Instructor: Holly T. Moses, PhD, CHES
Office: FLG, Room 11
Telephone: 352-294-1804
Email: hmoses@hhp.ufl.edu
Office Hours: By appointment
Class Meeting: Online through Canvas
Dept Chair: Jalie Tucker, PhD
Room 5, Florida Gymnasium
jtucker@hhp.ufl.edu

Course Description and Objectives:
The primary purpose of this course is to prepare students for future professional roles, including internships, employment, and/or graduate programs in the health education, 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. Note: Students must complete HSC4800 the semester prior to internship.

Upon completion of HSC4800, the student will:
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 internship experience as required by the Department of HEB in partial fulfillment of the degree Bachelor of Science in Health Education.
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. Discuss the role of the health educator in society, and the expectations for each Department of Health Education and Behavior graduate.

Course Textbooks:
Course Readings:
In addition to the course texts, supplemental readings will be assigned throughout the semester. The readings will be provided to students via weekly modules in Canvas. The readings will pertain to the Health Education field, and/or professionalism in the workplace.

Internship Search and Approval Guidelines:
It is imperative that students use their time wisely to search for an internship. Please refer to the Guidelines for Internship Site Selection and the Responsibilities and Competencies for Entry-Level Health Educators (page 5 internship application) for important information on selecting an internship.

Department requirements for final approval to enter internship:
- 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, and all internship requirements (professional liability insurance coverage and Adult/Child/Infant CPR/AED, and First Aid certifications).

Fall 2016 Internship dates: August 22 – November 13

Course Assignments:
1. Attendance and Participation
   Attendance, in the form of individual and group participation in course assignments is required and will count for a significant portion of a student’s course grade. Attendance will be recorded throughout the semester using diverse methods. Attendance includes watching assigned lectures. It is of great importance that students plan sufficient time to watch lectures and complete required reading assignments in order to submit weekly attendance assignments by the posted due date.

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 internships are located on the Department website; however, students are not required to select an internship from the online list. Please Note: If your chosen internship site (usually hospital sites) requires that a formal contract or affiliation agreement be signed, you must contact me before interviewing with the site.

3. Documentation of Adult/Child/Infant CPR, AED, and First Aid Certification(s)
   All students must complete an Adult/Child/Infant CPR, AED and First Aid certification course. Certification can be obtained from the American Red Cross, or the American Heart Association (online certification will NOT be accepted). If your current CPR certification(s) expire prior to the end of the internship semester, you must be re-certified. Cards that expire during internship will not be accepted.
4. **Proof of Professional Liability Insurance**
All interns must purchase liability insurance in order to ensure each student has 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](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.

5. **Professionalism Circuit Test**
This assignment requires students to prepare for a circuit of ‘tests’ concerning several key professionalism skills. The Professionalism Circuit tests will take place during an assigned date and time (agreed upon by the instructor and student), and will include evaluations on résumé presentation and formatting, interview skills, completing a professional phone call to a prospective employer, as well as drafting a personal sales pitch. More information will be sent to students by the third week of the semester and will require each student to schedule their professional circuit tests.

6. **Covey Book Review**
All students are required to participate in two online discussions pertaining to Steven Covey’s *The 7 habits of highly effective people* (1989). Students should plan as necessary to ensure that assigned 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: [http://www.registrar.ufl.edu/catalog/programs/majors/alc/healthed.html](http://www.registrar.ufl.edu/catalog/programs/majors/alc/healthed.html)*.

**Course Evaluation:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Point Value</th>
<th>Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>1. Attendance &amp; Participation</td>
<td>80</td>
<td>A  93%-100%</td>
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<tr>
<td>(18 assignments total, ranging in values between 1 and 6 points each)</td>
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<td>A- 90%-92.9%</td>
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<td></td>
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<td>B+ 88%-89.9%</td>
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<td>B  83%-87.9%</td>
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<td></td>
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<td>B- 80%-82.9%</td>
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<td></td>
<td></td>
<td>C+ 78%-79.9%</td>
</tr>
<tr>
<td>2. Internship Application</td>
<td>15</td>
<td>C  73%-77.9%</td>
</tr>
<tr>
<td>3. Professional Liability Insurance</td>
<td>10</td>
<td>C- 70%-72.9%</td>
</tr>
<tr>
<td>4. CPR/AED/First Aid Certification</td>
<td>10</td>
<td>D+ 68%-69.9%</td>
</tr>
<tr>
<td>5. Professionalism Circuit Tests</td>
<td>45</td>
<td>D  63%-67.9%</td>
</tr>
<tr>
<td>6. Covey Book Review Discussions</td>
<td>40</td>
<td>D- 60%-62.9%</td>
</tr>
<tr>
<td>(2 discussions at 20 points each)</td>
<td></td>
<td>E  0%-59.9%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
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</table>
Course Policies:

1. **Special Accommodations:** Students requesting classroom accommodations 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. 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/sscr/process/student-conduct-honor-code/](http://www.dso.ufl.edu/sscr/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](https://www.dso.ufl.edu/sscr/process/student-conduct-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 Canvas 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](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](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](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
  Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.
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 relevant, interesting Health Education internship.

**Step 1: Review the Department list of internship profiles**, found at [http://heb.hhp.ufl.edu/index.php/academia/undergraduate/internship-sites/](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>
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</thead>
<tbody>
<tr>
<td>Week 1: May 12</td>
<td>Start Here: Welcome to Professional Development! Module 1: Course Overview &amp; Internship Requirements</td>
<td>Degree Audit Check (1) Quiz #1 (5) Module 1 Discussion (3)</td>
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<td></td>
<td>Module 2: Internship Search Guidelines &amp; Contacting Internship Supervisors Module 3: Building Effective Résumés and Cover Letters</td>
<td>Health Education Internship Search Preparation (5) Email to Prospective Supervisor (3) Cover Letter (5) Quiz #2 (5) <strong>Schedule Professional Circuit Test dates/times</strong></td>
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<tr>
<td>Week 2: May 19</td>
<td>Module 4: Interviewing Techniques and Preparation Module 5: Marketing Yourself Successfully</td>
<td>Module 4 Discussion (5) Marketing Yourself Activity (5) Internship Search Progress Report #1 (2)</td>
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<td>Week 3: May 26</td>
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<tr>
<td>Week 4: June 2</td>
<td>Module 6: Professional Circuit Tests</td>
<td><em>Professional Circuit Tests: Personal Sales Pitch (10); Resume Portfolio (15); Mock Phone Interview (15); Professional Phone Call (5)</em></td>
</tr>
<tr>
<td>Week 5: June 9</td>
<td>Covey Discussion #1</td>
<td>Covey (7 Habits): Parts 1 &amp; 2 (20)</td>
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<tr>
<td>Week 6: June 16</td>
<td>Module 7: Effective Communication Module 8: Conflict Resolution</td>
<td>Bird Personality Test (5) Conflict Styles Assessment (5)</td>
</tr>
<tr>
<td>June 20-24</td>
<td><strong>SUMMER BREAK – NO ASSIGNMENTS</strong></td>
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<tr>
<td>Week 7: June 30</td>
<td>Covey Discussion #2</td>
<td>Covey (7 Habits): Parts 3 &amp; 4 (20)</td>
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<tr>
<td>Week 8: July 7</td>
<td>Module 9: Professionalism and Social Media</td>
<td>Create LinkedIn Profile (6) Internship Search Progress Report #2 (2)</td>
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<tr>
<td>Week 9: July 14</td>
<td>Module 10: Post Graduation Planning</td>
<td>Health Promotion Job Posting Review (5) Quiz #3 (5)</td>
</tr>
<tr>
<td>Week 10: July 21</td>
<td>Module 11: Internship Procedures</td>
<td>Internship Procedures (4) Professional Photo (1) Internship Requirements Due: Internship Application (15), CPR, AED, First Aid Certification (10), Professional Liability Insurance (10)</td>
</tr>
<tr>
<td>Week 11: July 28</td>
<td>Module 12: Future of the Health Education Field</td>
<td>Post-Baccalaureate Plan (5) Module 12 Discussion (3)</td>
</tr>
<tr>
<td>Week 12: Aug 4</td>
<td><strong>FINAL DEADLINE FOR ALL INTERNSHIP PAPERWORK</strong></td>
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All assignments will be due on Thursdays by 11:59pm. Complete assignment descriptions will be available on the course website in Canvas.

**Fall 2016 Internship dates: August 22 – November 13**