
Office: Florida Gym (FLG) #16
Phone: 352-294-1817
Fax: 352-392-1909
Email: t.garcia@ufl.edu

**Department Chair: Dr. Tucker**
Jalie Tucker, PhD, MPH
Office: Florida Gym (FLG) #5
Phone: 352-294-1800
Fax: 352-392-1909
Email: jaliet@ufl.edu

**Course Logistics:**
Spring 2016 - HSC 3032 (Sect: 0329), 3 credit hours
Class Meeting Logistics: MWF, 2nd Period (8:30am – 9:20am), FLG 245
Office Hours: Thursdays 3:00pm – 6:00pm, and by appointment

**Graduate Teaching Assistant (TA):** Hannah Roddenberry

**Emails & Course Correspondence**
- All course inquiries should be directed to Miss Roddenberry via Inbox tool on the HSC3032 Canvas Course Website.
  - If your inquiry requires my assistance, it will be forwarded to 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.
  - 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 5 of this syllabus for more information.

**Course Catalog Description:**

**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:**
*Principles and Foundations of Health Promotion and Education (6th Ed)*
Authors: Cottrell, Girvan, & McKenzie ISBN: 0321927141
*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 HSC 3032:

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, quizzes, and/or exams.

Course Announcements:

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

Course Requirements, Evaluation and Grading:

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

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Due Dates</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal Photo: Digital Upload</td>
<td>Canvas Course Calendar</td>
<td>10 points</td>
</tr>
<tr>
<td>2. Syllabus Quiz &amp; Readiness Assessment Quizzes (RAQ’s)</td>
<td>See Canvas Course Calendar</td>
<td>110 points</td>
</tr>
<tr>
<td>3. In &amp; Out of Class Activities &amp; Assignments</td>
<td>TBD: Dates will vary by activity/assignment</td>
<td>80 points</td>
</tr>
<tr>
<td>4. Career Search Project</td>
<td>TBD: Dates will vary by activity/assignment</td>
<td>50 points</td>
</tr>
<tr>
<td>5a. Exam 1</td>
<td>Friday, February 12, 2016</td>
<td>100 points</td>
</tr>
<tr>
<td>5b. Exam 2</td>
<td>Wednesday, March 23, 2016</td>
<td>100 points</td>
</tr>
<tr>
<td>5c. Exam 3</td>
<td>Wednesday, April 20, 2016</td>
<td>100 points</td>
</tr>
</tbody>
</table>

*With advanced notice, due dates are subject to change.

Total Course Points = 550 points

Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>UF Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95% - 100%</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 94.99%</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89.99%</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86.99%</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82.99%</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79.99%</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>73% - 76.99%</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 72.99%</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>67% - 69.99%</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>63% to 66.99%</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>60% to 62.99%</td>
<td>0.67</td>
</tr>
<tr>
<td>E</td>
<td>59.99% and below</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Please note:

Students who have a very low grade and do not drop/withdraw from this course nor explain his/her situation to the instructor on or before Friday, 4/8/16 will be given an “E” (Failing grade), NOT an “I” (Incomplete grade).

Please understand that 89.999999% equals a “B+” semester grade. I do not give extra credit assignments, extra points, nor fractions of extra points, so please do not ask.

All grading concerns (quizzes, assignments, activities, exams, etc.) must be discussed during office hours.
Descriptions of Course Requirements

1. **Personal Photo: Digital Upload (10 points)**
   - Upload a recent digital photo of yourself to e-learning (Canvas: Assignments)

2. **Syllabus Quiz & Readiness Assessment Quizzes (RAQ’s)**
   (Syllabus Quiz = 10 points and 10 RAQs @ 10 points each = 110 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 assignment expectations of this course as well as this course’s policies and procedures.
   - RAQ’s are brief quizzes based on the reading assignment for the chapter/topic. These quizzes may include multiple-choice, true/false, and/or short answer type questions.
   - There are absolutely NO make-ups for missed online RAQ’s without formal documentation.

3. **In & Out of Class Activities and Assignments (80 points)**
   - 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. If you are late to class and an activity has already been completed, you will not have the opportunity to make it up.

4. **Health Education/Promotion Based Career Search Project (50 points)**
   - This project utilizes information from Chapters 6, 7, 8, and 10. It is 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 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.
   - There are various activities and assignments involved with the project. More information will be discussed during class lectures and posted to our course website.

5. **Exams (3 Exams @ 100 points each = 300 points)**
   - There will be 3 exams for this class. Material presented on each exam is articulated to assess your comprehension as well as applicability of information learned. Exams will consist of questions using various formats such as: multiple choice, true/false, matching, short answer, & essay.

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. Please remember, there are no make-ups for missed in-class activities regardless of the reason it was missed.
- 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 me 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.
  o 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:

- 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 72 hours so that your starting value(s) will not be affected.
- Any late RAQ or assignment submitted within 24 hours of due date/time are subject to an automatic 50% of starting value. No submission will be accepted after 24 hours of the due date/time and a grade of zero (0) will be given.
  - Among the reasons absences are considered excised by the university are the following:
    i. Participation in an activity appearing on the University authorized list.
    ii. Death or major illness in a student’s immediate family
    iii. Illness of a dependent family member
    iv. Participation in legal proceedings or administrative procedure that require a student’s presence
    v. Religious holy day
- This “Policy” does not include “In-Class Activities.” As stated in Page 3, in-class activities may NOT be announced in advance, NOR can they be made up. 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:

- 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.
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:**
  Career Search Activity

  **Message Body:**
  Hello Dr. Garcia,
  I was unclear about the Career Search Activity due next week. Are there any previous examples of this activity that you could share with the class?
  Your Student,
  Name
  HSC 3032, Spring 2016, Period 2

- I **EXPECT** professionalism from you. Inappropriate or etiquettely-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, January 15, 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.
  1. Have completed a course with me previously and received an A grade,
  2. Have an A grade in the course you are currently taking with me,
  3. Actively engaged in class activities & discussions during each class,
  4. Have met with me during office hours at least twice during each course/semester to share about yourself (graduate school interests, career goals, general health education inquiries, etc.),
  5. You are willing to waive your right to review the letter of recommendation,
  6. 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.*
FOUNDATIONS OF HEALTH EDUCATION
HSC 3032 – SPRING 2016 - **TENTATIVE CLASS SCHEDULE (AS OF 1/6/16)**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1: January 4 – January 8, 2016</strong>&lt;br&gt;Classes begin Tuesday, January 5, 2016</td>
<td>Introduction to Class, Class Peers, Syllabus Review&lt;br&gt;Syllabus</td>
</tr>
<tr>
<td><strong>Week 2: January 11 – January 15, 2016</strong></td>
<td>A Background for the Profession&lt;br&gt;Chapter 1</td>
</tr>
<tr>
<td><strong>Week 3: January 18 – January 22, 2016</strong>&lt;br&gt;Monday, January 18, 2016 – Martin Luther King Day (NO Classes)</td>
<td>The History of Health and Health Education/Promotion&lt;br&gt;Chapter 2</td>
</tr>
<tr>
<td><strong>Week 4: January 25 – January 29, 2016</strong></td>
<td>Philosophical Foundations&lt;br&gt;Chapter 3</td>
</tr>
<tr>
<td><strong>Week 5: February 1 – February 5, 2016</strong></td>
<td>Theories &amp; Planning Models&lt;br&gt;Chapter 4</td>
</tr>
<tr>
<td><strong>Week 6: February 8 – February 12, 2016</strong></td>
<td>Theories &amp; Planning Models&lt;br&gt;Chapter 4</td>
</tr>
<tr>
<td><strong>Exam 1: Friday, February 12, 2016</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Week 7: February 15 – February 19, 2016</strong></td>
<td>The Health Education Specialist: Role, Responsibilities, Certifications, Advanced Study&lt;br&gt;Begin Career Search Activities&lt;br&gt;Chapter 6</td>
</tr>
<tr>
<td><strong>Week 8: February 22 – February 26, 2016</strong></td>
<td>The Settings for Health Education Promotion&lt;br&gt;Career Search Activities (continued)&lt;br&gt;Chapter 7</td>
</tr>
<tr>
<td><strong>Week 9: February 29 – March 4, 2016</strong></td>
<td>Spring Break</td>
</tr>
</tbody>
</table>
### Week 10: March 7 – March 11, 2016

| Agencies/Associations/Organizations Associated with Health Education/Promotion, and Future Trends in Health Education/Promotion | Chapter 8  
| | Chapter 10  
| Career Search Activities (continued) |

### Week 11: March 14 – March 18, 2016

| Career Search Student Presentations |
| Monday, 3/14/16 (Presenters 1-15)  
| Wednesday, 3/16/16 (Presenters 16-30)  
| Friday, 3/18/16 (Presenters 31-45) |

### Week 12: March 21 – March 25, 2016

**Exams 2, Wednesday, March 23, 2016**

### Week 13: March 28 – April 1, 2016

| The Literature of Health Education/Promotion |
| Chapter 9 |

### Week 14: April 4 – April 8, 2016

| Ethics & Health Education/Promotion |
| Chapter 5 |

### Week 15: April 11 – April 15, 2016

| Guest Speakers and Semester Wrap-Up |
| Chapters 1-10 |

### Week 16: April 18 – April 22, 2016

*Thursday, April 21st and Friday, April 22nd, 2016: Reading Days (NO Classes)*

**Exam 3, Wednesday, April 20, 2016**

**Last Day/Time to Discuss Grades, Thursday, April 21, 2016 by 4pm**