Course Description: 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.

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.
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.

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

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 B.S., in Community Health are addressed in this course:

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

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http://www.ugst.umd.edu/courserelatedpolicies.html
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REMIND.
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  Communication
ISBN: 978-0-7611-4145-7
Course Communication: The instructor will primarily communicate with students via direct email, Canvas messages, and Canvas announcements. Additionally, students will receive notice on cancellations, updates, etc. via an application entitled REMIND. To join text @hlth490f to 810 10
Verify your email address by going to 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 Requirements and Expectations: 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.

University Course Related Policies:
All University of Maryland-approved course policies are provided at the following website:
http://www.ugst.umd.edu/courserelatedpolicies.html
Policy descriptions, resources, and links to official policy documents are provided for:

Academic Integrity: What is cheating? What is plagiarism? What is the Honor Pledge?
Code of Student Conduct: What behavior is prohibited?
Sexual Misconduct: What to do in case of sexual harassment or sexual assault.
Discrimination: Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation.
Accessibility: Information about disability support services (DSS) and accommodations.
Attendance, Absences, or Missed Assignments: The student must notify the instructor in a timely manner (typically first week of class). Read this prior to Schedule Adjustment date.
Student Rights Regarding Undergraduate Courses: What should I find in the course syllabus? Am I allowed to see my exams after they are graded?
Official UMD Communication: Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.
Mid-Term Grades: Provided for 100 and 200 level courses, and all student athletes.
Complaints About Course Final Grades: Questions about course grades should first be addressed to the course instructor.

Copyright and Intellectual Property: Who owns the work that I produce in class?

Final Exams: Final exams are scheduled by the University.

Course Evaluations: The School of Public Health is committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction.

Campus Resources: ELMS, counseling, learning workshops, tutoring, writing help, questions about graduation, adding or dropping classes, withdrawing from the semester, etc.

Course Procedures and 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 classroom participation. 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 or REMIND) if class will be missed due to a university excused absence. (Missing class due to a scheduled job/internship 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 includes the midterm (11/21) and final exams (12/16)

For complete information on the university's absence policy see: http://www.president.umd.edu/policies/v100g.html

Arriving Late to Class:

Late (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.

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 or 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.

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.

Inclement Weather / University Closings / Emergency Procedures:

In the event that the University has a delayed opening or 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.

Available Support Services:
Librarian's contact information: Nedelina Tchangalova
  Physical Sciences and Public Health Librarian
  Engineering & Physical Sciences Library (EPSL)
  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

Grading Procedures:
Internship Preparation Graded Assignments:
✓ Learning Goals (10 points) Due M 9/12
✓ Resume and Cover Letter Drafts Due (4 participation points) W 9/7
✓ Resume (20 points) Final Due M 9/26
✓ 1 Cover Letter (10 points) Final Due M 9/26
✓ 1 Virtual Interview (5 points) and Evaluation Form completed by a professional (5 points). Both received by instructor: M 10/10
✓ 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. M 10/5 Video Due, M 10/17 Critique Due
✓ Intern Poster Session Notes (5 points) Due M 10/10
✓ Job Search Progression (6 points total) (2 points based on at least 1 interview completed with an evaluation (completed by the interviewer and mailed/emails to the instructor by M 12/12), 2 internship search progression forms: M 10/31 (initial internship search progression form (2 points) & W 11/16 (final internship search progression form 2 points)

✓ 1 Evaluated Interview by internship site (10 points) (Best one graded, received by mail to the instructor, plan accordingly) Due by M 12/12

✓ 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.) Completed by the instructor: W 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 2016 semester will be unable to participate in an internship until Spring, 2018.) Due by M 12/5

Subtotal possible points: 110

Grant Proposal Graded Assignments:
✓ Individual Planning Document Section(s) Grade (30 points), various due dates based on writing assignment.
✓ Grant Proposal Final Grade (50 points individual section & 10 points team grade=60 points total)
  o 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.
  o All Grant Proposals Due M 12/12
✓ Library Resources Modules and Quiz (5 points) Due by W 9/29

Subtotal possible points: 95

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 W 10/12
✓ Mid Term Exam Exam (100 points)

Subtotal possible points: 115

Total possible points: 320

97% (309-320) A+
93% (296-308) A
90% (287-296) A-
87% (280-286) B+
83% (264-279) B
80% (255-263) B-
77% (245-254) C+
73% (232-244) C
70% (223-231) C-
67% (213-222) D+
63% (200-212) D
60% (191-199) D-
Below 60% (0-190) F

*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.
*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.

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<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td># 1</td>
<td>M 8/29</td>
<td>Introduction to Course</td>
<td>In-class handouts</td>
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<td>Learning Goals Assignment Overview</td>
<td>See CANVAS for additional readings, there are several for this session.</td>
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<td># 2</td>
<td>W 8/31</td>
<td>Professional Etiquette</td>
<td>Reading Due:</td>
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<td>Learning Objective: 8, 9</td>
<td>Doyle: Ch.1, Ch. 13 (pgs. 308-313) &amp; Appendices A, E, F \ Terp Guide, pgs. TBA</td>
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<td>See CANVAS for additional readings.</td>
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<td>Course Contract Due Friday 9/2 by 11:59pm</td>
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<td># 3</td>
<td>M 9/5</td>
<td>LABOR DAY NO CLASS</td>
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<td># 4</td>
<td>W 9/7</td>
<td>Resumes, Cover Letters and Interview Tips</td>
<td>Reading Due:</td>
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<td>Guest Speaker: Shannon Edward University Career Center</td>
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<td>Learning Objective: 2</td>
<td>Resume and Cover Letter Draft Due</td>
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<td># 5</td>
<td>M 9/12</td>
<td>Orientation to the Internship</td>
<td>In-class handouts</td>
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<td>Guest Speaker—Anne Anderson-Sawyer, Internship Coordinator</td>
<td>Learning Goals Due</td>
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<td># 6</td>
<td>W 9/14</td>
<td>Introduction to Grant Proposals</td>
<td>Reading Due:</td>
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<td>Grant Proposal Group Assignments</td>
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<td>Learning Objective: 4,6</td>
<td>Howlett--pgs. xi, 1-7, Chapters 1, 2, and 5</td>
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<td># 7</td>
<td>M 9/19</td>
<td>Professional Etiquette</td>
<td>Reading Due:</td>
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<td>Resume &amp; Cover Letter Critique Workshop</td>
<td>Doyle: Ch.1, Ch. 13 (pgs. 308-313) &amp; Appendices A, E, F \ Terp Guide, pgs. TBA</td>
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<td>Learning Objective: 8, 9</td>
<td>See CANVAS for additional readings.</td>
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<td>*Bring at least one copy of your resume and cover letter for peer review</td>
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<td>W 9/21</td>
<td>Interviewing Mini Workshop</td>
<td>Reading Due: See CANVAS for additional readings</td>
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<td><strong>Dress Professionally Today!</strong> (check professional readiness rubric for guidelines)</td>
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<td>Learning Objective: 1, 2</td>
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<td>9</td>
<td>M 9/26</td>
<td>Grant Proposal Workshop Initial Planning</td>
<td>Reading Due: Doyle- Chapter 2, Howlett-Chapter 8</td>
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<td>Learning Objective: 4, 5, 7</td>
<td>Read at least two past proposals BEFORE class (see CANVAS)</td>
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<td><strong>Final Resume and Cover Letter Due</strong></td>
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<td>10</td>
<td>W 9/28</td>
<td>Review of PRECEDE/PROCEED Framework Social Assessment</td>
<td>Reading Due: Doyle-Chapter 5 (pgs. 116-123), See CANVAS for additional reading</td>
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<td>Learning Objectives: 4, 6</td>
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<td><strong>Library Resources Modules and Quizzes Due</strong></td>
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<td>11</td>
<td>M 10/3</td>
<td>Report Back: How are the main sections of the grant related to the PRECEDE PROCEED</td>
<td>Reading Due: Doyle- Chapter 7 (pgs. 154-170)</td>
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<td>model? &amp; Phase 1: Quality of Life Factor Epidemiological Assessment</td>
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<td><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></td>
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<td>12</td>
<td>W 10/5</td>
<td>WE WILL NOT MEET IN PERSON THIS DAY.</td>
<td>Reading Due: See CANVAS tool for note-taking at poster session</td>
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<td>ATTEND POSTER SESSION 11am-2pm SPH CONCOURSE</td>
<td><strong>BEGIN APPLYING FOR INTERNSHIPS!!!</strong></td>
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<td><strong>Elevator Statement Video Due</strong></td>
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<td>13</td>
<td>M 10/10</td>
<td>Applying to Graduate School Guest Speakers: Zac Hull/Erin Caporellie</td>
<td>Virtual Interview (including evaluation) Due</td>
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<td><strong>Poster Session Notes Due</strong></td>
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<td><strong>Report Back: 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.</strong></td>
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<td>#14</td>
<td>W 10/12</td>
<td>Report Back: Phase 2: Epidemiological Factors Educational and Ecological Assessment Writing Goals and Objectives</td>
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<td>Learning Objectives: 4,6</td>
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<td>#15</td>
<td>M 10/17</td>
<td>Report Back: Phase 3: Educational &amp; Ecological Factors Literature Reviews Developing the Problem Statement APA Citation</td>
<td>Elevator Statement Critiques Due</td>
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<td>Learning Objectives: 4,6</td>
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<td>Report Back: 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>
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<td>#16</td>
<td>W 10/19</td>
<td>Class Exercise: PRECEDE Analysis</td>
<td>PRECEDE Analysis Chart and Annotated References Due (SEE INSTRUCTIONS FOR PLANNING DOCUMENTS)</td>
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<td>Learning Objectives: 4,5</td>
<td>1st Professional Readiness Assessment By Instructor</td>
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<tr>
<td>#17</td>
<td>M 10/24</td>
<td>Goal and Objective Workshop Best Practices Overview/Review</td>
<td>Reading Due: See CANVAS for additional readings In class handouts</td>
</tr>
<tr>
<td></td>
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<td>Learning Objectives: 4,6</td>
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<tr>
<td>#18</td>
<td>W 10/26</td>
<td>In Class Work Session &amp; Advising</td>
<td></td>
</tr>
<tr>
<td>#19</td>
<td>M 10/31</td>
<td>Best Practices Workshop Professional Etiquette Part 2 Responding to Internship Sites</td>
<td>Initial Internship Search Progression Form Due Goals and Objectives Chart Due (SEE INSTRUCTIONS FOR PLANNING DOCUMENTS)</td>
</tr>
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<tr>
<td>#20</td>
<td>W 11/2</td>
<td>Introduction to Logic Models &amp; Logic Model Workshop</td>
<td>Reading Due: See CANVAS: The Logic Model for Program Planning and Evaluation In-class handouts</td>
</tr>
</tbody>
</table>
| #21  | M 11/7   | Administrative and Policy Assessment Writing the Methods and Budget Sections Learning Objectives: 4,6 | Reading Due: Doyle—Chapter 7 (pgs. 170-178) Howlett—Chapter 3 and 12 Prezi: Best Practices and Methods of Outreach  
*Monday, November 7th: NEW SITE APPROVAL REQUEST DEADLINE TO PROFESSOR ANDERSON-SAWYER* |
| #22  | W 11/9   | Writing the Evaluation Section Learning Objectives: 4,6 | Reading Due: Doyle: Chapter 9 (227-228) Howlett-Chapter 11  
**Logic Model Planning Document Due** |
| #23  | M 11/14  | Evaluation Workshop Learning Objectives: 4,6 | Reading Due: See CANVAS for additional readings and handouts  
**Methodology Planning Documents Due (Gantt Chart and Outline)** |
| #24  | W 11/16  | Writing the Final Proposal Pieces: Organizational Qualifications and Staffing Section, Cover Letter, Summary, & Appendices Learning Objectives: 4,6 | Reading Due: Howlett-Chapters 13 & 14 See CANVAS for additional readings.]  
**Process, Impact, and Outcome Evaluation Planning Documents Due**  
**FINAL Internship Search Progression Forms Due** |
| #25  | M 11/21  | Exam  
*Bring #2 Pencil* |
| #26  | W 11/23  | **NO CLASS THANKSGIVING BREAK!** |
| #27  | M 11/28  | Group Advising Groups 1-3 | Organization and Staffing Qualifications Planning Documents Due  
**Budget Planning Documents Due** |
| #28  | W 11/30  | Group Advising Groups 4-6 | Reading Due: See CANVAS for additional readings  
In class handouts |
| #29 | M 12/5 | Overview: Summary of Issues to Date and Suggestions  
Learning Objectives: 1, 4,6 | Signed Internship Contracts (to instructor in hard copy) & Liability Insurance Forms (via email to bmonis@umd.edu & aasawyer@umd.edu) Due |
|----|------|--------------------------------|--------------------------------------------------|
| #30 | W 12/7 | Prep Day for Grant Proposals  
Advising as needed | |
| #31 | M 12/12 | **FINAL GRANT PROPOSALS DUE** | Deadline for site interview evaluation  
All Grant Proposals Due |
| **FINAL EXAM** | F 12/16 | FINAL Exam | 8am-10am  
*Final Professional Readiness Assessment |
<table>
<thead>
<tr>
<th>Dimension</th>
<th>Evaluated Areas</th>
<th>Possible Points (10 point total)</th>
</tr>
</thead>
</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=2.5  
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 toe, 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=2  
Never follows all guidelines but follows some on each occasion=1.5  
Never follows any guidelines, or only some on 1 occasion=0-1                                                                                                                                                                                                                                                                                                                                                                                   |
<table>
<thead>
<tr>
<th><strong>Session 1</strong></th>
<th><strong>Session 2</strong></th>
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<tbody>
<tr>
<td><strong>Introduction to the Course</strong></td>
<td><strong>Professional Etiquette</strong></td>
</tr>
<tr>
<td>Icebreakers and getting to know you</td>
<td>1. Small group activity.</td>
</tr>
<tr>
<td>Syllabus overview</td>
<td>a. Internship Search Etiquette</td>
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<td>b. Interviewing Etiquette</td>
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<td>c. On the Job Etiquette</td>
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<td>2. Discuss findings.</td>
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<tr>
<td><strong>Syllabus overview</strong></td>
<td><strong>Learning Objectives for Session</strong></td>
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<tr>
<td></td>
<td>- Program Competencies N/A</td>
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<tr>
<td></td>
<td>- Learning Objectives 8, 9</td>
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<tr>
<td><strong>In Class Handouts (Syllabus, Learning Goals Assignment); See Canvas for job resource readings.</strong></td>
<td><strong>Required and recommended readings: Doyle Ch. 1, Ch. 13 (pgs 308-313) &amp; Appendices A, E, F. Terp Career Guide (pgs 26-47).</strong></td>
</tr>
<tr>
<td><strong>Assignments – Learning Goals Assignment, Due 9/12</strong></td>
<td><strong>Assignments –Course Contract Due: 9/2 on Canvas</strong></td>
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<tr>
<td><strong>Session 3</strong></td>
<td><strong>Session 4</strong></td>
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<tr>
<td><strong>LABOR DAY NO CLASS</strong></td>
<td><strong>Resume and Cover Letter Writing Resources:</strong></td>
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<tr>
<td><strong>Session 4</strong></td>
<td>1. 5 Steps to an Incredible Cover Letter:</td>
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<td><a href="https://www.youtube.com/watch?v=mxOlI8laZos">https://www.youtube.com/watch?v=mxOlI8laZos</a></td>
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<tr>
<td></td>
<td>2. Preparing a Cover Letter</td>
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<td><a href="https://www.candidcareer.com/video-cover+letters.9f6d7e30857d00d0312d,Maryland">https://www.candidcareer.com/video-cover+letters.9f6d7e30857d00d0312d,Maryland</a></td>
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<tr>
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<td>3. <em>The Do's and Don'ts of Resume Writing (Ok but concerned over the objective and over 1 page comment)</em></td>
</tr>
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<td><a href="https://www.candidcareer.com/umd/video-resume+writing.4fa549afe68373d9087e,Maryland">https://www.candidcareer.com/umd/video-resume+writing.4fa549afe68373d9087e,Maryland</a></td>
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<td>4. Resume Writing Tutorial</td>
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<td><a href="https://www.youtube.com/watch?v=G8TfZ8F-o8ns">https://www.youtube.com/watch?v=G8TfZ8F-o8ns</a></td>
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<tr>
<td></td>
<td>5. Career Center slides on Resume and Cover Letter Writing</td>
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<td></td>
<td>6. Interviewing: <a href="https://www.youtube.com/watch?v=TyCxs-vdcC4">https://www.youtube.com/watch?v=TyCxs-vdcC4</a></td>
</tr>
<tr>
<td><strong>Learning Objectives for Session</strong></td>
<td><strong>Required and recommended readings: Terp Guide</strong></td>
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<tr>
<td></td>
<td>- Program Competencies: N/A</td>
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<td></td>
<td>- Learning Objective: 2</td>
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<tr>
<td>*<em>Assignments – <em>Resume and Cover Letter Drafts are DUE TODAY</em></em></td>
<td><strong>Session 5</strong></td>
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<td><strong>Session 5</strong></td>
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</tbody>
</table>
Learning Objectives for Session
- Program Competencies: N/A
- Learning Objective: 3

Assignments—Learning Goals DUE TODAY

**Session 6**
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 7**
Professional Etiquette
1. Go over scenarios including the NYTimes email article.
2. Provide explanation for interview workshop.
3. Resume and Cover Letter Peer Critiques (bring drafts to class)

Learning Objectives for Session
- Program Competencies: N/A
- Learning Objectives: 8, 9

Required Reading: 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 8**
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.
6. Instruct students to review two former proposals that are online.

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).

Session 9
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
Reminder: Library Resources Module due next class

Session 10
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
Remind: Elevator Statement Assignment

Session 11
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 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
Applying to Graduate School
Guest speakers: Zac Hull/Ron Padron/Erin Caporellie

Assignments- Poster Session Notes Due; Virtual Interview and Evaluation Due

Session 14
Report back on Phase 2 findings for group grant and assigned reading
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:
  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 7 (pages 154-170)

Assignments – Cultural Competency Certificate Due

Session 15
Literature Reviews, How to Write a Problem Statement
Goal & Objective Review
Present factors from the previous in class assignment

Learning Objectives for Session
- 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

Assignments- Elevator Statement Critiques Due

Session 16
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
  o 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.
- Learning Objectives: 5, 6

Assignments – Soul Food Junkies Precede Analysis Due; PRECEDE Analysis Chart and Annotated References Due (1 per group)

**Session 17**
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:
  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, 5, 6

Required and recommended readings: N/A

**Session 18**
In Class Work Session in Proposal Groups

**Session 19**
Best Practices Workshop: Students will research best practices to help formulate intervention techniques.

Professional Etiquette: Responding to Internship Sites

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

Assignments-Initial Internship Search Progression Form Due; Goals and Objective Chart Due

**Session 20**
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
  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

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

**Session 21**
Administrative and Policy Assessment
Writing the Methods and Budget Sections

Learning Objectives for Session
- 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:
Doyle: Chapter 7 (pgs. 170-178)
Howlett: Chapter 3 & 12
Prezi: Methods of Outreach

Assignments-Site Approval Requests Due

<table>
<thead>
<tr>
<th>Session 22</th>
<th>Writing the Evaluation Section</th>
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<tbody>
<tr>
<td>Learning Objectives for Session [<strong>identify relevant Program Competencies from page 1 of syllabus</strong>]</td>
<td></td>
</tr>
<tr>
<td>- Program Competencies</td>
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<tr>
<td>- Describe how to plan, implement and administer short- and long-term community health interventions.</td>
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<tr>
<td>- Apply statistics and research methods to community health program evaluations.</td>
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<td>- Learning Objectives: 4,6</td>
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</table>

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

Assignments – Logic Model Planning Document Due

<table>
<thead>
<tr>
<th>Session 23</th>
<th>Evaluation Workshop</th>
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<tbody>
<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>
<td></td>
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</tbody>
</table>

Learning Objectives for Session
- Program Competencies
  - Describe how to plan, implement and administer short- and long-term community health interventions.
  - Apply statistics and research methods to community health program evaluations.
- Learning Objectives: 4,6

Assignments – Methodology Outline and GANTT Planning Documents Due

<table>
<thead>
<tr>
<th>Session 24</th>
<th>Writing the Final Proposal Pieces: Organizational Qualifications and Staffing Section, Cover Letter, Summary, Appendices</th>
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<tbody>
<tr>
<td>Learning Objectives for Session</td>
<td></td>
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<td>- Program Competencies</td>
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<tr>
<td>- Describe how to plan, implement and administer short- and long-term community health interventions.</td>
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<tr>
<td>- Identify individual and community level needs for health promotion and disease prevention.</td>
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<tr>
<td>- Learning Objectives: 4,6</td>
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</tbody>
</table>
Readings: Howlett: Chapters 13-14
Other readings on Canvas

Assignments – Process, Impact, and Outcome Evaluation Tables Due, Final Internship Search Progression Forms Due

**Session 25**
EXAM

**Session 26** NO CLASS THANKSGIVING

**Session 27**
Group Advising Sessions (Groups 1-3)

Assignments – Budget Planning Documents Due
Organization and Staffing Qualifications Planning Documents Due

**Session 28**
Group Advising Sessions (Groups 4-6)

**Session 29**
Overview: Summary of Issues to Date and Suggestions
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.
  - 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.
- Learning Objectives: 1, 4, 6
Assignments – Internship Contracts Due

**Session 30**
Prep day for proposals
Advising in class

**Session 31**
Final Grant Proposal Due
Learning Objectives: 4, 5, 6, 7

Assignments – All proposals due
Deadline to receive site interview evaluation