

11. Critique and evaluate two health-related websites.
12. Describe her/his awareness and development of presentation effectiveness through written logs.
13. Describe the elements involved in persuasive presentations in community health.

In order to help you achieve these objectives, I will make every attempt to provide a classroom environment that encourages the expression of thoughts, ideas, attitudes and values relevant to the topics being presented. This will require the cooperation of each of you in displaying punctuality, mutual respect, and courtesy during class meetings.

Program Competencies Addressed in this Course:

The following competencies for the 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. Describe how to plan, implement, and administer short- and long-term community health interventions.
4. Identify strategies that effectively incorporate cultural competence with health promotion and community health initiatives.
5. Demonstrate competency in planning, preparing, and delivering effective community health presentations.

Course Policies:

Email – The Official University Correspondence: **Verify your email address** by going to www.goingterpmail.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 announcement, 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: <https://helpdesk.umd.edu/> or call 301-405-1500.

Absence Policy:

In accordance with University policy if you are absent for a single (1) 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/email from you attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should try to contact the instructor in advance.

Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event (like an exam or presentation) will require written documentation from an appropriate health care provider/organization.

A link to pull information on the new policy covering absences from class can be found at <http://www.president.umd.edu/policies/v100g.html>

Late work and Missed Exams / Assignments: If you have an emergency or sudden illness on an assignment due date, you need to **contact me within 24 hours** so we can arrange a make-up. Don't simply show up to the next class or call me a week later expecting to give the presentation or hand in the assignment at your convenience. Once you have given a presentation or completed an assignment, I can't let you re-take it because you weren't feeling well, and weren't able to prepare ... I'd have to offer that option to all the other students. If you're sick let me know as soon as possible *before* the assignment is due.

Participation: Given the interactive nature of this class, **participation is ESSENTIAL**. You can only participate in class if you are present. For this reason and to be fully successful in this class, **you may only miss 2 classes during the semester** (illness, flat tire, internship interview, etc.). For each subsequent absence, regardless of the reason, your final grade will be dropped one full letter grade. Please note that any grade below a C- will result in the need to repeat the course; thus not completing your internship on the current schedule. **Additionally**, it is best to be in class for the full time. **Late arrivals on Presentation days**, without contacting me BEFORE class, may result in reduced points for your own presentation (1 point per each 10 minute segment).

Classes will begin **ON TIME**. Unless you have extenuating circumstances, please make your best effort to be in class when it is time to begin. **On presentation days, please wait outside until an appropriate break to enter the class without disrupting your classmates.** Also, I will dismiss class when the class activities are finished for the day. Please refrain from "packing up" before we are officially through. I will try my best not to go overtime. Occasionally we will finish early. If you must leave during class, please leave in a way that does not disrupt the flow of the class.

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.**

Special Accommodations / Disability Support Services:

If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.

Academic Integrity:

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

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

For more information see: <http://www.shc.umd.edu/code.html>.

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

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

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

Electronic Devices in the Classroom: No computers, phones or tablet devices are permitted during class time (except for noted DSS accommodations or in an emergency situation). I have considered arguments for using devices during class; however, I found that in reality these devices present an irresistible distraction and strongly detract from the

learning environment. This is also supported by the research, emphasizing that the distractions do in fact interfere with learning and active participation. If devices are needed, I will notify you prior to class. For more information about the science behind the policy, please watch: <http://youtu.be/WwPaw3F5Hk>.

Incllement Weather / University Closings:

In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to incllement weather and campus emergencies. Official closures and delays are announced on the campus website (<http://www.umd.edu>) and snow phone line (301-405-SNOW), as well as local radio and TV stations. On any “questionable” day, please check your email and Canvas early in the morning for a message about any changes in class schedule

Course Evaluations

The University, the School of Public Health, and the Department of BCH are committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction. Your evaluations help instructors improve their courses; help deans and department chairs decide on merit pay for faculty, renewal of contracts, and support tenure and promotion decisions; and help current and future students decide on classes. **During the last 2 weeks of the semester, please go to www.CourseEvalUM.umd.edu to complete the course evaluation.**

Available Support Services: The Writing Center (<http://www.english.umd.edu/academics/writingcenter>) located at 1205 Tawes Hall. The Writing Center provides opportunities for undergraduate students to improve writing and thinking skills in their academic work, and also in preparation for their respective careers. In a comfortable and supportive atmosphere, trained consultants with a variety of majors assist writers individually at all stages of the composing process. For the university community, the Center also makes available printed and online materials, as well as workshops, on topics related to writing and teaching writing. The best way to schedule an appointment is online. Currently, the Writing Center is funded to work with *UMD undergraduate students only* (and all UMUC students). We hope to offer services for graduate students in the future. Contact the WC at (301) 405-3785 or e-mail writadmin@umd.edu.

Grading Procedures: Specifics for each assignment will be given in class and posted on Canvas. All assignments must be completed using a personal computer unless otherwise indicated. Total possible points equals 280.

Presentations	75 (3 @ 25 each)
Presentation Plan	30
Unit Plan	60
Unit Plan draft	9
Objectives	20
Newsletter	30
Readability (SMOG/CCI)	16
WOW Strategies	25
Reflective Narrative	15 (3 @ 5 each)
ePortfolio	25

100 – 97%	A+
96 - 94%	A
93 – 90%	A-
89 – 87%	B+
86 – 84%	B
83 – 80%	B-
79 – 77%	C+
76 – 74%	C
73 – 70%	C-
69 – 67%	D+
66 – 64%	D
63 – 60%	D-
Less than 60%	F

HLTH 420 Deliverable: At the end of HLTH 491 (the internship semester) you will be responsible for producing a “Final Program Portfolio” that showcases your internship, as well as, your academic work. Each core course has an assignment/deliverable that has been identified for inclusion in your portfolio. Please make an effort to save your assignments, and specifically from this course **save the Unit Plan**. You may also want to include your **Newsletter**.

My Expectations of You: This course is your transition from student to public and community health professional. For this reason, I will expect professional behavior and characteristics from each of you. I view an important function of this class as preparing you for the demands of the “real world” that you will soon experience in your internship. I’m not giving you a hard time, just being a good “professional coach.”

- Attend class, arrive on time, **and participate**. This is your learning opportunity, and this class is **HIGHLY PARTICIPATORY!** The best way to earn a high grade in this course is to *come to class*. You will find that your attendance and participation will benefit you greatly.
- All assignments are to be turned in on time. If an extension is needed, due to extenuating or unforeseen circumstances, please make arrangements with the instructor. In some cases, a 10% per late day will occur.
- If you choose to leave class early (not recommended), please sit near the door. If you leave early or have an unexcused absence, **you are completely responsible for obtaining the missed work/assignments/etc.**
- Just like the “real world,” there are many assignments and tasks involved in HLTH 420, not to mention your other courses. You need to stay on top of assignments and due dates. **It would be best to begin assignments early to avoid the end of semester chaos and overload that tends to comprise your work and grade.**
- **REMEMBER...**you MUST earn at least a C- or you **CANNOT** complete your internship and degree next semester.

What You Can Expect of Me:

- I welcome your comments, suggestions, and feedback. I will try to vary the activities and learning media as much as is possible, but it makes it much easier and more interesting for all of us if you actively participate by sharing *your* thoughts, ideas, and experiences.
- I understand that everyone’s situation is different and a course outline of rules does not always cover all possible situations. If you have a situation or anticipate a problem with something, come talk to me!
- I will respect and appreciate the unique individuality you each bring to class. I ask that you please do the same for one another.
- I will be as enthusiastic, and as punctual, as possible for class. I truly enjoy what I do!
- I will share as many of my own experiences as I can with you – both to help you get to know me, and to illustrate concepts we may be discussing in class.

Additional Literature, Websites and Other Resources: Various materials will be posted regularly on the course Canvas site. Students are strongly encouraged to review the site frequently and to utilize the resources provided. You may be surprised with how helpful the resources can be! When you find additional resources, please send them to me so that I may share them with the rest of the classes. Thank you!

**Tell me, I may forget.
Show me, I may remember.
Involve me, and I will learn forever.**

TENTATIVE Course Outline / Calendar:

Date	Topic	Assignment Given	Readings & Due Dates
T 1/28	Introductions; Name Game; Course Overview		Ch. 1
Th 1/30	Oral Communication	"Big Picture" topic	Ch. 2 Ch. 4
T 2/4	Pres Plan Development Effective Presentations & Methods	Pres. 1 topics	
Th 2/6	Big Picture: Theories, Constructs, Practice (everyone meets at 11:00 Rm 0308)		Big Picture info
T 2/11	Big Picture in Practice Learning Objectives		
Th 2/13	Program Evaluation Content vs Methods	Unit Plan topics	Ch. 3 / Ch. 5
T 2/18	Pres Planning Process (obj, content, eval)		
Th 2/20	Pres Planning (cont) Presentation Plan Review		Bring hardcopy draft Pres Plan to class
T 2/25	Presentation #1 (Group 1)		
Th 2/27	Presentation #1 (Group 2)		Presentation Plans (all)
T 3/3	Wow! Strategies (Unit Plan topic) Internet Information and the www		Objectives (final date) Reflective Narrative #1 (e-copy)
Th 3/5	Literacy, Newsletter Info and SMOG Readability	Pres. 2 topics	
T 3/10	Readability, Newsletter (cont) Unit Plan Information		
Th 3/12	Sharing of Wow! Strategies Newsletter (cont), Tips for Visual Messages (Ppt, Prezi, Canva, Newsletters, Posters, etc)		Wow! Strategies (e-copy)- due by 8 am
3/14-22	<i>Spring Break</i>		
T 3/24	Portfolium (academic portfolio) Unit Plan Interview Unit Plan samples		
Th 3/26	Newsletter sharing Unit Plan Information (review) Professional Certification		Newsletter

T 3/31	Presentation #2 (Group 2)		
Th 4/2	Presentation #2 (Group 1)		
T 4/7	Using Your Resources		<i>SMOG & CCI due</i>
Th 4/9	In-class Unit Plan work (draft due)		<i>Developmental Section of Unit Plan Reflective Narrative #2 (e-copy)</i>
T 4/14	In-class Unit Plan work (draft due)		<i>Developmental Section of Unit Plan</i>
Th 4/16	Portfolium follow up Share SMOG & CCI feedback		Ch. 8
T 4/21	Methods Demo & Challenge		
Th 4/23	No class – Unit Plan work day		
T 4/28	Unit Plan drop off		<i>Unit Plans due by 12:30 SPH 0303</i>
Th 4/30	Presentation #3 (Group 3)		
T 5/5	Presentation #3 (Group 1)		
Th 5/7	Presentation #3 (Group 2)		<i>Reflective Narrative #3 (e-copy) – due Sun., 5/10</i>
T 5/12	Culmination of a great semester!		
Exam week	Assignment pick up	See time on front page <i>All Uploads for Portfolium – upload your URL</i>	