Instructor: Holly T. Moses, PhD, CHES
Office: FLG, Room 8
Office Hours: Tuesdays 8:30-10am
Thursdays 8:30-10am
Instructor Contact: hmoses@hhp.ufl.edu
Class Meeting: Tuesdays: 3-6pm in FLG-245
Teaching Assistant: Tahira Macedo, BSHE
Office: FLG, Room 220B
Office Hours: Mondays: 12-3pm
TA Contact: tmacedo@ufl.edu
Department Chair: Dr. Jalie Tucker, MPH, PhD
Contact: jaliet@ufl.edu

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 one’s self, 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 must complete HSC4800 the semester prior to internship.

Upon completion of HSC4800, the student will be able to:
1. Identify and demonstrate basic résumé-writing skills.
2. List and discuss appropriate interviewing techniques.
3. Discuss ways to market one’s self to employers.
4. Identify and discuss effective communication strategies.
5. Explain the importance of, and demonstrate effective conflict resolution.
6. Select and secure an appropriate placement for the health education/promotion internship experience.
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/promotion organizations, and discuss membership benefits.
11. Discuss the CHES certification and list reasons for obtaining this certification.
12. Discuss the role of the health educator in society, and the expectations for each Department of Health Education and Behavior graduate.

Course Textbooks:
1. Covey, S. The 7 Habits of Highly Effective People. New York, NY: Free Press. (Required)
4. Covey, S. The 8th Habit: From Effectiveness to Greatness. New York, NY: Free Press. (Recommended)
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.

Course Assignments:

1. **Attendance and Participation**
   Attendance, as well as individual and group participation in course assignments is required and will count for a significant portion of a student’s course grade. Additionally, it is expected that students will attend class ready to participate in whole-class and group discussions. Attendance will be recorded throughout the semester at varying times using diverse methods. **Note: Internship interviews, site visits, study time, appointments, etc. are NOT acceptable excuses for missing class.**

2. **Application for Internship**
   The internship application is a formal agreement between the intern, the University supervisor, 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 visit the internship site and meet their supervisor prior to submitting the internship application.**
   If you require assistance with selecting an appropriate internship site, schedule an appointment with me during the beginning of the semester. At that time, recommendations will be made and any concerns you may have discussed. **Profile sheets containing information on various health education/promotion internships are located at http://heb.hhp.ufl.edu/index.php/academia/undergraduate/internship-sites/. Please 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.**

3. **Proof of Professional Liability Insurance**
   The College requires all interns to purchase liability insurance in order to ensure each student has insurance coverage in the event that someone other than the student is harmed during the internship. Professional liability insurance can be purchased through Lockton's Professional Liability Insurance for Allied Healthcare Professionals for approximately $18 for 1 year’s coverage (1 million / 3 million). Apply for coverage by completing their online application: **http://www.ahc.lockton-ins.com/pl; apply for the “student” status; select the “health and safety educator” occupation. Submit page 3 of the coverage PDF.**

4. **Documentation of Adult, Child & Infant CPR, AED and First Aid Certification**
   All students must complete an Adult/Child/Infant CPR, Adult/Child AED and basic First Aid certification course(s). Certification can be obtained from the American Red Cross, or the American Heart Association (online certification(s) will NOT be accepted). All students must be certified through the end of the internship. If you have had previous CPR training that expires prior to the end of the internship semester, you must be re-certified.

5. **StrengthsFinder 2.0. Paper and In-class Discussion**
   All students are required to participate in a live discussion regarding the StrengthsFinder 2.0 book. Students should plan as necessary to ensure the reading is completed prior to the assignment due dates. The StrengthsFinder 2.0. discussion will require students to upload a paper to Canvas, as well as attend class for a live (mandatory) discussion. More details will be provided in class.

6. **Covey Book Review Discussions**
   All students are required to participate in 2 discussions pertaining to Steven Covey’s book: The 7 habits of highly effective people. Students should plan as necessary to ensure the readings are completed prior to the assignment due dates. **Note: the Covey book review directly correlates with the Health Education and Behavior Academic Learning Compact: www.registrar.ufl.edu/catalog/programs/majors/aic/healthed.html.**
7. **Professionalism Circuit Test**
   This assignment requires students to prepare for a circuit of ‘tests’ concerning key professionalism skills. Students will be assigned a group in which they will work together to polish one another’s professional skills. The Professionalism Circuit Test will take place during one class session, and will include evaluations on a professional résumé packet, mock interview, 2-minute personal sales pitch, and a professional phone call to a prospective employer.

**Course Evaluation:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points Value</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance &amp; Participation</td>
<td>50</td>
<td>A</td>
</tr>
<tr>
<td>11 @ 5pts each; lowest score dropped</td>
<td></td>
<td>93%-100%</td>
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<tr>
<td>2. Internship Application</td>
<td>20</td>
<td>A-</td>
</tr>
<tr>
<td>3. Professional Liability Insurance</td>
<td>10</td>
<td>90%-92.9%</td>
</tr>
<tr>
<td>4. CPR/AED/First Aid Certification</td>
<td>10</td>
<td>B</td>
</tr>
<tr>
<td>5. StrengthsFinder 2.0. Paper and In-class Discussion</td>
<td>60</td>
<td>B+</td>
</tr>
<tr>
<td>6. Covey Book Review Discussions (2 discussions at 25 points each)</td>
<td>50</td>
<td>88%-89.9%</td>
</tr>
<tr>
<td>7. Professional Circuit Tests</td>
<td>50</td>
<td>C</td>
</tr>
<tr>
<td>Personal Sales Pitch (10); Resume Portfolio (20);</td>
<td></td>
<td>83%-87.9%</td>
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<tr>
<td>In-person Interview (15); Professional Phone Call (5)</td>
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<td>80%-82.9%</td>
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<tr>
<td>Total points</td>
<td>250</td>
<td>C-</td>
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<tr>
<td></td>
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<td>78%-79.9%</td>
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<td>73%-77.9%</td>
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<td>70%-72.9%</td>
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<td>68%-69.9%</td>
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<td>60%-62.9%</td>
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<td>0%-59.9%</td>
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</tbody>
</table>

Department requirements for final approval to enter internship include:

Please also refer to the HSC4876 Syllabus for important information on final internship approval.

- 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 general education, Gordon Rule, universal tacking, major, specialization, and elective coursework (including current semester).
- Approved internship application, as well as all internship requirements (i.e. liability insurance coverage and CPR/AED/First Aid certifications).

- **Summer 2017 Internship Dates: May 8 – July 30**
- **Fall 2017 Internship Dates: August 21 – November 12**


Course Policies:

1. **Special Accommodations**: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Please provide documentation to the instructor 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 only discuss grades face-to-face (never via email or phone) to protect student privacy. If a grade input error occurs, students are strongly encouraged to notify me as soon as possible. I will examine the Sakai grade to determine whether a calculation error has occurred. If an error occurred, the grade will be adjusted. Note: Students have 1 week to review assignment grades/comments and contact the instructor with questions concerning their assignment grade. Students who fail to review their assignment scores within one week of 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. Assignments must be submitted in the format requested, following the rules and guidelines as outlined in the Publication Manual of the American Psychological Association (6th Edition), when applicable. Assignments must also include the student’s name and UFID, as well as be submitted by the assigned due date. **NOTE**: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

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). Additional absences require documentation of medical excuses or extenuating circumstances, and must be submitted within 1 week of the absence using the “Excused Absence Request Form” (located on the course website).

6. **Online Course Evaluation Process**: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.
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/](http://helpdesk.ufl.edu/)
The UF Computing Help Desk is available to assist students when they are having technical issues.

The help desk is available to assist students with access to all UF Libraries resources.

- **Disabilities Resource Center**: [http://www.dso.ufl.edu/drc/](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/](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/](http://www.dso.ufl.edu/)
Visit the Dean of Students site for help resolving a conflict or for student code of conduct inquiries.

- **U Matter, We Care**: [umatter@ufl.edu](mailto: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](mailto: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.

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**EVERY Gator COUNTS**

UMATTER@UFL.EDU | UMMATTER.UFL.EDU | 352-294-CARE (2273) | UMATTERWECARE
Searching for a Health Education Internship: Important Procedures

It is imperative that each student uses their time wisely to search for an internship this term. Additionally, please review the below guidelines for the internship search, and follow the outlined procedure as you begin your search for a relevant, interesting Health Education internship.

NOTE: Note: intern job duties must align with the Responsibilities and Competencies of Health Education Specialists (NCHEC, 2015). The Seven Areas of Responsibility contain a comprehensive set of Competencies defining the role of the health education specialist. NCHEC Seven Areas of Responsibility:
Area I: Assess Needs, Resources and Capacity for Health Education/Promotion
Area II: Plan Health Education/Promotion
Area III: Implement Health Education/Promotion
Area IV: Conduct Evaluation and Research Related to Health Education/Promotion
Area V: Administer and Manage Health Education/Promotion
Area VI: Serve as a Health Education/Promotion Resource Person
Area VII. Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession

Step 1: Review the Department list of internship profiles, found at http://heb.hhp.ufl.edu/index.php/academia/undergraduate/internship-sites/. The internship profiles listed include past/present internship supervisors, who identified an interest (at some time) 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 certainly not required to select an internship from the Department’s internship profile lists, it is highly recommend that each pre-intern at least review the internship profiles posted 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/organization 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: After 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.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Modules</th>
<th>Course Assignments (point value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Jan 10</td>
<td>Start Here: Welcome to Professional Development! Module 1: Course Overview &amp; Internship Requirements</td>
<td>Degree Audit Check (A1)</td>
</tr>
<tr>
<td>Week 2: Jan 17</td>
<td>Module 2: Internship Search Guidelines Module 2: Contacting Internship Supervisors</td>
<td>Email to Prospective Supervisor (A2)</td>
</tr>
<tr>
<td>Week 3: Jan 24</td>
<td>Module 3: Building Effective Résumés and Cover Letters <strong>Schedule Professional Circuit Test dates/times</strong></td>
<td>Health Education Internship Search Preparation (A3) Resume (A4)</td>
</tr>
<tr>
<td>Week 4: Jan 31</td>
<td>Module 4: Interviewing Techniques and Preparation Module 5: Marketing Yourself Successfully</td>
<td>Marketing Yourself Activity (A5) Internship Search Progress Report #1 (S/U)</td>
</tr>
<tr>
<td>Week 5: Feb 7</td>
<td>Health Education Internship Presentations</td>
<td>Thank you note (A6)</td>
</tr>
<tr>
<td>Week 6: Feb 14</td>
<td>StrengthsFinder 2.0. Discussion</td>
<td>Paper (50) and In-class Discussion (10)</td>
</tr>
<tr>
<td>Week 7: Feb 21</td>
<td>Module 6: Professional Circuit Tests</td>
<td>Professional Circuit Tests: Personal Sales Pitch (10); Resume Portfolio (20); In-person Interview (15); Professional Phone Call (5)</td>
</tr>
<tr>
<td>Week 8: Feb 28</td>
<td>Covey Discussion #1 (online)</td>
<td>Covey (7 Habits): Parts 1 &amp; 2 (25) Internship Search Progress Report #2 (S/U)</td>
</tr>
<tr>
<td>Week 9: March 7</td>
<td>No Class ~ UF Spring Break</td>
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<tr>
<td>Week 9: Mar 14</td>
<td>Module 7: Effective Communication Module 8: Conflict Resolution</td>
<td>Bird Personality Test (A7) Conflict Styles Assessment (A8)</td>
</tr>
<tr>
<td>Week 10: Mar 21</td>
<td>Module 9: Professionalism and Social Media (online)</td>
<td>LinkedIn Profile (A9)</td>
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<tr>
<td>Week 11: Mar 28</td>
<td>Covey Discussion #2 (online)</td>
<td></td>
</tr>
<tr>
<td>Week 12: Apr 4</td>
<td>Module 10: Post Graduation Planning</td>
<td>Internship Requirements Due: Internship Application (20), CPR, AED, First Aid Certification (10), Professional Liability Insurance (10)</td>
</tr>
<tr>
<td>Week 13: Apr 11</td>
<td>Module 11: Internship Procedures</td>
<td>Internship Procedures (A10)</td>
</tr>
<tr>
<td>Week 14: Apr 18</td>
<td>Module 12: Future of the Health Education Field; Living with Purpose</td>
<td>Professional photo (A11) FINAL DEADLINE FOR ALL INTERNSHIP PAPERWORK</td>
</tr>
</tbody>
</table>

With regard to attendance assignments, students must be present when the assignment is given, as well as when the assignment is collected (see A1-A11).

Summer 2017 Internship Dates: May 8 – July 30
Fall 2017 Internship Dates: August 21 – November 12