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 common community health models 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, current events in public and community health, and proposal development.

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.

Course Pre- and Co-requisites: HLTH 391 (Pre-Requisite); HLTH 420 (Co-Requisite)

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, health literacy principles, and best practices.
6. In the context of a grant proposal, students will understand and apply components of the PRECEDE model and intervention mapping 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.

Program Competencies Addressed in this Course:
The following competencies for the UMD Bachelor of Science degree 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.

Skills Learned or Reinforced in this Course:
- How to communicate professionally
- How to write an effective resume and cover letter
- How to effectively interview
- How to conduct and write up a literature review
- How to translate research into practice for program planning
- How to write program goals and objectives
- How to plan an effective and comprehensive evaluation
- How to calculate a budget for a program/intervention
- How to advocate for an organization and intervention
- How to write a grant proposal
Required Texts and Other Readings:

Required:


Other Readings as indicated in course outline

Recommended:

Required Technology and Other Materials: N/A

Course Communication:
Email – The Official University Correspondence:

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](http://www.elms.umd.edu)) after being presented in class.

**Note that final examinations are scheduled by the campus in the first weeks of the semester and often do not occur during typical class days/times. That schedule is provided to students as soon as possible. Students are expected to attend the final exam as scheduled and should plan accordingly.**

University Course Related Policies:

All University of Maryland-approved course policies are provided at the following website: [http://www.ugst.umd.edu/courserelatedpolicies.html](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.

Non-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.

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.

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 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 or text) 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.

Arriving Late to Class:
Lateness (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, email, or text). 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.

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.
Personal Technology Use Policy
The use of personal devices (laptops, cell phones, tablets, etc.) are not permitted during our class time. As instructors, we understand the arguments around the use of personal devices (laptops, cell phones, tablets, etc.) in the classroom. However, based on current research and our personal experiences, we also recognize that they provide a great deal of distraction from the professional learning environment we are trying to cultivate in HLTH 490. With the exception of DSS accommodations, these devices will not be permitted for use in the classroom. If a computer is needed to achieve a specific objective for that day in class, you will be notified ahead of time to bring it. If you have an emergency where you need to answer your cell phone, please excuse yourself from the class and see the instructor at the conclusion of class. For more information on how we came to this decision, please watch the video: https://www.youtube.com/watch?v=WwPaw3Fx5Hk&feature=youtu.be

On days when we do use personal technology, it 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.

Names/Pronouns and Self Identifications
The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. We invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g. should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. We will do our best to address and refer to all students accordingly and will support you in doing so as well.

Available Support Services:
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.

Grading Procedures & Major Graded Assignments:
For all assignments, see Canvas and class handouts for instructions. All assignments are due at the beginning of class and typically turned in via Canvas.

Internship Preparation Assignments:
✓ Learning Goals (10 points) T, 9/4
✓ Resume and Cover Letter Drafts Due (4 participation points) T, 9/11
✓ Resume (20 points) Final Due Th, 9/20
✓ Cover Letter (10 points) Final Due Th, 9/20
✓ Virtual Interview and Professional Critique (10 points) T, 9/25
✓ Intern Post Session Notes (5 points) Th, 10/4
✓ Professional Readiness Assessment I (10 points) T, 10/16
✓ Internship Search Progression Form I (3 points) Th, 10/18
✓ Internship Search Progression Form 2 (3 points) T, 11/13
✓ Signed Internship Contract & Liability Insurance Form, a signed contract is required to enroll in HLTH 491. Students that do not have an internship secured by the end of the Fall 2018 semester will be unable to participate in an internship until Fall 2019.) Due by Sat, 12/1
✓ Internship Interview Evaluation (10 points) Ongoing once internship search starts but last acceptance date: T, 12/11 (best one graded, received by mail)
✓ Professional Readiness Assessment II (20 points) Final Exam (tent 12/17)
Subtotal Possible Points: 105 points

Grant Proposal Assignments:
✓ Library Resources Modules and Quiz (5 points) Due by Th, 9/27
✓ Problem Statement Outline Draft, Logic Model Outcomes Draft & Questions/Concerns Due T, 10/9 (Prof. Readiness Grade)
✓ Final Problem Statement Outline & Final Logic Model Outcomes Due (10 points) Th, 10/11
✓ Problem Statement (Narrative) Draft & Questions/Concerns Due T, 10/16 (Prof. Readiness Grade)
✓ Final Problem Statement Narrative & Final Logic Model Outcomes Due T, 10/23 (10 points)
✓ Goals & Objectives Draft & Questions/Concerns Due Th, 10/25 (Prof. Readiness Grade)
✓ Final Goals & Objectives Due Th, 11/1 (10 points)
✓ Logic Model & Methodology Outline Draft & Questions/Concerns Due, Th, 11/8 (Prof. Readiness Grade)
✓ Final Logic Model Due T 11/13 (10 points)
✓ Methodology Outline & Bibliography Due T 11/13 (10 points)
✓ Budget Draft & Questions/Concerns Due T 11/15 (Prof. Readiness Grade)
✓ Budget Spreadsheet Due T 11/27 (10 points)
✓ Evaluation Tables Draft & Questions/Concerns Due Th 11/29 (Prof. Readiness Grade)
✓ Evaluation Tables Due T, 12/4 (10 points)
✓ Staff Bio and Organizational Qualifications Worksheet Due T, 12/4 (10 points)
✓ Compiled Final Grant Proposal (20 points) Due by Final Exam Period (tent 12/17)
Subtotal Possible Points: 100 points

Other:
✓ Course Contract (0 pts, participation), Th, 8/30
✓ Exam 1 (50 points) T, 10/30
✓ Exam 2 (50 points) T, 12/11
Subtotal Possible Points: 100 points

Total Possible Points: 305 points
97% (295-305 points)  A+  
93% (282-294 points)  A  
90% (273-281 points)  A-  
87% (264-272 points)  B+  
83% (252-263 points)  B  
80%  (243-251 points)  B-  
77%  (234-242 points)  C+  
73%  (221-233 points)  C  
70%  (212-220 points)  C-  
67%  (203-211 points)  D+  
63% (191-202 points)  D  
60%  (182-190 points)  D-  
Below 60% (181 & 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:

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<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
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<td># 1</td>
<td>T 8/28</td>
<td>Introduction to the Course</td>
<td>In Class Handouts</td>
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<tr>
<td># 2</td>
<td>Th 8/30</td>
<td>Connecting 420 &amp; 490</td>
<td>In Class Handouts</td>
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<td>Learning Goals Assignment Overview</td>
<td>Course Contract Due</td>
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<td># 3</td>
<td>T 9/4</td>
<td>Orientation to the Internship</td>
<td>In Class Handouts</td>
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<td>Guest Speaker: Tracy Kennedy, Undergraduate</td>
<td>Learning Goals Due</td>
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<td>Internship Coordinator</td>
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<td>Learning Objective 3</td>
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<td># 4</td>
<td>Th 9/6</td>
<td>Professional Etiquette Part 1</td>
<td>Reading Due:</td>
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<td>Terp Guide: pgs. TBA</td>
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<td>Occupational Outlook Handbook:</td>
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<td># 5</td>
<td>T 9/11</td>
<td>Resumes, Cover Letters and Interview Tips</td>
<td>Reading Due:</td>
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<td>Learning Objective: 2</td>
<td>Terp Guide, pgs. TBA</td>
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<td>*Rosh Hashanah</td>
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<td>Resume &amp; Cover Letter Draft Due (Turn in online &amp; bring a hard copy to class)</td>
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<td># 6</td>
<td>Th 9/13</td>
<td>Applying to Graduate School</td>
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<td># 7</td>
<td>T 9/18</td>
<td>Professional Etiquette Part 2 &amp; Resume/Cover Letter Critique</td>
<td>Reading Due:</td>
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<td>*Yom Kippur</td>
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<td>Professor Galloway’s Advice to a Student:</td>
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<td>Learning Objectives 8, 9</td>
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<td># 8</td>
<td>Th 9/20</td>
<td>Interview Workshop, Professional Dress Day, &amp;</td>
<td>Reading Due:</td>
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<td>Internship Search Follow Up</td>
<td>Terp Guide: pgs. TBA</td>
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<td>Dress Professionally Today!! (see the professional readiness rubric for guidelines)</td>
<td>Dress Professionally Today! (check professional readiness rubric for guidelines)</td>
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<td>Learning Objectives: 1,2</td>
<td>Final Resume &amp; Cover Letter Due</td>
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<td>#</td>
<td>Date</td>
<td>Topic</td>
<td>Reading Due</td>
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<td># 9</td>
<td>T 9/25</td>
<td>Introduction to Grant Proposals</td>
<td>In-class handouts, Howlett: pgs. xi, 1-7, Chapters 1, 2, 5, and 8</td>
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<td>Grant Proposal Group Assignments</td>
<td>Aetna Foundation Funding Report, <a href="https://www.aetna-foundation.org/organization-strategy/organization/annual-reports.html">Link</a></td>
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<td>Learning Objective: 4,6</td>
<td>OMH CLAS Standards, <a href="http://minorityhealth.hhs.gov/omh/browse.aspx?lvl=2&amp;lvlid=53">Link</a></td>
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<td>Enhanced CLAS Standards Blueprint, <a href="EnhancedCLASStandardsBlueprint.pdf">Link</a></td>
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<tr>
<td># 10</td>
<td>Th 9/27</td>
<td>Introduction to Intervention Mapping for Grant Proposals &amp; The Role of PRECEDE in Developing the Problem Statement</td>
<td>Howlett: Chapter 2</td>
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<td>The PRECEDE PROCEDE Model (<a href="https://ctb.ku.edu/en/table-contents/overview/other-models-promoting-community-health-and-development/precede-proceder/main">Review through Phase 3</a>)</td>
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<td>Sample Grant Proposal (must do before class)</td>
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<td><strong>Library Resources Modules and Quizzes Due</strong></td>
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<td># 11</td>
<td>T 10/2</td>
<td>Grant Proposals: Logic Models for Program Planning</td>
<td>Howlett: Ch. 9</td>
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<td>Learning Objectives: 4,6</td>
<td>McCrawley, P.F. The logic model for program planning. (See CANVAS)</td>
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<tr>
<td># 12</td>
<td>Th 10/4</td>
<td>WE WILL NOT MEET IN PERSON THIS DAY. INSTEAD, ATTEND THE POSTER SESSION WEDNESDAY October 3rd 10am-12pm SPH Volleyball Gym</td>
<td>Poster Session Notes Due (Scan and upload to Canvas)</td>
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<td># 13</td>
<td>T 10/9</td>
<td>In Class Work Session: Writing the Problem Statement Outline &amp; Logic Model Outcomes</td>
<td>Before Class: Submit draft of outline and outcomes and list of questions/concerns</td>
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<td>Date</td>
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<td>#14</td>
<td>Th 10/11</td>
<td>INTERNSHIP SEARCH DAY (Use this day for interviews, sending out applications, follow up calls, meet with the professor, etc.) Prof. Kennedy is available!! (1st come 1st served 11am-2pm)</td>
<td>Professional Readiness Assessment I Due Final Problem Statement Outline &amp; Logic Model Outcomes Due w/ references</td>
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<tr>
<td>#15</td>
<td>T 10/16</td>
<td>In Class Work Session: <strong>Writing the Problem Statement</strong></td>
<td><strong>Before Class:</strong> Submit draft and questions/concerns</td>
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<td>#16</td>
<td>Th 10/18</td>
<td>In Class Work Session: Refining the Problem Statement &amp; Presenting Final Logic Model Outcomes to the Class</td>
<td><strong>Before Class:</strong> Submit updated draft and questions/concerns</td>
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<tr>
<td>#17</td>
<td>T 10/23</td>
<td>Goal and Objective Workshop Best Practices Overview/Review Learning Objectives: 4,6</td>
<td><strong>Reading Due:</strong> Howlett: Ch. 9 Evidence Based Practices &amp; Programs: <a href="https://prevention.nih.gov/resources-for-researchers/dissemination-and-implementation-resources/evidence-based-programs-practices">https://prevention.nih.gov/resources-for-researchers/dissemination-and-implementation-resources/evidence-based-programs-practices</a> Databases of Best Practices: <a href="https://ctb.ku.edu/en/databases-best-practices">https://ctb.ku.edu/en/databases-best-practices</a> See list of databases in GRANT PROPOSAL ASSIGNMENT HANDOUT <strong>Bring the College Park STI packet to class.</strong> Final Problem Statement Narrative Due (with references &amp; updated logic model outcomes)</td>
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<tr>
<td>#18</td>
<td>Th 10/25</td>
<td>In Class Assignment: Goals &amp; Objectives</td>
<td><strong>Before Class:</strong> Submit draft of goals &amp; objectives and list of questions/concerns</td>
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<td>#19</td>
<td>T 10/30</td>
<td>Exam #1 (Grants, Problem Statement, Intervention Mapping, Goals, Objectives, Logic Models)</td>
<td>Final Goals &amp; Objectives Due</td>
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<tr>
<td>#20</td>
<td>Th 11/1</td>
<td>Internship Search Progress Meetings with Prof. Kennedy (1st come 1st served 11am-2pm)</td>
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<tr>
<td>#22</td>
<td>Th 11/8</td>
<td>In Class Work Session: Logic Model Finalization &amp; Writing the Methods Section</td>
<td><strong>Before Class:</strong> Submit draft of logic model and methods. Submit questions/concerns.</td>
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<tr>
<td>#23</td>
<td>T 11/13</td>
<td>Budgets Lecture and Workshop</td>
<td><strong>Reading Due:</strong> Howlett: Ch. 12</td>
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<td><strong>Internship Search Progression Form 2 Due</strong></td>
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<td><strong>Final Logic Model &amp; Methodology Outline Due</strong></td>
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<tr>
<td>#24</td>
<td>Th 11/15</td>
<td>In Class Work Session: Budgets</td>
<td><strong>Before Class:</strong> Submit budget draft and list of questions/concerns</td>
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<td><strong>New Site Approval Requests Deadline to Prof. Kennedy</strong></td>
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<tr>
<td>#25</td>
<td>T 11/20</td>
<td>Evaluation</td>
<td><strong>Reading Due:</strong> Howlett-Chapter 11</td>
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<td>#26</td>
<td>Th 11/22</td>
<td>Thanksgiving Recess (NO CLASS)</td>
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<tr>
<td>#27</td>
<td>T 11/27</td>
<td>Evaluation Workshop</td>
<td><strong>Bring the College Park STI packet to class.</strong></td>
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<td><strong>Budget Due</strong></td>
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<tr>
<td>#28</td>
<td>Th 11/29</td>
<td>In Class Work Session: Evaluation Tables</td>
<td><strong>Before class submit draft of evaluation tables and list of questions/concerns.</strong></td>
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<td><strong>Internship Contracts &amp; Liability Insurance Forms Due 12/1</strong></td>
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<tr>
<td>#29</td>
<td>T 12/4</td>
<td>Writing the Final Proposal Pieces: Organizational Qualifications and Staffing Section, Cover Letter, Summary, &amp; Appendices</td>
<td><strong>Reading Due:</strong> Howlett: Ch. 13 &amp; 14</td>
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<td>In Class: Organization &amp; Staff Qualifications Worksheet</td>
<td><strong>Final Evaluation Tables Due</strong></td>
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<td>Learning Objectives: 4,6</td>
<td><strong>Qualifications &amp; Staffing Worksheet Due at end of class</strong></td>
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<td>#30</td>
<td>Th 12/6</td>
<td>Exam 2 Review Session</td>
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<tr>
<td>#31</td>
<td>T 12/11</td>
<td>EXAM #2. (General grants, professionalism, logic models, methodology, evaluation, final pieces)</td>
<td><strong>Last day to submit internship interview evaluations</strong></td>
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<td><strong>Tentatively Monday 12/17 1:30-3:30pm (will confirm when official schedule comes out)</strong></td>
<td><strong>Final Grant Proposal Due with Appendices, Cover Letter, and Summary (new pieces)</strong></td>
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<td><strong>Final Professional Readiness Assessment</strong></td>
<td>(Completed by instructor)</td>
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<td>Dimension</td>
<td>Evaluated Areas</td>
<td>Possible Points (20 total)</td>
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</table>
| Classroom Participation    | -Participates productively in class and small group discussions  
-Is engaged during class and group work (maintains eye contact, no texting, etc.)  
-Demonstrates command of the required material  
-Participates in class activities  
-Is recognized by small group peers as reliable  
-Is thorough in completing assignments  
-Group submits drafts & questions/concerns as requested  
-Comes to class prepared (having completed readings as demonstrated through participation) | Across all evaluated areas (5 points):  
-Always=5  
-Usually=4  
-Sometimes=3  
-Rarely=2  
-Never, but attends class=1  
-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 (5 points):  
-Always on time or has pre-approved excuse=5  
-Usually on time (1 late instance or absence w/o a pre-approved excuse)=4  
-Sometimes on time (2-3 late instances or absences w/o a pre-approved excuse)=3  
-Rarely on time (4-5 late instances or absences w/o a pre-approved excuse)=2  
-Ongoing lack of timeliness (6-7 late instances or absences w/o a pre-approved excuse)=1  
-More than 7 late instances or absences w/o a pre-approved excuse and/or no contract=0 |
| Courtesy in Communication  | -Can be heard when speaking  
-Is polite during peer reviews and in small group collaboration  
-Speaks with respect to instructor  
-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 (5 points):  
-Always=5  
-Usually=4  
-Sometimes=3  
-Rarely=2  
-Never, due to lack of participation=1  
-Never, due to ill manners/conduct=0                                                                                        |
| Appropriateness of Dress   | Professional dress is required once during this semester during the Interview Workshop. 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, shoes (if heels, no greater than 3 inches).  
**Men**  
Dark suit (w/jacket) and tie (recommended), OR blazer, khaki pants, collared long sleeve button-down shirt, tie, leather belt and shoes. Neat hair.  
**Both**  
-No hats, baggy clothes, denim, athletic clothing  
-No tight, low-cut or other revealing clothing | Across all evaluated areas (5 points):  
-Followed the guidelines completely=5  
-Follows all guidelines but 1 of the required dress guidelines=3  
-Follows some of the guidelines for professional dress=2  
-Did not follows professional dress guidelines, or did not dress professionally at all=0 |