HLTH 490.0201 – PRINCIPLES OF COMMUNITY HEALTH II

Semester: Fall 2015
Classroom and Time: SPH0307 / Monday, Wednesday 11:00am-12:15pm
Instructor: Sylvette A. La Touche-Howard, PhD, NCC, CHES

Office Hours: By appointment (please make appointment via email or CANVAS 48 hours in advance)

Office: SPH 2320
Phone: 301.405.8161
Email: latouche@umd.edu

Course Pre-Requisites: HLTH 391: Principles of Community Health I
Mandatory Course Co-Requisite: HLTH 420: Methods and Materials in Health Education

Required Texts and Other Readings:

Required:


Other course material will be posted on CANVAS (www.elms.umd.edu).

Recommended:

Resources:
Public Health Library Resources: http://lib.guides.umd.edu/PublicHealth
Librarian’s contact information: Nedelina Tchangalova

Physical Sciences and Public Health Librarian
Engineering & Physical Sciences Library (EPFL)
Mathematics Building, Room 1403
University of Maryland, College Park, MD 20742

Phone: 301-405-9151 | Email: nedelina@umd.edu
Librarian’s Office Hours: Thursdays, 2-3 pm at SPH Room 1226. All other times by appointment in my office at the Engineering Library

Course Description:

HLTH 490
Fall, 2015
S. La Touche-Howard
This is a pre-professional, skill-building course focused on helping students transition from college to the workforce in areas of public and community health. Topics include:

**Internship Preparation:**

Students seeking a Bachelor of Science (B.S.) degree in Community Health at the University of Maryland are required to complete an internship in the field. The internship experience allows students to integrate knowledge and skills developed in the classroom and apply them in a professional setting. Students must enroll in this class, HLTH 490, to assist them in searching and preparing for their internships.

Students are required to secure an internship for themselves during this semester at a site where they are expected to work the following semester. The work must be related to public and community health and approved in advance by the department Internship Coordinator. To secure an internship, students are expected to research internship sites, apply to desired sites, and obtain a signed internship contract by the end of the semester. Students are responsible for securing their own internships, but they will be guided and supported through advising and assignments to facilitate forward movement and appropriate placement.

**Grant Proposal Development:**

Community health organizations often rely on charitable contributions and grants for funding programs and initiatives. There are a variety of funding sources. Securing funding, however, is not easy and competency in this area is essential. Students will learn how to solicit funds by developing a grant proposal for a specific community health need.

Students will work in small groups and each student will be responsible for writing parts of a grant proposal. The teams will apply the PRECEDE-PROCEED model in planning a health intervention and will follow proposal development protocols used in professional settings, among which include team planning meetings, application of tools such as logic models and Gantt charts, peer review, and a formal presentation.

**Other:**

This course largely synthesizes previous coursework in behavioral and community health and guides students in applying knowledge and skills. Limited new content is included, however, related to professional etiquette and approaches to job searching, functions of the U.S. health care system, current events in public and community health, and proposal development.

Quizzes and exams will require that students synthesize the knowledge gained through activities, readings, and class lectures.

**Course Learning Objectives:**

This course largely facilitates the application of acquired knowledge and skills in public and community health. It is focused on the process of community health education and promotion. Upon completing this course, the students will be able to:

1. Demonstrate skills in professional etiquette.
2. Perform job search skills to include resume and cover letter development, and job interviewing.
3. Develop a plan for professional development, and obtain an internship in the field of community health.
4. Write a grant proposal to request funding for a community health program utilizing a variety of proposal development tools (e.g., literature review, logic model, GANTT chart, budget).
5. In the context of a grant proposal, develop a culturally competent community health program to address a health disparity, applying the US DHHS CLAS Standards and best practices.
6. In the context of a grant proposal, students will understand and apply components of the PRECEDE-PROCEED model in identifying and addressing a community health need, developing a program to address the need, and designing a program evaluation.
7. Demonstrate skills necessary for working in teams.
8. Understand health organizations and services at the local, state and national levels.
9. Understand issues and direction in present day community health, including health care reform.

Program Competencies Addressed in this Course:
The following competencies for the UMD Bachelor of Science degree in Community Health are addressed in this course:

• Identify individual and community level needs for health promotion and disease prevention.
• Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies.
• Apply statistics and research methods to accurately describe the distribution and examine the determinants of population health.
• Apply statistics and research methods to community health program evaluations.
• Describe how to plan, implement and administer short- and long-term community health interventions.
• Describe how to advocate for effective community health initiatives at the local, state and federal levels.
• Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.

BCH Undergraduate Final Program Portfolio:
During HLTH 491 (internship semester) each student is responsible for the development of a "Final Program Portfolio". The portfolio is contained in a 3-ring binder and includes material that is reflective of your internship and academic experiences as a community health major. The academic section will include a specific deliverable (assignment) for each of your core courses.

The portfolio deliverable for this course (HLTH 490) is the final grant proposal.

Please be sure to save this assignment for inclusion in your Final Program Portfolio. You may use a copy of your original work, the graded returned assignment, or an edited version that incorporates grading comments. For more information regarding the Final Program Portfolio, please refer to the Undergraduate Internship Program Manual located on the Department of Behavioral and Community Health website.

Course Requirements:
This course is taught through lecture, readings, interactive classroom activities, out-of-class group meetings, research and job interviews, and student presentations. Assignments and slide presentations will typically be posted on CANVAS (www.elms.umd.edu) after being presented in class.

Course Policies:
Attendance Policy:
Attendance at every class is expected. Class is intended to model a worksite in order to prepare students for their internship experience where unexcused absences are unacceptable. Attendance is taken at every class and unexcused absences will be counted against the student in the grading process. For every case of three or more absences without an advance, written, university-approved excuse, a student will receive a reduction of one letter grade for the course. Moreover, students will be working together in groups during this course and expected to be mindful of how absences will affect their groups. Please remember that students are responsible for letting the instructor know ahead of time (via email) if class will be missed due to a university excused absence. (Missing class due to a scheduled job interview is not a university-approved absence.) Students are expected to make up work and obtain notes from other students for any classes they miss.

In accordance with university policy, if you are absent for a single lecture due to illness or some form of personal or family emergency, this absence will be considered “excused” and the instructor will accept a note from you, attesting to the date of the illness/incident, along with an acknowledgement that the information is true if provided in advance of the class start time.

Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event like and exam or test, will require written documentation from an appropriate health care provider/organization. Major grading events for this class include the midterm and final exams, and the grant proposal presentations.

For complete information on the university’s absence policy see: [http://www.president.umd.edu/policies/v100g.html](http://www.president.umd.edu/policies/v100g.html)

Arriving Late to Class:

Lateeness (arriving to class after start time) is disruptive to the class and is highly unprofessional. If there is a circumstance in which it will be inevitable for a student to be late, it is the student’s responsibility to let the instructor know ahead of time (via a phone call or email). If you know you will be late consistently due to a class held in the time slot directly before our class, written approval must be granted by the instructor prior to the student being late. Excessive unapproved lateness will be counted against students in the grading process, please see the professional readiness rubric for point allotment. Additionally, for every case of three or more late arrivals without advanced notice (via phone or email), a student will receive a reduction of one letter grade for the course.

Late Work and Missed Exams / Assignments:

All readings and other assignments are due at the beginning of class on the day they are listed on the syllabus. Any work not turned in by the beginning of class on the due date will receive a reduction of one letter grade. Work not handed in and time-stamped by the department’s secretary by 5pm the following day will receive a reduction of an additional letter grade, assignments will not be accepted after this time. Exams may be made up with an approved excuse in advance. Quizzes may not be made up.

Email – The Official University Correspondence:

Verify your email address by going to [www.my.umd.edu](http://www.my.umd.edu).

All enrolled students are provided access to the University’s email system and an email account. All official University email communication will be sent to this email address (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.
Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcements, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building.

For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

HLTH 490 Email: Feel free to email questions and concerns to the instructor. Please use a courteous and professional manner in your communication, and do not abbreviate messages or words.

Course Evaluation:

Your participation in the evaluation of courses through CourseEvalUM is much appreciated as a member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. Please complete your evaluations at (www.courseevalum.umd.edu) at the end of the semester.

Religious Observances:
The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor in advance of any intended absences for religious observance.

Accommodations for students with disabilities:

If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, please talk to me as soon as possible. You will need documentation from Disability Support Services (301-314-7682.) If you intend to take any or all quizzes/exams at DSS it is your responsibility to notify me as soon as possible.

Learning Assistance Services:

If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All their services are free to UMD students.

Academic Integrity:

The Department of Behavioral and Community Health has a zero tolerance policy on academic dishonesty of any kind. If a Departmental instructor believes that a student has been involved in academically dishonest activity, he or she will report it to the University’s Office of Student Conduct, and is not obligated to disclose the report to the student in question. Once referred, the Office of Student Conduct will contact the student in writing to inform them of the charges.
The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- **CHEATING**: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- **FABRICATION**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **FACILITATING ACADEMIC DISHONESTY**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- **PLAGIARISM**: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: [http://www.shc.umd.edu/code.html](http://www.shc.umd.edu/code.html).

The Honor Pledge is a statement undergraduate and graduate students must follow, and may be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

*I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.*

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [http://www.shc.umd.edu](http://www.shc.umd.edu).

**Inclement Weather / University Closings:**

In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website ([http://www.umd.edu](http://www.umd.edu)) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

**Personal Technology Use Policy**

HLTH 490 permits and encourages the use of laptops and tablets to assist students in taking notes and in seeking further clarification of course material during the lectures. Use of personal technology must be conducive to the learning environment and not a distraction to the instructor and other students.

**Classroom rules:**

1. Unless required for class content, wireless network adapters should be disabled.
2. Applications not relevant to the class discussion should not be open. This includes but is not limited to: surfing the web, responding to email, Facebook, Instagram, Twitter, Canvas sites of other classes, instant messaging etc.
3. All sounds must be muted before the start of class and for the duration of class.
4. Under no circumstances should personal, non-emergency calls be placed or answered from within a classroom while a class is in session.
5. Under no circumstances should students view or send personal, non-emergency text messages
6. Individuals who are aware that they may receive notice of an emergency during a class session should speak with the instructor before class. If such a notification is received, either quietly leave the class or wait until a break before responding.
7. In the event that an emergency notification is sent via UMD’s Emergency Notification System, notify the instructor and follow instructions accordingly.

8. Individuals who require video or audio recording devices to satisfy a DSS service should consult with the instructor to make arrangements for the placement and operation of these devices.

9. Individuals who wish to use audio or video recording devices, but are not doing so to satisfy a DSS service, must receive approval from the instructor before utilizing the equipment.

Photo/Video Release Statement

Occasionally, the Department of Behavioral and Community Health may take photographs of classroom and building activities involving our students. Photographs taken at these events may be published electronically or in print materials. If you do not wish to authorize use of such photos for these materials, please email your professor upon receipt of this syllabus.

Copyright Notice

Class lectures and other materials are copyrighted. This includes all tangible course materials, including but not limited to written or recorded lecture, PowerPoint presentations, handouts, tests, and other assignments. These materials may not be reproduced (e.g. students may not copy and/or redistribute these materials) for anything other than personal use without my explicit written permission.

Grading Procedures:

Internship Preparation Graded Assignments:

✓ Learning Goals (10 points) Due 9/14
✓ Resume and Cover Letter Drafts Due (4 participation points) 9/9
✓ Resume (20 points) Final Due 9/23
✓ 1 Cover Letter (10 points) Final Due 9/23
✓ 1 Virtual Interview (5 points) and Evaluation Form completed by a professional (5 points). Both received by instructor: 10/5
✓ Elevator Statement Video (8 points)& Elevator Statement Critique (2 points):
  Each student will be asked to create a personal statement, video themselves, and post to the class YouTube channel. Guidelines for the creation are on Canvas. Each student will also have to critique two other elevator statements and provide written feedback to their classmates and instructor. Due 10/7 (video uploaded) & (critique)
✓ Intern Poster Session Notes (5 points) Due 10/14
✓ Job Search Progression (Up to 6 points based on at least 1 interview completed with an evaluation (completed by the interviewer and mailed/ emailed to the instructor by 12/7), 2 internship search progression forms: 10/28 (initial internship search progression form) & 11/23 (final internship search progression form)
✓ 1 Evaluated Interview by internship site (10 points) (Best one graded, received by mail to the instructor, plan accordingly) Due by 12/7
✓ 2 Professional Readiness Assessments (10 points each) (Evaluated by instructor based on classroom participation, timeliness, courtesy in communication, and appropriateness of professional dress when required. Rubric attached.) Provided by the instructor: 10/19 & Final Exam Period
✓ Signed Internship Contract (worth 5 points in professional readiness grade). Also a signed contract is required to enroll in HLTH 491. Students that do not have an internship secured by the end of the Fall 2015 semester will be unable to participate in an internship until Fall, 2016.) Due by 12/2

Subtotal possible points: 105

Grant Proposal Graded Assignments:

✓ Individual Planning Document Section(s) Grade (30 points), various due dates based on writing assignment.
✓ Grant Proposal Final Grade (45 points individual section & 15 points team grade=60 points total)
The Grant Proposal is your deliverable for this course. Students must keep a copy of the assignment to include in their portfolio during the internship semester.

All Grant Proposals Due 12/7

- Final Presentation Individual Grade (15 points individual section & 10 points team grade=25 points total)
- Library Resources Modules and Quiz (5 points) Due by 9/28

**Subtotal possible points: 120**

Other Graded Assignments:

- 2 in-class activities (5 points each) there will be 2 brief pop-quizzes or other spontaneous graded activities throughout the semester related to reading and lecture material. These may not be made up.
- Cultural Competency Training Certificate (5 points) Due 10/12
- Exam (100 points)

**Subtotal possible points: 115**

**Total possible points: 340**

97% (327-340 points) A+
93% (315-326 points) A
90% (305-314 points) A-
87% (295-304 points) B+
83% (280-294 points) B
80% (271-279 points) B-

77% (261-270 points) C+
73% (247-260 points) C
70% (237-246 points) C-
67% (227-236 points) D+
63% (213-228 points) D
60% (203-212 points) D-
Below 60% (202 & below)

*Final Grades will NOT be changed. The instructor will not provide extra points to put you up into the next grade break. All half points have already been accounted for in the above calculation.*

**Course Outline / Course Calendar**

*There are additional small group assignments that will be discussed in class, these will assist the student in further understanding the PRECEDE PROCEED model and grant writing process.*

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1</td>
<td>M 8/31</td>
<td>Introduction to Course</td>
<td>In-class handouts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning Goals Assignment Overview</td>
<td></td>
</tr>
<tr>
<td># 2</td>
<td>W 9/2</td>
<td>Introduction to Grant Proposals</td>
<td>Reading Due:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grant Proposal Group Assignments</td>
<td>In-class handouts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning Objective: 4,6</td>
<td>Howlett--pgs. xi, 1-7, Chapters 1, 2, and 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Course Contract Due Friday 9/4 by 11:59pm</td>
</tr>
<tr>
<td># 3</td>
<td>M 9/7</td>
<td>Labor Day: University Closed, No Class</td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>Date</td>
<td>Activity Description</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>--------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 4  | W 9/9  | Orientation to the Internship  
**Guest Speaker—Anne Anderson-Sawyer, Internship Coordinator**  
Learning Objective: 3                                                                                                                                                                                                 |
|    |        | In-class handouts                                                                                                                                                                                                   |
|    |        | **Learning Goals Due**                                                                                                                                                                                           |
| 5  | M 9/14 | Resumes, Cover Letters and Interview Tips  
**Guest Speaker: Shannon Edward**  
University Career Center  
Learning Objective: 2                                                                                                                                                                                                 |
|    |        | Reading Due:  
Terp Guide (pgs. 9-25)                                                                                                                                                                                          |
|    |        | **Resume and Cover Letter Draft Due**                                                                                                                                                                              |
| 6  | W 9/16 | Professional Etiquette  
Learning Objective: 8, 9                                                                                                                                                                                      |
|    |        | Reading Due:  
Doyle: Ch.1, Ch. 13 (pgs. 308-313) & Appendices A, E, F  
Terp Guide (pgs. 26-47)  
See CANVAS for additional readings.                                                                                                                                 |
| 7  | M 9/21 | Interviewing Mini Workshop  
Resume & Cover Letter Critique Workshop  
**Dress Professionally Today! (check professional readiness rubric for guidelines)**  
Learning Objective: 1,2                                                                                                                                                                                     |
|    |        | Reading Due:  
See CANVAS for additional readings                                                                                                                                                                           |
|    |        | **Dress Professionally Today! (check professional readiness rubric for guidelines)**  
*Bring at least one copy of your resume and cover letter for peer review*                                                                                                                                            |
| 8  | W 9/23 | Grant Proposal Workshop  
Initial Planning  
Learning Objective: 4, 5, 7                                                                                                                                                                                    |
|    |        | Reading Due:  
Doyle- Chapter 2, Howlett-Chapter 8  
Read at least two past proposals BEFORE class (see CANVAS)  
In class handouts                                                                                                                                                                                                  |
|    |        | **Final Resume and Cover Letter Due**                                                                                                                                                                               |
| 9  | M 9/28 | Review of PRECEDE/PROCEED Framework  
Social Assessment  
Learning Objectives: 4,6                                                                                                                                                                                                |
|    |        | Reading Due:  
Doyle-Chapter 5 (pgs. 116-123),  
See CANVAS for additional reading                                                                                                                                                                                    |
|    |        | **Library Resources Modules and Quizzes Due**                                                                                                                                                                       |
| 10 | W 9/30 | Report Back: How are the main sections of the grant related to the PRECEDE PROCEED model? & Phase 1: Quality of Life Factor  
Epidemiological Assessment                                                                                                                                                                                           |
|    |        | Reading Due:  
Doyle- Chapter 7 (pgs. 154-170)                                                                                                                                                                                      |
<p>|    |        | <strong>Report Back: Review the sample proposal provided on your group page, be prepared to present: How the main sections of the grant related to the PRECEDE PROCEED model &amp; identify the Phase 1: Quality of Life Factor in the proposal. Identify the Quality of Life Factor also for your group proposal this semester.</strong> |</p>
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>#11</td>
<td>M 10/5</td>
<td>Report Back: Phase 2: Epidemiological Factors Education</td>
<td>Writing Goals and Objectives Learning Objectives: 4,6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Reading Due:</strong> Doyle—Chapter 3, (pgs. 48-60), Chapter 6 Howlett—Chapter 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Virtual Interview (including evaluation) Due</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Report Back:</strong> Review the sample proposal provided on your group page, be prepared to present the Phase 2 Factors for the sample proposal and for your group proposal.</td>
</tr>
<tr>
<td>#12</td>
<td>W 10/7</td>
<td><strong>WEDNESDAY Intern Poster Session</strong></td>
<td>11:00a.m.-2:00 p.m. SPH Concours <em>NO CLASS, ATTEND POSTER SESSION</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Reading Due:</strong> See CANVAS tool for note-taking at poster session</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>BEGIN APPLYING FOR INTERNSHIPS!!!</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elevator Statement Video Due</td>
</tr>
<tr>
<td>#13</td>
<td>M 10/12</td>
<td>Report Back: Phase 3: Educational &amp;Ecolical Factors</td>
<td>Literature Reviews Developing the Problem Statement APA Citation Learning Objectives: 4,6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cultural Competency Training Certificate Due (see CANVAS for instructions)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Report Back:</strong> Review the sample proposal provided on your group page, be prepared to present the Phase 3 Factors for the sample proposal and for your group proposal.</td>
</tr>
<tr>
<td>#14</td>
<td>W 10/14</td>
<td>Class Exercise: PRECEDE Analysis</td>
<td>Learning Objectives: 4,5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elevator Statement Critiques Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Poster Session Notes Due</td>
</tr>
<tr>
<td>#15</td>
<td>M 10/19</td>
<td>Applying to Graduate School Guest Speakers: Zac Hull/Ron Padron</td>
<td>PRECEDE Analysis Chart and Annotated References Due (SEE INSTRUCTIONS FOR PLANNING DOCUMENTS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1st Professional Readiness Assessment</td>
</tr>
<tr>
<td>#16</td>
<td>W 10/21</td>
<td>Goal and Objective Workshop Best Practices Overview/Review</td>
<td>Learning Objectives: 4,6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Reading Due:</strong> See CANVAS for additional readings In class handouts</td>
</tr>
<tr>
<td>#17</td>
<td>M 10/26</td>
<td>In Class Work Session &amp; Advising</td>
<td>Bring a Proposed List of Best Practices for Your Group’s Project</td>
</tr>
<tr>
<td>#18</td>
<td>W 10/28</td>
<td>Introduction to Logic Models &amp; Logic Model Workshop</td>
<td>Learning Objectives: 4,6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Reading Due:</strong> See CANVAS: <em>The Logic Model for Program Planning and Evaluation</em> In-class handouts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bring a Proposed List of Activities for Your Group’s Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Goals and Objectives Chart Due (SEE INSTRUCTIONS FOR PLANNING DOCUMENTS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Initial Internship Search Progression Form Due</td>
</tr>
<tr>
<td>#</td>
<td>Date</td>
<td>Activity</td>
<td>Learning Objectives</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>#19</td>
<td>M 11/2</td>
<td>Administrative and Policy Assessment Writing the Methods and Budget Sections</td>
<td>4,6</td>
</tr>
<tr>
<td>#20</td>
<td>W 11/4</td>
<td>Writing the Evaluation Section</td>
<td>4,6</td>
</tr>
<tr>
<td>#21</td>
<td>M 11/9</td>
<td>Evaluation Workshop</td>
<td>4,6</td>
</tr>
<tr>
<td>#22</td>
<td>W 11/11</td>
<td>Writing the Final Proposal Pieces: Organizational Qualifications and Staffing Section, Cover Letter, Summary, &amp; Appendices</td>
<td>4,6</td>
</tr>
<tr>
<td>#23</td>
<td>M 11/16</td>
<td>Professional Etiquette In The Internship</td>
<td>Organization and Staffing Qualifications</td>
</tr>
<tr>
<td>#24</td>
<td>W 11/18</td>
<td>Exam Bring #2 Pencil</td>
<td></td>
</tr>
<tr>
<td>#25</td>
<td>M 11/23</td>
<td>Group Advising Groups 1-3</td>
<td>4,6</td>
</tr>
<tr>
<td>#26</td>
<td>W 11/25</td>
<td>Group Advising Groups 4-6</td>
<td></td>
</tr>
<tr>
<td>#27</td>
<td>M 11/30</td>
<td>Overview: Summary of Issues to Date and Suggestions</td>
<td>1, 4,6</td>
</tr>
<tr>
<td>#28</td>
<td>W 12/2</td>
<td>Prep Day for Grant Proposals and Presentations Advising as needed</td>
<td></td>
</tr>
<tr>
<td>#29</td>
<td>M 12/7</td>
<td>Final Grant Proposal Presentations (Groups 1&amp;2) Dress Professionally (check professional readiness rubric for guidelines)</td>
<td>4,5,6,7</td>
</tr>
<tr>
<td></td>
<td>W 12/9</td>
<td>Final Grant Proposal Presentations (Groups 3&amp;4) Dress Professionally (check professional readiness rubric for guidelines)</td>
<td>4,5,6,7</td>
</tr>
</tbody>
</table>
| Session 1 | Introduction to the Course  
| Icebreakers and getting to know you  
| Syllabus overview  
- Program Competencies N/A  
- Objectives 3, 8  
In Class Handouts (Syllabus, Learning Goals Assignment)  
Assignments – Learning Goals Assignment, Due Session 2  
Session 2 | Introduction to Grant Proposals  
1. Opening activity: Who wants my?  
2. Lecture  
3. Can you tell the difference worksheet  
4. Topics vote for grant proposal assignment (1/2 sheets with abbreviated topics)  
5. Consider questions for the internship orientation next week  
Learning Objectives for Session  
- Program Competencies: Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies; Describe how to advocate for effective community health initiatives at the local, state, and federal levels; Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.  
- Objectives 4, 6  
Grant Proposal Assignment Part I  
Voting sheet for proposal topics  
Can you tell the difference  
Howlett pgs xi, 1-7, Chapters 1, 2, and 5  
Assignments –  
Vote on grant proposal topics  
Library Resources Module Introduction  
Session 3 | Labor Day: University Closed  
Session 4 | Resume and Cover Letter Writing Resources:  
1. 5 Steps to an Incredible Cover Letter:  
https://www.youtube.com/watch?v=mxOlI8lavZos  
2. Preparing a Cover Letter
3. The Do’s and Don’ts of Resume Writing (Ok but concerned over the objective and over 1 page comment)
https://www.candidcareer.com/umd/video-resume+writing,4fa549afe68373d9087e,Maryland

4. Resume Writing Tutorial
https://www.youtube.com/watch?v=G8TfZF-o8ns

5. Career Center slides on Resume and Cover Letter Writing

6. Interviewing: https://www.youtube.com/watch?v=TyCxS-vc4

Learning Objectives for Session
- Program Competencies: N/A
- Learning Objective: 2

Required and recommended readings

Assignments — *Resume and Cover Letter Drafts are DUE TODAY
*Final Resume and Cover Letter due in 1.5 weeks

Session 5
Orientation to the Internship with Anne Anderson-Sawyer

Learning Objectives for Session
- Objective 3

Required and recommended readings

Assignments —*Learning Goals Due

Session 6
Professional Etiquette Part I
1. Break the class into at least 3 groups. Give each group a “dimension” of professional etiquette to be discussed in class. Have each group write on the newsprint examples of good versus bad etiquette in the assigned domain. Within each domain, students should consider the role and principles surrounding communication, social media, and dress.
   a. Internship Search Etiquette
   b. Interviewing Etiquette
   c. On the Job Etiquette
2. Discuss findings.
3. Go over scenarios including the NYTimes email article.
4. Provide explanation for interview workshop.

Learning Objectives for Session [identify relevant Program Competencies from page 1 of syllabus]
- Program Competencies: N/A
- Learning Objectives: 8, 9

Required and recommended readings: Doyle Ch. 1, Ch. 13 (pgs 308-313) & Appendices A, E, F. Terp Career Guide (pgs
26-47). NYTimes Article: Email from a professor

Assignments -- Prepare for the Interview Workshop (Handout with requirements), Professional Dress is required for the workshop (see professional readiness rubric) along with required documents on handout (resume, cover letter, interview evaluation sheet, and the hosting an undergraduate intern form).

**Session 7**

Interview Workshop & Resume Critique

1. Finish up any interviewing professional etiquette from last class (NY Times article, scenarios).
2. Assess professional dress with the professional readiness rubric.
3. Divide class into pairs, and begin interview workshop (Provide evaluation and interviewing question documents)
   a. Instruct students that when finished they should work on critiquing one another’s resumes and cover letters (Provide critiquing guides).
4. Provide an overview of common mistakes noticed in resumes and cover letters at this stage. Especially clarify degree name.
5. Go over virtual interview assignment.

Learning Objectives for Session [identify relevant Program Competencies from page 1 of syllabus]
- Program Competencies: N/A
- Learning Objectives: 8, 9

Required and recommended readings: Handouts provided previously in class (interview workshop instructions)

Assignments -- Final resumes and cover letters are due at the next class (revisit critiquing guides on Canvas).
*Instruct students to review two former proposals that are online.

**Session 8**

Grant Proposal Workshop & Initial Planning
- Introduce the class to their grant proposal groups (determined from the voting sheet given during session 2)
- 60 second introductions (each person the group is given 60 seconds to introduce themselves and speak on an assigned topic)
- Teambuilding Activity
- Group charters (leads to discussion of effective groups)
- Go over the grant proposal assignment, students will figure out who is responsible for each section.

Learning Objectives for Session [identify relevant Program Competencies from page 1 of syllabus]
- Program Competencies:
  o Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies.
  o Describe how to plan, implement and administer short- and long-term community health interventions.
  o Describe how to advocate for effective community health initiatives at the local, state and federal levels.
  o Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.
- Learning Objectives 4,5,7

Required and recommended readings: Read at least two proposals from previous classes on Canvas. Doyle: Ch. 2, Howlett: Ch. 8

Assignments -- Reminder about virtual interview assignment.
Assign Elevator Statements
Instruct students to post group charters and writing assignments on Canvas
Resume and cover letter due
Session 9
Introduction to PRECEDE PROCEED
- Students will work out the basic framework of the PRECEDE PROCEED model using preprinted cards with the Phases and Factors, lecture will be surrounding this model
- PHASE 1: Social Assessment Lecture

Learning Objectives for Session [identify relevant Program Competencies from page 1 of syllabus]
- Program Competencies:
  o Identify individual and community level needs for health promotion and disease prevention
  o Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies.
  o Describe how to plan, implement and administer short- and long-term community health interventions.
  o Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.

  - Learning Objectives 4,6

Required and recommended readings
Doyle: Chapter 5, pages 116-123

Assignments – Groups have been provided a former student grant proposal to read. They will identify the major parts of the grant and how they relate to the Precede Proceed model. From this sample grant they must tease out the Phase 1 factor as well as brainstorm Phase 1 for their topic. Due at next session. Load findings into group space on Canvas.

Library Resources Module Due
Go over Elevator Statement Assignment

Session 10
PRECEDE PROCEED PHASE 2
- Students present findings from the in class assignment
- Prepare Phase 2 factors and ask students to appropriately place them
- Phase 2 resources
- How to conduct a literature review: review of library resources
- How to write the problem statement

Learning Objectives for Session [identify relevant Program Competencies from page 1 of syllabus]
- Program Competencies:
  o Identify individual and community level needs for health promotion and disease prevention
  o Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies.
  o Describe how to plan, implement and administer short- and long-term community health interventions.
  o Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.

  - Learning Objectives 4,6

Required and recommended readings
Doyle: Chapter 3 (pgs. 48-60), Chapter 6
Howlett: Chapter 9

Assignments – From this sample grant they must tease out the Phase 2 factors as well as brainstorm Phase 2 for their topic. Due at next in person session.
Discuss cultural competency certificate options

**Session 11**

Phase 3 Educational and Ecological Assessment  
Students present findings from the in class assignment  
- Prepare Phase 3 factors and ask students to appropriately place them  
- Phase 3 resources  
- Introduction and definition of goals and objectives  

Learning Objectives for Session [identify relevant Program Competencies from page 1 of syllabus]  
- Program Competencies:  
  - Identify individual and community level needs for health promotion and disease prevention  
  - Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies.  
  - Describe how to plan, implement and administer short- and long-term community health interventions.  
  - Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.  

- Learning Objectives 4,6

Required and recommended readings:  
Doyle Chapter 7 (pages 154-170)

Assignments – From this sample grant they must tease out the Phase 3 factors as well as brainstorm Phase 3 for their topic. Due at next in person session.

Virtual Interviews Due

**Session 12**

INTERNSHIP POSTER SESSION

Learning Objectives for Session [identify relevant Program Competencies from page 1 of syllabus]  
- Objective 3

Assignments – Poster Session notes (see Canvas for note taking tool) Due at next session  
Elevator Statements Due

**Session 13**

Literature Reviews, How to Write a Problem Statement  
Goal & Objective Review  
Present factors from the previous in class assignment

Cultural Competency Certificate Due

**Session 14**

Class Exercise: PRECEDE Analysis  
Class will watch “Soul Food Junkies” and based from the documentary conduct a PRECEDE analysis of the movie.

Learning Objectives for Session [identify relevant Program Competencies from page 1 of syllabus]
- Program Competencies
  - Identify individual and community level needs for health promotion and disease prevention
  - Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies.
  - Describe how to plan, implement and administer short- and long-term community health interventions.
- Learning Objectives: 5, 6

Assignments – Soul Food Junkies Precede Analysis
Assignments – Poster Session Notes Due
Elevator Statement Critiques Due

Session 15
Applying to Graduate School
Guest speakers: Zac Hull/Ron Padron/Erin Caporellie

Assignments- Grant Proposal Draft 1 Due: PRECEDE ANALYSIS and ANNOTATED BIBLIOGRAPHY
1st Professional Readiness Assessment

Session 16
Goal and Objective Workshop
Best Practices and Methods of Outreach

In depth goal and objective writing based on a handout provided in class.

Learning Objectives for Session [identify relevant Program Competencies from page 1 of syllabus]
- Program Competencies:
  - Describe how to plan, implement and administer short- and long-term community health interventions.
  - Identify individual and community level needs for health promotion and disease prevention.

- Learning Objectives: 4, 5, 6

Required and recommended readings: N/A

Session 17
In Class Work Session in Proposal Groups
Assignments – Bring to class a proposed list of best practices for your group to consider using as well as a complete APA citation.

Session 18
Introduction to Logic Models and the Logic Model Workshop
*Students will learn the components of a Logic Model and apply the model to previously established goals and objectives.

Learning Objectives for Session [identify relevant Program Competencies from page 1 of syllabus]
- Program Competencies
- Describe how to plan, implement and administer short- and long-term community health interventions.
- Identify individual and community level needs for health promotion and disease prevention.

Learning Objectives: 4,6

Required Readings:
*The Logic Model for Program Planning and Evaluation (Canvas)*

Assignments – Bring a proposed list of activities your group will conduct as part of your program
Initial Search Progression Form Due
Goals and Objectives Chart Due

<table>
<thead>
<tr>
<th>Session 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative and Policy Assessment</td>
</tr>
<tr>
<td>Writing the Methods and Budget Sections</td>
</tr>
<tr>
<td>Learning Objectives for Session [identify relevant Program Competencies from page 1 of syllabus]</td>
</tr>
<tr>
<td>- Program Competencies</td>
</tr>
<tr>
<td>o Describe how to plan, implement and administer short- and long-term community health interventions.</td>
</tr>
<tr>
<td>o Identify individual and community level needs for health promotion and disease prevention.</td>
</tr>
<tr>
<td>- Learning Objectives: 4,6</td>
</tr>
<tr>
<td>-</td>
</tr>
</tbody>
</table>

Required Readings:
Doyle: Chapter 7 (pgs. 170-178)
Howlett: Chapter 3 & 12
Prezi: Methods of Outreach

<table>
<thead>
<tr>
<th>Session 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing the Evaluation Section</td>
</tr>
<tr>
<td>Learning Objectives for Session [identify relevant Program Competencies from page 1 of syllabus]</td>
</tr>
<tr>
<td>- Program Competencies</td>
</tr>
<tr>
<td>o Describe how to plan, implement and administer short- and long-term community health interventions.</td>
</tr>
<tr>
<td>o Apply statistics and research methods to community health program evaluations.</td>
</tr>
<tr>
<td>- Learning Objectives: 4,6</td>
</tr>
</tbody>
</table>

Readings:
Doyle: Chapter 9 (pages 227-228)
Howlett: Chapter 11

Assignments – Logic Model Planning Document Due

<table>
<thead>
<tr>
<th>Session 21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Workshop</td>
</tr>
<tr>
<td>Students will apply concepts learned in the previous session and develop an evaluation table for a provided program and set of objectives.</td>
</tr>
</tbody>
</table>

Learning Objectives for Session [identify relevant Program Competencies from page 1 of syllabus] |
| - Program Competencies |
| o Describe how to plan, implement and administer short- and long-term community health interventions. |
| o Apply statistics and research methods to community health program evaluations. |
| - Learning Objectives: 4,6 |
Assignments – Methodology Planning Documents Due
New Site Approval Requests Due to Professor Anderson-Sawyer

Session 22
Writing the Final Proposal Pieces: Organizational Qualifications and Staffing Section, Cover Letter, Summary, Appendices

Learning Objectives for Session [identify relevant Program Competencies from page 1 of syllabus]
- Program Competencies
  o Describe how to plan, implement and administer short- and long-term community health interventions.
  o Identify individual and community level needs for health promotion and disease prevention.
- Learning Objectives: 4, 6

Readings:
Howlett: Chapters 13-14
Other readings on Canvas

Assignments – Process, Impact, and Outcome Evaluation Tables Due

Session 23
Professional Etiquette in the Internship
Overview of Scenarios in the Workplace

Learning Objectives for Session [identify relevant Program Competencies from page 1 of syllabus]
- Learning Objectives: 1, 3

Assignments – Organization and Staffing Qualifications Planning Documents Due

Session 24
EXAM

Session 25
Group Advising Sessions (Groups 1-3)

Assignments-Budget Planning Documents Due
Final Internship Search Progression Forms Due

Session 26
Group Advising Sessions (Groups 4-6)

Session 27
Overview: Summary of Issues to Date and Suggestions
Learning Objectives for Session [identify relevant Program Competencies from page 1 of syllabus]
- Program Competencies
  o Identify individual and community level needs for health promotion and disease prevention.
  o Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies.
  o Apply statistics and research methods to accurately describe the distribution and examine the determinants of population health.
  o Apply statistics and research methods to community health program evaluations.
- Describe how to plan, implement and administer short- and long-term community health interventions.
- Describe how to advocate for effective community health initiatives at the local, state and federal levels.
- Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.

Learning Objectives: 1, 4, 6

<table>
<thead>
<tr>
<th>Session 28</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep day for proposal presentations</td>
</tr>
<tr>
<td>Advising in class</td>
</tr>
</tbody>
</table>

Assignments- Internship Contracts Due

<table>
<thead>
<tr>
<th>Session 28</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Grant Proposal Presentations</td>
</tr>
<tr>
<td>Learning Objectives: 4, 5, 6, 7</td>
</tr>
</tbody>
</table>

Assignments-All proposals due
Deadline to receive site interview evaluation

<table>
<thead>
<tr>
<th>Session 29 &amp; 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Grant Proposal Presentations</td>
</tr>
<tr>
<td>Learning Objectives: 4, 5, 6, 7</td>
</tr>
<tr>
<td>Dimension</td>
</tr>
<tr>
<td>----------------------------</td>
</tr>
</tbody>
</table>
| Classroom Participation    | - Participates productively in class and small group discussions  
- Is engaged during class (maintains eye contact, no texting, etc.)  
- Demonstrates command of the required material  
- Participates in critiquing final proposal presentations  
- Is recognized by small group peers as reliable  
- Is thorough in completing assignments                                                                                                                   | Across all evaluated areas (2.5 points):  
- Always=2.5  
- Usually=2  
- Sometimes=1.5  
- Rarely=1.0  
- Never, but attends class=.5  
- Frequent (4+) unexcused absences=0                                                                                                                     |
| Timeliness                 | - Arrives to class on time  
- Completes assignments on time  
- Conducts internship search in the recommended proactive manner (i.e., early resume and cover letter submission, follow-up within a week, etc.)  
- Secures internship by end of semester                                                                                                                 | Across all evaluated areas (2.5 points):  
- Always on time or has pre-approved excuse=.5  
- Usually on time (1 late instance w/o a pre-approved excuse)=2  
- Sometimes on time (2-3 late instances w/o a pre-approved excuse)=1.5  
- Rarely on time (4-5 late instances w/o a pre-approved excuse)=1  
- Ongoing lack of timeliness (6-7 late instances w/o a pre-approved excuse)=.5  
- More than 7 late instances w/o a pre-approved excuse and/or no contract=0                                                                             |
| Courtesy in Communication  | Oral  
- Can be heard when speaking  
- Is polite during peer reviews and in small group collaboration  
- Speaks with respect to instructor  
Written  
- Neat, organized writing  
- Professional tone, correct grammar. No abbreviated or slang messages on assignments or emails. Responds to email.  
- Productive comments on peer-reviewed material  
- No emailed or FAXed assignments (without advance approval)                                                                                           | Across all evaluated areas (2.5 points):  
- Always=2.5  
- Usually=2  
- Sometimes=1.5  
- Rarely=1  
- Never, due to lack of participation=.5  
- Never, due to ill manners/conduct=0                                                                                                                    |
| Appropriateness of Dress   | Professional dress is required 2 times during this semester: the Interview Workshop and at your proposal presentation. Dress should be clean and neat. Guidelines include:  
- Women  
  Blouse and pants suit or skirt suit (skirt at knee or slightly above knee); hose for skirts; and closed toed, professional shoes. Modest jewelry. Neat hair.  
- Men  
  Dark suit and tie (recommended), OR blazer, khaki pants, collared long sleeve button-down shirt, tie, leather belt and shoes. Neat hair.  
- Both  
  - No denim  
  - No hats  
  - No baggy clothes  
  - No athletic clothing  
  - No tight, low-cut or other revealing clothing                                                                                                         | Across all evaluated areas (2.5 points):  
- Always follows all guidelines=2.5  
- Follows all guidelines on 1 of 2 required dress occasions=.5  
- Never follows all guidelines but follows some on each occasion=1.5  
- Never follows any guidelines, or only some on 1 occasion=0-1                                                                                         |