I. COURSE LOGISTICS & CORRESPONDENCE:

Class Meeting Times: Tues. 10:40am-11:30am (Per. 4), Thurs. 9:35am-11:30am (Per. 3 & 4)
Class Meeting Location: FLG 285

Course Correspondence: Use UFL email with subject line: HSC4302-(Subject)

- You may email any NON-grade related course inquiry to Dr. Varnes. Visit office hours if you have a grade-related inquiry.
- Email inquiries received Monday through Friday will typically be responded to within 24 hours. If you do not receive 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.
- Review p. 6/7 of this syllabus for more information about sending emails.

II. 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.

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

III. REQUIRED TEXTBOOKS


and


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.

IV. REQUIRED COURSE MATERIALS

- 4” x 6” Ruled Index Cards (3” x 5” sized index cards will not be accepted)
- Adobe Acrobat Reader (for viewing documents); a free version is available.
- Microsoft Word and PowerPoint, for the development of materials.
V. WHAT YOU CAN DO TO BE SUCCESSFUL IN HSC4302
Understand and perform the following actions:

1. **Be present at all class meetings.** It is your advantage to be here and to contribute. Please inform me, in writing, 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. Be an active learner.
3. Be prepared for every class by **studying the material prior to class.** As we engage in class discussions, you need to be familiar with the material so you can...
4. **Be an active participant in class discussions and activities.**
5. Inform me if there is a problem related to class, if you feel the need to clarify questions, or if you desire to further explore the topics of particular interest.

VI. 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.

VII. CLASS FORMAT & ACCESSIBILITY
Individuals learn in unique ways; therefore, a variety of learning modalities (lecture, participation activities, application assignments, and class discussions) are offered and encouraged. This course will also utilize in- and out-of-class learning activities. Your CANVAS account will be used for accessing specified course materials (Internet connection DSL, LAN, or cable connection desirable). I do encourage you to report all problems with Canvas directly to e-Learning Support Services (352-392-4357). **NOTE:** A faulty internet connection IS NOT an excusable reason for any missed assignments, activities, and/or quizzes.

VIII. COURSE ASSIGNMENTS AND STUDENT ASSESSMENT:

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points 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>
</tr>
<tr>
<td>B</td>
<td>498.00 - 519.99</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>480.00 - 497.99</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>462.00 - 479.99</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>438.00 - 461.99</td>
<td>2.00</td>
</tr>
<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>
<td>1.33</td>
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<tr>
<td>D</td>
<td>378.00 - 401.99</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>360.00 - 377.99</td>
<td>0.67</td>
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<tr>
<td>E</td>
<td>359.99 and below</td>
<td>0.00</td>
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Please note:
Students who have a very low grade but do not drop/withdraw from this course nor explain their situation to the instructor on or before Friday, 04/07/17 will be given an “E” (Failing grade), NOT an “I” (Incomplete grade).

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 week. 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. There will be 11 RAQ’s; your lowest RAQ grade will be dropped.

5. HCAC Team Goals & Learning Objectives (40 points)
   - Student teams will identify a health topic and priority audience by a date specified on 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 iPhone or Android and post this information to the designated Discussion Forum to share with peers.

Please continue to next page...
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 will 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.

8. **Health Communication and Advocacy Campaign (150 points)**
   - Students will be asked to work in teams of 3 to create a Health Communication and Advocacy Campaign (HCAC). Teams will be randomly assigned by the instructor in class. Students must prepare all aspects of the HCAC using Microsoft Word and Microsoft PowerPoint, and then convert all campaign materials into a single (1) PDF file to be submitted on Canvas. A separate PowerPoint that 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 Power Point 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 (1) advocacy goal with three (3) corresponding objectives for meeting the advocacy goal, AND one (1) educational goal with three (3) 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 inform intended audiences of the coalition’s primary health concerns, influence policy makers and community members to take action to improve the health problems, and empower community members to identify potential solutions to the health problem.

   **Part II of the HCAC must include the following:** *(See Next Page)*
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 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.

IX. OTHER POLICIES AND PROCEDURES

   To ensure that we have a great semester, remember --
   All transactions and relationships are enriched by courtesy:
   Be considerate of one another during group work, all ideas have merit.
   Be considerate of your classmates and the professor during class meetings by being attentive, power-off cell phones, and be prepared to fully participate in each class.

   ELECTRONIC DEVICES MAY NOT BE USED, EXCEPT FOR DATES THAT ARE SPECIFIED ON THE SYLLABUS.
**Attendance:**
- Although attendance is not required, per se, it is the first recommendation for successful completion of this course and the means to receive optimal benefit for your time, money, and learning experience.
- 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 and times in advance.
- All students, regardless of attendance, will be held accountable for any information presented in class discussions, lectures, assignments and/or readings. 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.
- **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 the instructor or other classmates are speaking, and any other unprofessional behaviors and/or remarks.

**Email Correspondence:** Please use proper etiquette when sending emails. This includes an appropriate “Subject” heading, proper greeting/salutation, grammatically correct message body, and proper closure. I require that you use the course name as a subject header. For example:

  **Subject Heading:** HSC4302-Absence

  **Message Body:**

  Hello Dr. Varnes,
  I am going to miss class today because I believe I may have the flu. I will be seeing my doctor today, and will bring you a note from my doctor, or send it to you via email within 48 hours.

  Your Student,
  Name
  HSC 4302, Fall 2016

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

**Policy for Submitting All Assigned Work:**
- Students are expected to do their best work and to turn in work on time. Some “deadlines” are self-imposed and will be determined by the specific assignment.
- Assignments are due at 11:59pm or before on the date indicated. **Late work is subject to a 10% deduction in grade for every day it is late.** Make back-up copies of all your work, as some assignments may not be returned. All written work must be typed, unless otherwise indicated in writing.
- 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 you will have an opportunity to make up what was missed.

- Among the reasons absences are considered excused 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

- As indicated previously, in-class activities will 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.

**Accommodations:** 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 have a disability that affects your ability to learn, you are encouraged to register through the Disabilities Resource Center (DRC) in the Dean of Students Office at 352-392-1261, or [www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc). You are encouraged to provide your accommodation letter and make your needs known to the instructor ON or BEFORE Friday, January 20, 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.

**Personal Integrity:** I expect and assume that you will be honest with me in all aspects of your conduct regarding our course. In return, I will do the same with you. 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.” 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. For
more information regarding the Student Honor Code, please see:
http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php

**Title IX:** University of Florida has zero tolerance for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF’s Title IX Coordinators. Students can report incidents or learn more about their rights and options by contacting Student Conduct and Conflict Resolution at 202 Peabody Hall, 352-392-1261; or visit:
www.dso.ufl.edu/scrr/process/incident-report/
www.dso.ufl.edu/scrr/process/victim-rights/

**Policy on Recommendations:** I will consider preparing recommendations for graduate programs, professional schools, internships, scholarships, and jobs if the following requirements have been met by you:
- Completed a course with me previously and received an A grade,
- Have an A grade in the course you are currently taking with me (if applicable),
- Are actively engaged in class activities and discussions in my courses,
- Have met with me during office hours at least twice during each course/semester you were my student (so you can discuss with me your education interests, career goals, general health education inquiries, etc.),
- Are willing to waive your right to review the letter of recommendation (I will be honest with you in my ability to write you a strong letter),
- Provide your recommendation request to me via email at least 4 weeks prior to the date the recommendation is due.

X. **HELPFUL STUDENT RESOURCES**

Counseling and Wellness Center, 352-392-1575
www.counseling.ufl.edu

Career Resource Center, 352-392-1601
www.crc.ufl.edu

Disability Resource Center
www.dso.ufl.edu/drc

GatorWell Health Promotion Services, 352-273-4450
www.gatorwell.ufsa.ufl.edu

Recommended service: Wellness Coaching for Academic Success

UMatter, We Care, 352-294-CARE (2273), umatter@ufl.edu
www.umatter.ufl.edu

**CAVEAT:**
The schedule and procedures in this course are subject to change in the event of extenuating circumstances