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HSC4930 One Health Education

Study Abroad Program

3 credits, [Summer, 2025]

May 16th – May 30th 2025

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Study abroad program under the supervision of University of Florida faculty. Course topics, content and locations may vary. Students from various fields can take this course, including education, social sciences, health sciences, veterinary medicine, and other interdisciplinary fields.

**Course Overview**

One Health Education is an interdisciplinary perspective to health and education that emphasizes the interconnectedness of human health, animal health, and the environment. This course is designed to incorporate aspects of education, culture exchange, environment, animal health, infectious diseases, food and water safety, public health policy, economics, and ethics to provide a holistic understanding of health. This study abroad course is also designed to support students as they think critically and problem-solve complex global health challenges, with collaboration across various fields. The highlight of this course is bringing students together from multiple countries, universities, and backgrounds to address complex one health education issues, where we have created a shared learning approach to tackle real world challenges in situ.

**Co-teaching Structure**

To best support students, this course is being taught as a seminar by multiple faculty who are researchers in their respective fields. Doing so will allow students to be exposed to multiple perspectives across multiple fields of interests.

# Course Delivery Method

This study abroad course will be delivered face-to-face across the span of two weeks under the supervision of faculty from University of Florida, in coordination with our host university, University of Ioannina, Greece.

***Brief Itinerary***

* Friday, May 16th: Depart for Greece
* Sunday, May 18th: Explore the city
* Monday, May 19th: Begin course instruction, lectures, and field base training
* Thursday, May 28th: One Health Education Case Competition
* Friday, May 29th: Explore Athens
* Saturday, May 30th: Depart from Athens to USA

***Technical Requirements***

To participate in this course, students will need to satisfy the following technical requirements:

* Students must maintain consistent and reliable access to their UF email and e-learning for this course.
* Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
* The following software plug-ins for PCs and Macs, respectively, are available for free download:
* Adobe Acrobat Reader: <https://get.adobe.com/reader/>
* Windows Media Player:

<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>

* Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

***Expectations***

* Course Week: Our course week will begin on Monday, the day our instruction to the study abroad course begins on the Schedule of Classes (see course schedule for instructional days).
* Log-in Frequency:

Students must actively check the course on e-learning and their UF email for communications from the instructor, class discussions, and/or access to course materials at least three (3) times per week.

* Participation:

Students are expected to actively engage in all course activities throughout the study abroad course, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

* Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

* Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

* Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

* Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Learning activities include the following:

1. Class lecture and discussion
2. Application activities (synchronous/asynchronous), including assignments and small group work
3. Readings, videos/other media, and presentation activities
4. Electronic supplements and activities via Blackboard
5. One Health Education Case Competition

**Course Objectives and Learner Outcomes**

This course is designed to enable students or tutors to do the following:

1. Develop an understanding of One Health and define key terms related to the intersection of human health, animal health, and the environment.
2. Describe the need and practical application of interdisciplinary approaches to One Health and new perspectives on One Health Education.
3. Incorporate SRL mechanisms towards One Health critical thinking and problem-solving.
4. Explain interdisciplinary concepts of One Health Education.
5. Interpret key concepts of One Health as it relates to global, public, health.
6. Analyze research data, verify hypotheses and reach conclusions, taking in consideration also the relevant scientific literature
7. Design environmental education programs and materials for formal and informal learning frameworks

**Relationship to Program Goals and Professional Standards**

Upon completion of this course, students will have met the following Program standards:

**Standard 1.** Students will use their knowledge and skills to apply concepts, principles, and theories of learning, cognition, motivation and others to analyze and design innovative educational interventions in One Health Education.

**Standard 4.** Students will demonstrate oral and written communication relevant to educational psychology, including knowledge and use of APA style and professional formats (e.g., oral presentations, poster presentations, article abstracts, literature reviews, research proposals, reports).

**Standard 5.** Students will demonstrate professional dispositions such as critical thinking, collaboration, interpersonal communication, intercultural competence, ethical leadership, professionalism, and technological skills.

**No Required Textbook**

**Suggested Texts**

Atlas, R. M., & Maloy, S. (Eds.). (2014). *One Health: people, animals, and the environment*. ASM Press. (ISBN: 978-1-55581-842-5).

**Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor

***It is expected that each student will:***

1. Attend each class session.
2. Complete all assigned readings and activities for the course.
3. Post weekly reflections to Blackboard about course readings and/or activities, and recommendations of evidence-based learning strategies. Posts can include, for example, a brief discussion which includes a question related to readings and/or multi-media materials before the session.
4. Engage in the One Health Education Case competition.

*\*Late assignments will not be accepted by the instructor unless a serious emergency arises and the instructor is notified promptly. If an emergency occurs, please notify the instructor in advance or as soon as possible*.

**Assignments and Examinations**

**Weekly Reflection Assignment (20 points—10 points per reflection)**

***Purpose:*** The purpose of this assignment is two-fold: to provide students with guided questions to reflect on (a) course readings and content discussed in class, and (b) their experiences applying their knowledge as they work on their One Health Education projects. Additionally, this assignment provides students with the opportunity to engage with their peers and share thoughts in an informal manner outside of class. This assignment is also designed to facilitate class discussion, as reflections raised in the weekly reflections may be discussed in class.

***Instructions:*** Students are expected to post weekly brief reflections on the assigned course readings and/or respond to specific mini assignment prompts from the instructor on Blackboard. Students are encouraged to use these weekly reflections to raise questions and make connections between the course content and their own experiences. Additionally, students are expected to read and respond to at least two of their classmates’ posts each week. The instructor will periodically use questions and responses posted to the discussion board to guide in-class discussions.

##### Reflections are to be posted on e-learning by *midnight every Thursday*. The two responses to classmates are to be posted by *noon on Friday*.

##### Students may miss or post late two weekly reflection assignments without penalty.

**One Health Education Case Study Competition (50 points)\***

In the One Health Education Case competition, students will be working in interdisciplinary teams to identify, evaluate and devise a plan for addressing a critical health issue using SRL processes.

Students will then participate in a One Health Education Case Study competition where they will be expected to present their case and strategic solutions. This assignment will be assessed in four parts:

1. ***Description of Case***

A description of the selected critical health issue that will be addressed in the One Health Education case. Descriptions should be evidence based with interdisciplinary characteristics embedded throughout.

1. ***Interdisciplinary Embedded Response and Surveillance Plan***

The embedded plan should include interdisciplinary approaches to the response and surveillance of the critical health issue. Students should present case objectives using SMART goals (specific, measurable, achievable, relevant, and time-bound), with SRL processes presented for strategic solutions, differentiation, and surveillance.

1. ***Engagement in One Health Case Competition***

Teams will be expected to engage in the One Health Education Case competition by exhibiting professional decorum as they present their case.

1. ***Reflective Statement***

Students will individually complete a brief **(500 words max)** reflection on their experience in developing their case and their experience engaging in the One Health Education Case competition.

* **Students who are registering for 6 credits will complete two competitions related to each strand course. These students will have two more weeks to submit their projects.**

**Rubric for One Health Education Case Study:**

https://com125socialmedia.wordpress.com/major-assignments/grading-rubric-for-case-studies/

**One Health Education Portfolio (20 points)**

***Purpose:***The purpose of this One HealthEducation Portfolio is to demonstrate your growth and development as a One Health Education professional. The portfolio will consist of a collection of reflections and case study documents.

***Instructions:*** For this portfolio you will include a series of reflections – (1) What are your initial understanding of One Health? (~ 500 words); (2) Collection of weekly reflections submitted on Blackboard in a running document; (3) Final reflection outlining how your initial understandings have changed in this course, and how this course has influenced your academic and professional goals (~ 800-1000 words; please include references) – as well as the compiled documents from the Case Study Competition (e.g., written description of the case, detailed interdisciplinary plan, reflective statement).

|  |  |
| --- | --- |
| **Assignment** | **Points** |
| Participation and Attendance | 10 |
| Weekly Reflections (10 pts. x 2) | 20 |
| One Health Education Case Study Competition | 50 |
| One Health Education Portfolio | 20 |
| **Total** | **100** |

**Grading**

Students’ final grade for this class will be based on the following:

A+ = 98 – 100% A = 93 – 97.99% A- = 90 – 92.99%

B+ = 88 – 89.99% B = 83 – 87.99% B- = 80 – 82.99%

C = 70 – 79.99% D = 60 – 69.99% F < 70%

***\* Late assignments will be deducted by half a letter grade per day that it is late (i.e., a grade of 'A' will be marked down to 'A-'; a grade of 'B+' will be marked down to a 'B')***

**Expectations Regarding Course Behavior**

You are expected to maintain a civil tone and respect the opinions of others. While commenting on others’ statements and ideas is encouraged, aggressive or patronizing tone and language are unacceptable and may result in the loss of your posting and discussion privileges. This type of unacceptable behavior and penalty may impact course and assignment grades, as applicable.

**Privacy**If we move to online synchronous meetings (or hyflex), our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded.  If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded.  If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled.  The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding.  All other purposes are prohibited.  Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

**Communication Guidelines**

You are encouraged to contact the instructor and the TA by email using the “Inbox” in Canvas for clarification and assistance with the course material and the assignments, and for special issues that may arise. Weekday daytime (US Eastern Time) emails have the best chances of being answered quickly. Please only use the Canvas “Inbox” to communicate with the course instructor and/or TA. While the instructors and TAs will check their UFL email regularly, they will not be held responsible for email sent directly to their UFL addresses. The goal is to receive a reply within 48 hours during the work week (Monday through Friday) or a reply to a weekend email after the next week begins. Please do not anticipate replies to email during the weekend.

**Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity.  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 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 additional information regarding Academic Integrity, please see Student Conduct and Honor Code for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

**Recording Within the Course:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled.  The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding.  All other purposes are prohibited.  Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

**Policy Related to Guests Attending Class:**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers.  Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester.  This is two sessions total across all courses.  No further extensions will be granted.  Please note that guests are **not** permitted to attend either cadaver or wet labs.  Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety.  Link to full policy: <https://phhp.ufl.edu/policy-classroom-guests-of-students/>

**Online Faculty Course Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [https://ufl.bluera.com/ufl/](https://urldefense.proofpoint.com/v2/url?u=https-3A__ufl.bluera.com_ufl_&d=DwMFAg&c=sJ6xIWYx-zLMB3EPkvcnVg&r=y2HjEMjRMHJhfdvLrqJZlYczRsfp5e4TfQjHuc5rVHg&m=WXko6OK_Ha6T00ZVAsEaSh99qRXHOgMNFRywCoehRho&s=itVU46DDJjnIg4CW6efJOOLgPjdzsPvCghyfzJoFONs&e=). Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

**SUPPORT SERVICES**

**Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

**Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

* The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
* **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
* The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
* Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789  
  <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
* **University Police Department**: [Visit UF Police Department website](https://police.ufl.edu/) or call 352-392-1111 (or 9-1-1 for emergencies).
* **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](https://ufhealth.org/emergency-room-trauma-center).

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

**Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

**Tentative Course Schedule**

\*OHE (One Health Education)

| **Date/**  **Time** | **Activity** | **Point of Contact** | **Where** |
| --- | --- | --- | --- |
| **Friday, May 16th** | | | |
|  | Prepare for Departure from the US | Prof. Kitsantas | FL |
| **Saturday, May 17th** | | | |
| 8:00 PM | Arrive in Greece  Welcome Dinner ~ 50 students (12 from UF, 12 from GMU, and 20 from UOI) | ALL | Stoa Louli |
| **Sunday, May 18th** | | | |
| 12:00 – 4:00 PM | UOI and City of Ioannina Safety Orientation  Lunch  Expectations for study abroad and course | Prof. Plakitsi | UOI |
| 8:00 PM | Dinner  Itinerary Review | Prof. Plakitsi | Stoa Louli |
| **Monday, May 19th** | | | |
| 9:30 –10:30 AM | Welcome from the University Leadership  Introductions – Faculty & Students  Ice breaker for students across units | ALL | UOI |
| 10:45–12:30 PM | History of OHE - Micro to Planetary Health  Careers in OHE  OHE in Action: A Planet in Reaction | Prof. Von Fricken |  |
| 12:30 – 1:30 PM | Lunch (Catering from La Reference; 50 people) | ALL | On Site (UOI) |
| 2:00 – 3:00 PM | Myths and Facts in OHE: Educational and Psychological Influences | Prof. Evagelia Karagiannopoulou and  Prof. Tsitsanoudi |  |
| 3:00 – 4:00 PM | Key Challenges: Critical Issues in OHE  Introduction to Critical Thinking in OHE | Profs. Von Fricken and Kitsantas |  |
| 4:00 – 5:00 PM | Generative AI in OHE | Prof. Pagge |  |
| 5:00 – 8:00 PM | Rest at apartments & Dinner  Dinner Options will be provided (NOT INCLUDED) |  |  |
| **Tuesday, May 20th** | | | |
| 9:30 – 10:30 AM | Historical Context of Regional Challenges | Prof. Plakitsi | UOI |
| 10:30 –11:30 AM | Breakout Groups: Environment, Health and Global Security, Cultural and Psychological Influences on Health | Profs. Von Fricken and Kitsantas |  |
| 11:30 AM –12:30 PM | Introduction to Research Methods in Education  Teaching for Sustainability | Profs. Kitsantas and Plakitsi |  |
| 12:30 – 1:30 PM | Lunch |  |  |
| 1:30 – 2:30 PM | OHE Challenges and Climate Change | Prof. Leonardos |  |
| 2:30 – 5:00 PM | Jigsaw Method (Case Study) – *Cooling off a Warming* Planet: Analyzing the Tradeoffs in Policies for Climate Change | Profs. Kolokouri and Kornelaki |  |
| 5:00 – 8:00 PM | Rest at apartments & Dinner  Suggested Dinner Options (NOT INCLUDED in cost) |  |  |
| **Wednesday, May 21st** | | | |
| 9:30 – 4:00 PM | Field Based Training & Site Visits  Lunch provided in field | Prof. Von Fricken |  |
| **Thursday, May 22nd** | | | |
| 9:30 –11:00 AM | Microbioma and Diseases | Prof. Batistatou | UOI |
| 11:15-12:30 PM | Group Work: Project Design – Human Practices  Overview of case competition framework  Lecture: STREAM Projects, Science Communication | Prof. Andreou |  |
| 12:30 – 1:30 PM | Lunch |  |  |
| 1:30 – 2:30 PM | Group Work: Work in Progress (based on the pre-visit activity and field work): QA regarding OHE Case Competition Brief | ALL |  |
| 2:30 – 5:00 PM | Meet with faculty mentors to facilitate group work |  |  |
| 5:00 – 8:00 PM | Rest at apartments & Dinner  Suggested Dinner Options (NOT INCLUDED in cost) |  |  |
| **Friday, May 23rd** | | | |
| 8:00 AM – 4:00 PM | Field Based Training & Site Visits  *Itinerary One:*  Kiki Kati – Developmental Body of Epirus  *Itinerary Two:*  Geopark Vikos - Aoos | Profs. Von Fricken Kolokouri, Plakitsi and Kornelaki | Travel |
| **Saturday, May 24th** | | | |
|  | Ionian Islands Tour (Cultural): Tourist Destination Activities |  | Travel |
| **Sunday, May 25th** | | | |
|  | Ionian Islands Tour (Cultural): Tourist Destination Activities |  | Travel |
| **Monday, May 26th** | | | |
| 9:30 –11:00 AM | Overview of Case Competition Framework – Mentor Assignment | Prof. Von Fricken |  |
| 11:15-12:15 PM | Group Work: Work in Progress--Field work with mentors | Prof. Von Fricken | Field-work Site |
| 12:30 – 1:30 PM | Lunch |  |  |
| 1:30 – 2:30 PM | Group Work: Work in Progress (based on the pre-visit activity and field work) at relevant fieldwork locations (e.g., Lake Pamvotis)  QA regarding OHE Case Competition Brief | Profs. Von Fricken, Kolokouri, Plakitsi and Kornelaki | Field-work Location |
| 2:30 – 5:00 PM | Meet with faculty mentors to facilitate group work |  |  |
|  | Rest at apartments & Dinner  Suggested Dinner Options (NOT INCLUDED) |  |  |
| **Tuesday, May 26th** | | | |
| 9:30– 12:30 PM | Visiting the Museum of History of Medicine  OHE’s Role in Public Health, health promotion, health interventions  Key Organizations involved in OHE  Role of Economics in OHE Challenges | Evi Ntzani & Museum Directors |  |
| 12:30-1:30PM | Lunch |  |  |
| 1:30 – 5:00 PM | Group Work for OHE Case Competition Brief | ALL |  |
| 5:00 – 8:00 PM | Rest at apartments & Dinner  Suggested Dinner Options (NOT INCLUDED) |  |  |
| **Wednesday, May 27th** | | | |
| 9:30 – 1:00 AM | Group Work for OHE Case Competition Brief | Prof. Von Fricken, | UOI |
| 12:30-1:30 PM | Lunch |  |  |
| 1:30 – 5:00 PM | OHE Poster Session | Profs. Andreou, Kolokouri |  |
| 5:00 – 8:00 PM | Rest at apartments & Dinner  Suggested Dinner Options (NOT INCLUDED) |  |  |
| **Thursday, May 28th** | | | |
|  | Students’ preparation to depart! |  | UOI |
| 2:00-4:00 PM | Bus to Athens |  |  |
| **Friday, May 29th** | | | |
|  | Athens Visit | Profs. Von Fricken and Kitsantas |  |
| **Saturday, May 30th** | | | |
|  | Depart |  |  |

*Note*: Faculty reserves the right to alter the schedule as necessary, with notification to students;

# Appendix

**Weekly Reflections Rubric**

|  |  |  |
| --- | --- | --- |
| **Meets Standard**  **(3 point)** | **Approaches Standard**  **(1.5 points)** | **Does Not Meet Standard**  **(0 points)** |
| Posts and questions demonstrate deep insight and connections to course readings and class content; questions are thoughtful, and self-reflection is meaningful.  Responses to two classmates are thoughtful and demonstrate careful reflection; offers support for challenges. | Posts and questions are incomplete or demonstrate little thought and insight into course readings and class content. No self-reflection is provided.  Response to only one classmate is provided. | Posts are missing or ideas are off topic.  Responses are missing or off topic/ no thought is provided. |

# Assessment Rubric(s)

**Self-Evaluation Rubric for Student Participation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exemplary (4)** | **Proficient (3)** | **Developing (2)** | **Unacceptable (1)** |
| **Frequency of Participation** | I initiated contributions more than once today. | I initiated a contribution once today. | I contributed when someone solicited input from me. | I did not contribute today. |
| **Quality of Comments** | My comments were insightful & constructive; used appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. | My comments were mostly insightful & constructive; mostly used appropriate terminology. Occasionally comments were too general or not relevant to the discussion. | My comments were sometimes constructive, with occasional signs of insight. My comments were not always relevant to the discussion. | My comments were uninformative, relied heavily on opinion, or I did not comment. |
| **Listening Skills** | I listened attentively the majority of the time when others presented/shared material and or perspectives. | I was mostly attentive when others presented ideas, materials. | I was somewhat inattentive today. Occasionally I spoke while others were speaking. | I did not listen to others; talked while others were speaking or did not pay attention when other students were speaking.  I was distracted (or sleeping). |
| **Preparation** | I was well prepared for today’s class; completed all of the reading. | I was mostly prepared for today’s class; completed most of the reading. | I was somewhat prepared for today’s class; completed some of the reading. | I was unprepared for today’s class; I completed little of none of the reading. |

**One Health Education Case Competition**

The One Health Education Case Competition is completed during EDEP497/597 and is assessed by the instructor. Students must earn an overall score of 3 to be successful on this assignment. If a student does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practice and identified gaps in developing and assessing a specific One Health Education related case and the impact on global health.

| **Performance** | **Does Not Meet Standard (1)** | **Approaches Standard (2)** | **Meets Standard (3)** | **Exceeds Standard (4)** |
| --- | --- | --- | --- | --- |
| **Section 1: Preparing for Case Development** | | | | |
| **Topic Identification** | Students do not collaborate with the instructor to identify a topic by the assigned deadline. | Students do collaborate with the instructor to identify a topic but does not meet the assigned deadline. | Students collaborate with the instructor to identify a topic by the assigned deadline. |  |
| **Draft** | Students do not create an initial draft of One Health case. | Students create an initial draft of One Health case but does not meet the assigned deadline. | Students do create an initial draft of One Health case and meets the assigned deadline. |  |
| **Section 2: Case Planning and Development** | | | | |
| **Description of One Health Case** | Students do not provide a description of One Health case. | Students provide a limited description of One Health case that reflects some understanding of critical health issues, evidence based, and interdisciplinary approaches to solutions and surveillance. Limited connections are made to course readings. | Students provide a brief description of One Health case that reflects some understanding of critical health issues, evidence based, and interdisciplinary approaches to solutions and surveillance. General connections are made to course readings. | Students provide a rich description of One Health case that reflects some understanding of critical health issues, evidence based, and interdisciplinary approaches to solutions and surveillance. Explicit connections are made to course readings. |
| **Critical Health Issue** | Students do not include critical health issue to be addressed. |  | Students include critical health issue to be addressed. |  |
| **Case Objectives** | Students do not include case objectives. | Students do include case objectives but they are not SMART (specific, measurable, achievable, relevant, and time-bound) and/or not aligned. | Students include SMART case objectives that are clearly aligned. | Students include SMART objectives that are clearly aligned and address multiple SRL processes. |
| **Strategic Solutions** | Students do not include a variety of strategic solutions for One Health case. | Students include a limited number of strategic solutions for One Health case. | Students incorporate strategic solutions for One Health case to address global solutions. | Students include a variety of strategic solutions for One Health case to address global solutions. |
| **Surveillance/Intervention** | Students do not include surveillance checks for evaluating, differentiating, and/or maintaining strategic solutions. | Students include a limited number of surveillance checks for evaluating, differentiating, and/or maintaining strategic solutions. | Students include surveillance checks for evaluating, differentiating, and/or maintaining strategic solutions. | Students include a variety of surveillance checks for evaluating, differentiating, and/or maintaining strategic solutions. |
| **Section 3: Case Development and Competition Engagement Reflection** | | | | |
| **Reflection Statement** | Student does not holistically reflect on learning from the planning and competitive process and does not set future goals. | Student’s holistic reflection is limited in depth and focuses broadly on the planning and competition process and future goals. | Student’s holistic reflection focuses on lessons learned from engaging in the planning and competition process and sets future goals. General connections to course content are included. | Student’s holistic reflection thoroughly focuses on lessons learned from engaging in the planning and competition process and sets future goals. Specific connections to course content are included. |

One Health Education Portfolio Rubric

Purpose: The purpose of this One Health Education Portfolio is to demonstrate your growth and development as a One Health Education professional. The portfolio will consist of a collection of reflections and case study documents. Students must earn an overall score of 2 to be successful on this assignment. If a student does not earn a 2 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practice and identified gaps in developing and assessing students professional growth in One Health Education.

|  |  |  |  |
| --- | --- | --- | --- |
| Statement of Understanding | Unacceptable (1)  Student does not clearly articulate their current understanding of OHE. | Competent (2)  Student articulates their current understanding of OHE. | Advanced (3)  Student articulates their current understanding of OHE, but effectively alludes to specific anecdotes to support that current understanding. |
| Collection of Reflections | Unacceptable (1)  Reflections are not presented in an organized manner; not all documents are presented. | Acceptable (2)  All reflections are presented in an organized manner. |  |
| Case Study Archive | Unacceptable (1)  Case study documents are not presented in an organized manner; not all documents are presented. | Acceptable (2)  Case study documents are presented in an organized manner. |  |
| Final Reflection | Unacceptable (1)  Student does not clearly articulate how their understanding of OHE has changed throughout the course.  Student does not present how this course has influenced their academic and professional goals.  Student does not provide references. | Competent (2)  Student clearly articulates how their understanding of OHE has changed throughout the course.  Student presents how this course has influenced their academic and professional goals.  Student uses references appropriately to support their understanding. | Advanced (3)  Student clearly and effectively articulates how their understanding of OHE has changed throughout the course.  Student presents how this course has influenced their academic and professional goals with effective anecdotes.  Student uses references appropriately to support their understanding. |
| Language and Writing | Unacceptable (1)  Numerous errors or error patterns in grammar, mechanics or spelling distract the reader from the content.  Language is appropriate but may not be fluent or engaging.  Current APA format is not applied accurately. | Competent (2)  Minimal to few errors in grammar, mechanics or spelling. Uses elaboration to express ideas.  Current APA format is applied accurately | Advanced (3)  Student makes no or very few errors in grammar, spelling or mechanics. Uses language masterfully to express ideas.  Current APA format is applied accurately |