

HBEH 746/992: Capstone

2015-2016 Syllabus

Class Schedule: Wednesdays
1:25 p.m. - 4:15 p.m.

Location: McGavran-Greenberg Hall, Room 2306

Instructor: Meg Landfried, MPH
Lecturer, MPH Program Manager
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Meetings by appointment

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Sukie Zietz, MPH
Doctoral Student
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Meetings by appointment

The Teaching Team

Liz Chen

Liz is a second-year PhD student in the Department of Health Behavior (HB). She is also a recent graduate of our MPH program who worked on the 2011-2012 *AMP!* Capstone team. After graduating from Princeton, Liz joined Teach for America and taught high school chemistry and biology for two years in Gaston, NC. She serves as the principal investigator of the MyHealthEd Project, whose mission is to provide high-quality, online, comprehensive sex education to high school students across North Carolina. Liz's research interests include adolescent sexual health, tailored online interventions, and program evaluation. Liz and her boyfriend, Dale, are planning to design and build a tiny house on Lake Gaston in early 2017, so they are currently going through the casting process for the popular FYI show, *Tiny House Nation*.

Jayne Jeffries

Jayne is a fourth-year PhD student in HB. She completed her MHS at Johns Hopkins Bloomberg School of Public Health (JHSPH) and was a senior research assistant at the JHSPH Center for Human Nutrition before moving to North Carolina. Originally from the Midwest, Jayne attended Indiana University where she received her BAJ and MA in Mass Communications. Jayne works with a range of communities in the nutrition and food system arena. Past projects have focused on individuals in food deserts and students in elementary schools to make health-promoting changes in the structural and informational environment. Jayne enjoys running, biking, yoga, soccer, photography, traveling, and working with students.

Meg Landfried

Meg is a lecturer in and MPH program manager for HB. She received her MPH from the Department in 2008. As part of her MPH training, Meg completed an Action-Oriented Community Diagnosis with refugees from Burma living in Chapel Hill and Carrboro. This work led her to develop a health education curriculum and art therapy program with the same community and sparked her interest in community-engaged scholarship. As a student, then staff member, and now faculty, Meg has been involved with Capstone since its inception. She has worked with 41 Capstone partner organizations and 63 Capstone teams. Meg's professional interests include: community-academic partnerships, program design and evaluation, leadership development in public health, and refugee health. Meg is expecting her second child in mid-February.

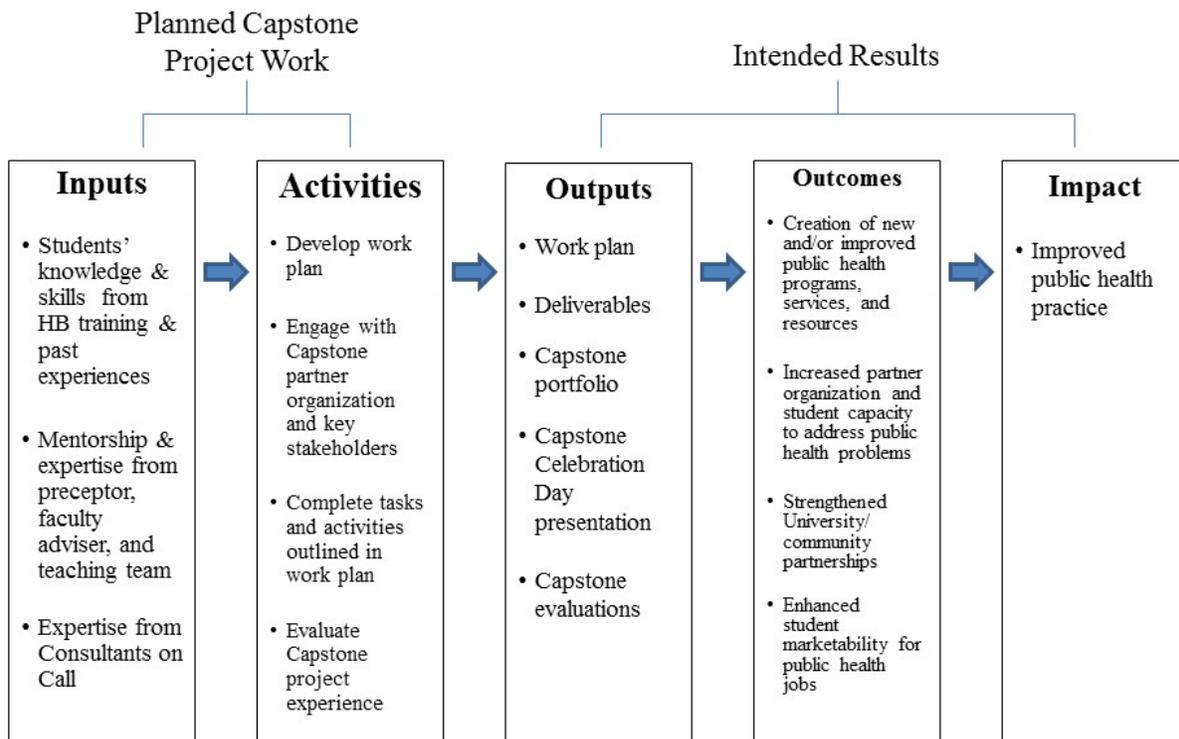
Susannah (Sukie) Zietz

Sukie is a second-year PhD student in HB with an MPH from the Department of Maternal and Child Health. Sukie has extensive experience in both qualitative and quantitative methods for program monitoring and evaluation. Sukie's research focuses on adolescent mental health and the primary prevention of gender-based violence in South Asia and sub-Saharan Africa. Prior to matriculating at UNC, Sukie spent nine months working on health and development projects in Uganda and 18 months coordinating an international internship program in Rajasthan, India. Sukie is currently a trainee at the Carolina Population Center and continues to conduct research with MEASURE Evaluation and the International Center for Research on Women. Sukie is getting married in October.

Capstone Description

Capstone is a group-based, mentored, service-learning course whose products serve as the master's thesis substitute for second-year MPH students in HB. We expect this critical learning experience to result in new or improved public health programs, services, and resources; build students' and organizations' capacity to address public health problems; strengthen University/community partnerships; and enhance student marketability. Overall, Capstone is intended to improve public health practice.

Capstone Logic Model



Course Approach

This is a service-learning course. Service-learning is defined as “a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.”¹ As a service-learning course, Capstone strives for balanced benefit to both the community partners and the Capstone students. Similarly, there is a balanced focus on the service and the learning aspects of the experience. Capstone class sessions are an opportunity for students to prepare for, reflect on, receive feedback about, and present their Capstone project experiences.

¹ Robert Bringle and Julie Hatcher, A Service Learning Curriculum for Faculty. The Michigan Journal of Community Service-Learning, Fall 1995, pp.112-122.

Learning Objectives

By producing Capstone project deliverables, attending Capstone classes, and completing course assignments, by the end of this course, students will be able to:

1. Apply health behavior theory, research methods, and intervention design, development, implementation, and evaluation approaches to real-world public health problems.
2. Demonstrate an ability to collaborate with diverse stakeholders to negotiate a work plan and produce public health products that are responsive to community needs.
3. Describe and apply characteristics of an effective teamwork experience.
4. Define emotional intelligence and explain why it is important to personal and professional success.
5. Demonstrate awareness of and sensitivity to diverse perspectives of others based on social characteristics (e.g., age, race, ethnicity, gender, physical ability, sexual orientation) when designing, implementing, and evaluating public health programs.
6. Critically examine their role as public health practitioners in promoting social justice and health equity.
7. Describe different leadership styles and demonstrate a range of leadership competencies including team building, giving effective feedback, negotiation, and conflict management.

Expectations

Classroom Ground Rules:

1. Complete pre-class assignments and readings.
2. Begin and adjourn on time.
3. Take responsibility for the quality of the classroom experience.
4. Maintain active engagement without technological distractions.
5. Build on one another's comments; seek to understand others' perspectives.
6. Share the floor—provide time and show respect for others to voice their questions and share their opinions, both within groups and in the classroom.
7. Respectfully provide and receive specific, solution-oriented feedback.

Recognizing, Encouraging, and Valuing Diversity

In the classroom, diversity strengthens the products, enriches the learning, and broadens the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as the boundaries of our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity. Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.

Honor Code

As a UNC student, you are bound by the UNC Honor Code, which states that all students shall “refrain from lying, cheating, or stealing” and defines plagiarism as “deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.” Academic dishonesty in any form is unacceptable, and any breach in academic integrity, however small, will be investigated and accordingly addressed. If you have questions about your responsibility under the honor code, please bring them to one of the members of the teaching team or consult with the office of the Dean of Students or the [Instrument of Student Judicial Governance](#).

If you need special accommodations to fully participate in this course, please see the course instructor immediately.

Course Materials

Course Website

<http://sakai.unc.edu> → HBHE746.001.FA15

Students should refer to the course website on Sakai throughout the year for the latest course information and as a platform for collaboration. Please direct Sakai feedback and questions to Liz Chen.

Required Readings

Required readings are assigned to enhance student learning and the quality of in-class discussions. The HBEH 746 Detailed Course Schedule lists required readings. There are no required readings for HBEH 992.

Recommended Readings

When applicable, supplemental readings are posted within class session folders on the HBHE746.001.FA15 Sakai site.

Course Feedback

Your thoughts and opinions about Capstone are critically important to the continued growth of the Capstone program. The teaching team welcomes your thoughts on how the course and/or project work can be adjusted during the semester and/or improved for next year. Please feel free to contact any member of the teaching team about the course or project work at any time. You will have an opportunity to provide feedback on the course and participate in a 360-degree feedback exchange with your Capstone project team members and mentors at the midpoint and end of each semester. Finally, you are expected to complete the Gillings School of Public Health Course Evaluation at the end of each semester.

Assignments & Grading

Evaluation for grading purposes will be based on the completion of the assignments listed below.

Fall 2015 Assignments

| Assignment | Due Date (All assignments due by 12:00 pm on the date listed) | % of Grade |
|--------------------------------------|--|-----------------------|
| Capstone Orientation Materials | August 26 | N/A |
| Weekly Updates | Fridays, September 4-December 4, excluding holidays | 10% |
| Team Memorandum of Understanding | September 9 | 10% |
| Work Plan | September 16 | 10% |
| Portfolio Background Section Outline | September 23 or September 30* | N/A |
| Mid-Semester Evaluation | October 14 | N/A |
| Portfolio Background Section | November 4 | N/A |
| Capstone Project Update | December 2 | 10% |
| End-of-Semester Evaluation | December 2 | N/A |
| Classroom Participation | N/A | 20% |
| Project Participation | N/A | 40% |
| SPH Course Evaluation | TBA | N/A |

*See detailed course schedule for your team’s deadline.

Capstone Orientation Materials

To allow meeting participants to be fully prepared to make the most of their time together during Capstone Orientation, teams will send a summary of their work plan edits, their updated work plan, and a meeting agenda to their mentors one week prior to Capstone Orientation.

Weekly Updates

Weekly Updates will keep your preceptor and faculty adviser informed of classroom activities and all of your mentors updated on your team’s progress, decisions, action steps, and questions. Although Weekly Updates should be sent by the teaching team liaison, all team members are responsible for their content.

Team Memorandum of Understanding

Documenting team process goals and rules of conduct will establish your team’s culture and clarify behavioral expectations. The Team Memorandum of Understanding will serve as a record of what your team agreed to as you track your progress, hold one another accountable, and strive for optimal performance. The document should (at a minimum) be revisited during the mid and end points of each semester and modified as necessary throughout the year.

Work Plan

The Work Plan will provide a detailed account of how the team plans to accomplish the Capstone project goal(s) and clarifies Capstone roles, responsibilities, and resources. As appendices to the work plan, teams will develop project logic models in order to illustrate the planned project work and its intended results. Teams will also develop deliverable

diagrams to illustrate how major activities and the deliverables are related to one another. The work plan and its appendices can be modified as necessary throughout the year.

Portfolio Background Section Outline

You will create a detailed outline of the planned structure and content of your portfolio background section so that the teaching team they can support your efforts to produce a portfolio background section that presents a strong rationale for your project. The majority of your literature review and analysis should occur *before* this assignment is due. Please refer to the literature review resources available on the course Sakai site.

Mid-Semester Evaluation

The mid-semester Capstone evaluation will ask you to provide feedback on the Capstone course, your Capstone partner organization, your mentors, and your team's performance. You will be expected to provide specific, solution-oriented feedback in order to facilitate the commencement, cessation, or continuation or of the behaviors, ideas, and content you comment on.

Portfolio Background Section

The background section of your team's portfolio will be an opportunity to familiarize yourself with your project's content area and practice the skill of writing a literature review. Within the background section, you will be expected to demonstrate the significance of the problem addressed through the Capstone project work and present a rationale for the selected processes (i.e., activities and deliverables) for addressing the problem.

Capstone Project Update

As a group, via and oral presentation, you will be asked to reflect and report back on the successes and challenges of the fall semester Capstone project work, the skills you have applied and gained, and what you hope to achieve during the spring semester.

End-of-Semester Evaluation

Similar to the mid-semester Capstone evaluation, the end-of-semester evaluation will ask you to provide feedback on the Capstone course, your Capstone partner organization, your mentors, and your team's performance. In addition, you will be asked to provide feedback on each of your team members and indicate which, if any, of your classmates contributed to or detracted from your learning in Capstone class. Your feedback on your peers will help to inform classroom and project participation grades. You will be expected to provide specific, solution-oriented feedback in order to facilitate the commencement, cessation, or continuation or of the behaviors, ideas, and content you comment on.

Classroom Participation

Students will be evaluated on participation in order to promote and maintain an environment of mutual respect and co-learning. Classroom participation grades will be based on adherence to and promotion of Classroom Ground Rules.

Project Participation

Individual contributions to the fall Capstone project work will be recognized through the Project Participation grade. Grading will be determined by feedback provided via the end-of-semester student and mentor evaluations and will be based on individuals' demonstrated initiative, collegiality, professionalism, and quality of work.

SPH Course Evaluation

At the end of the semester, the SPH will ask you to participate in the course evaluation process in order to help improve teaching excellence and the success of our academic programs. All student responses are completely confidential. Survey administrators can see who completed the online evaluation, but cannot view the actual responses for each student.

Spring 2016 Assignments

| Assignment | Due Date (All assignments due by 12:00 pm on the date listed) | % of Grade |
|------------------------------------|---|-------------------|
| Weekly Updates | Fridays, January 15 through April 29, excluding March 18 | 10% |
| Individual Reflection Paper | January 20 | 10% |
| Updated Work Plan | January 27 | N/A |
| Draft Portfolio Executive Summary | March 2 | N/A |
| Mid-Semester Evaluation | March 9 | N/A |
| Draft Portfolio | March 23 | N/A |
| Draft Celebration Day Presentation | April 20 | N/A |
| Portfolio | April 20 | 40% |
| Celebration Day Presentation | April 27 | 10% |
| End-of-Semester Evaluation | April 29 | N/A |
| Project Participation | N/A | 30% |
| Gillings Course Evaluation | TBD | N/A |

Weekly Updates

Just as in the fall semester, Weekly Updates will keep your preceptor and faculty adviser informed of classroom activities and all of your mentors updated on your team's progress, decisions, action steps, and questions. Although Weekly Updates should be sent by the teaching team liaison, all team members are responsible for their content.

Updated Work Plan

At the beginning of the spring semester, your team will update your work plan, logic model, and deliverable conceptual model to ensure that they accurately reflect expected spring Capstone project work. The work plan and its appendices can be modified as necessary throughout the semester.

Individual Reflection Paper

At the beginning of the semester, students will have an opportunity to reflect on learning that occurred during the fall semester and all of the feedback that was provided via the student and mentor fall end-of-semester evaluations in order to plan for the spring Capstone project experience and prepare for the job market.

Draft Portfolio Executive Summary

Teams will have an opportunity to share their draft executive summaries with peer groups in order to get feedback on how to enhance the content and formatting of their work.

Mid-Semester Evaluation

The mid-semester Capstone evaluation will ask you to provide feedback on the Capstone course, your Capstone partner organization, your mentors, and your team's performance. You will be expected to provide specific, solution-oriented feedback in order to facilitate the commencement, extinction, or continuation of the behaviors, ideas, and content you comment on.

Draft Celebration Day Presentation

Teams will have an opportunity to present to a subset of their peers and the teaching team in order to get feedback on how to enhance their planned Celebration Day presentations.

Portfolio

Each team will assemble a portfolio that includes an executive summary, a background section, deliverable summary sheets, and all of the team's deliverables. This assignment will document achievement for grading purposes and will allow students to easily showcase their work to prospective employers.

Celebration Day Presentation

Capstone teams will present the key findings and impacts of their Capstone project work at Capstone Celebration Day, an annual event held at the end of the semester.

End-of-Semester Evaluation

Similar to the mid-semester Capstone evaluation, the end-of-semester evaluation will ask you to provide feedback on the Capstone course, your Capstone partner organization, your mentors, and your team's performance. In addition, you will be asked to provide feedback on each of your team members and indicate which, if any, of your classmates contributed to or detracted from your learning in Capstone class. Your feedback on your peers will help to inform Classroom and Project Participation grades. You will be expected to provide specific, solution-oriented feedback in order to facilitate the commencement, extinction, or continuation of the behaviors, ideas, and content you comment on.

Project Participation

Individual contributions to the Spring Capstone project work will be recognized through the Project Participation grade. Grading will be determined by feedback provided via the

end-of-semester evaluations and based on individuals' demonstrated initiative, collegiality, professionalism, and quality of work.

SPH Course Evaluation

At the end of the semester, the SPH will ask you to participate in the course evaluation process in order to help improve teaching excellence and the success of our academic programs. All student responses are completely confidential. Survey administrators can see who completed the online evaluation, but cannot view the actual responses for each student.

The teaching team will provide more detailed information on each assignment in class and on Sakai.

Grading

All course assignments will be graded on the following grading scale:

- H** High Pass: Clear excellence
- P** Pass: Entirely satisfactory graduate work
- L** Low Pass: Inadequate graduate work
- F** Fail

References

You are strongly encouraged to use American Psychological Association (APA) style <http://www.apastyle.org/> for all of your assignments. If you would like to use a different reference style, please seek permission from the teaching team.

Missed Assignment Deadlines

Students are expected to complete assignments on time. If there are extenuating circumstances and you anticipate not being able to meet the assignment deadline, be proactive about contacting the course instructor. There will be a deduction in scoring for late work unless approved ahead of time by the course instructor.

Questions

Please direct assignment and project questions to your TA. Your TA will consult with or direct your inquiry to the course instructor as necessary. Email is generally the preferred mode of communication; however, you should call the teaching team if doing so would create efficiencies. You can expect a response from the teaching team within 2 business days. If you do not receive a response within the allotted time, please send a reminder email.

Course Schedules

The teaching team reserves to right to make changes to the syllabus, including assignment due dates, when unforeseen circumstances occur. These changes will be announced as early as possible so that students can adjust their schedules accordingly.

HBEH 746 (Fall) Course Schedule Overview

| Date | Week | Topic(s) | Assignment(s) Due* |
|--------------|------|--|---|
| August 19 | 1 | Course Overview | |
| August 26 | 2 | Team Infrastructure | Capstone Orientation Materials |
| September 2 | 3 | Capstone Orientation | |
| September 9 | 4 | Clarifying the Big Picture | Team Memorandum of Understanding |
| September 16 | 5 | Emotional Intelligence | Work Plan |
| September 23 | 6 | Navigating Conflict & Giving Effective Feedback | Portfolio Background Section Outline** |
| September 30 | 7 | Team Meetings with Teaching Team | Portfolio Background Section Outline** |
| October 7 | 8 | Team Meetings with Teaching Team | |
| October 14 | 9 | Team Time | Mid-semester Evaluation |
| October 21 | 10 | Identity & the Public Health Practitioner: Part I | |
| October 28 | 11 | Identity & the Public Health Practitioner: Part II | |
| November 4 | 12 | Team Time | Portfolio Background Section |
| November 11 | 13 | Team Meetings with TAs | |
| November 18 | 14 | Leadership Styles | |
| November 25 | 15 | No Class: Thanksgiving Break | |
| December 2 | 16 | Project Updates and SPH Course Evaluation | End-of-semester Evaluation, SPH Course Evaluation |

*In addition to Weekly Updates. See assignment guidelines for schedule.

**See detailed course schedule for your team's deadline.

NOTE: If a team is unable to meet with the teaching team during the scheduled time, it is the team's responsibility to find a team that can switch meeting times. Outside of scheduled team meetings, teams have the responsibility of contacting their TA and/or the instructor to set up meetings as needed.

HBEH 746 Detailed Course Schedule

August 19

Week 1: Course Overview

Activities:

- Teaching team introductions
- Student introductions
- Five things that are unique about Capstone
- What's new for this year
- Syllabus overview
- Upcoming assignments
- Next steps

Readings:

- Schurmann, A. (2015, June 9). *New rules for documentation*. Retrieved from <http://www.publichealthstrategies.net/new-rules-for-documentation/>

August 26

Week 2: Team Infrastructure

Activities:

- Announcements
- Capstone card game
- Artifact exercise
- Personality and work style assessment
- Priorities pie chart
- Team Memorandum of Understanding assignment

Readings:

- Schwartz, R. (2013). Eight behaviors for smarter teams. Retrieved from <http://www.schwarzassociates.com/resources/articles/>

Assignment Due: Capstone Orientation Materials

September 2

Week 3: Capstone Orientation

Schedule:

1:30-2:15 Elements of and Tips for an Effective Capstone Experience (MG 2306)

2:15-4:15 AMP! Team Meeting (HSL 130)
DCDPH Team Meeting (MHRC 3100)
IntraHealth Team Meeting (HSL 131)
IVPB Team Meeting (MHRC 2005)
NC Cancer Hospital Team Meeting (HSL 132)
NCCADV Team Meeting (MHRC 0015)
PORCH Team Meeting (RO 101)
Self-Help Team Meeting (MHRC 2306)
UNC Family Medicine Team Meeting (RO 304)

September 9

Week 4: Clarifying the Big Picture

Activities:

- Community of Practice Circle
- Sequencing activity
- Deliverable diagram and logic model instructions
- Team time to develop logic models and deliverable diagrams
- Peer feedback exchange
- Tips for writing an effective background section
- Writing critique

Readings:

- Sample Background Section available in Week 4 folder on Sakai

Assignment Due: **Team Memorandum of Understanding**

September 16

Week 5: Emotional Intelligence

Activities:

- Guest lecture by Ruben Fernandez, JD
- Group discussion

Readings:

- Fernandez, C. S. (2007). Emotional Intelligence in the Workplace. *Journal of Public Health Management Practice*, 13(1), 80-82.

Assignment Due: **Work Plan**

September 23

Week 6: Navigating Conflict & Giving Effective Feedback

Activities:

- Lecture
- Case studies
- Team time

Assignment Due: Portfolio Background Section Outline (DCDPH, IVPB, NCCADV, OCDOA, and PORCH)

September 30

Week 7: Team Meetings with Teaching Team in MG 2308/Team Time

Schedule:

| | |
|-----------|--------|
| 1:25-1:55 | DCDPH |
| 2:00-2:30 | IVPB |
| 2:35-3:05 | NCCADV |
| 3:10-3:40 | OCDOA |
| 3:45-4:15 | PORCH |

Assignment Due: Portfolio Background Section Outline (Self-Help, UNC Family Medicine, IntraHealth, NC Cancer Hospital, and AMP!)

October 7

Week 8: Team Meetings with Teaching Team in MG 2308/Team Time

Schedule:

| | |
|-----------|---------------------|
| 1:25-1:55 | Self-Help |
| 2:00-2:30 | UNC Family Medicine |
| 2:35-3:05 | IntraHealth |
| 3:10-3:40 | NC Cancer Hospital |
| 3:45-4:15 | AMP! |

October 14

Week 9: Team Time

Assignment Due: Mid-Semester Evaluation

October 21

Week 10: Identity & the Public Health Practitioner: Part I

Activities:

- TBD based on Planning Committee Input

Readings:

- Johnson, A. (2001). *Power, privilege, and difference*. Mountain View, CA: Mayfield Publishing Company. (Chapter 2)
- Castania, K. (2003). *The evolving language of diversity* [Fact sheet]. Retrieved from <http://www.adl.org/assets/pdf/education-outreach/Evolving-Language-of-Diversity-The.pdf>

October 28

Week 11: Identity & the Public Health Practitioner: Part II

Activities:

- TBD based on Week 10

Readings:

- Johnson, A. (2001). *Power, privilege, and difference*. Mountain View, CA: Mayfield Publishing Company. (Chapter 10)

November 4

Week 12: Team Time

Assignment Due: Portfolio Background Section

November 11

Week 13: Team Meetings with TAs

*Schedule:**

- | | |
|-----------|---|
| 1:25-2:15 | OCDOA meet with Jayne (MG 2306) DCDPH meet with Sukie (MHRC 0015) AMP meet with Liz (MHRC 3100) |
| 2:25-3:15 | PORCH meet with Jayne (MG 2306) IVPB meet with Sukie (MHRC 0015) IntraHealth meet with Liz (MHRC 3100) |
| 3:25-4:15 | Self-Help meet with Jayne (MG 2306) NCCADV meet with Sukie (MHRC 0015) NC Cancer Hospital meet with Liz (MHRC 3100) |

*UNC Family Medicine, please identify a time to meet with Jayne for ~50 minutes outside of class time during the week of November 9.

November 18

Week 14: Leadership Styles

Activities:

- Community of Practice Circle
- Lecture
- Case studies
- Panel

Readings:

- Burke, R. E., Friedman, L. H. (2011) *Essentials of management and leadership in public health*. Sudbury, MA: Jones & Bartlett Learning. (Chapter 12)
- Rowitz, L. (2009). *Public health leadership: putting principles into practice*, 2nd Ed. Sudbury, MA: Jones & Bartlett Learning. (Chapter 2)

November 25

Week 15: Thanksgiving Break: No class

December 2

Week 16: Project Updates and SPH Course Evaluation

Bring your computers to class

Activities:

- Capstone project update presentations
- Fill out SPH course evaluation

Assignment Due: **End-of-Semester Evaluation, SPH Course Evaluation**

HBEH 992 (Spring) Course Schedule Overview

| Date | Week | Topic(s) | Assignment(s) Due* |
|-------------|------|------------------------------------|---|
| January 13 | 1 | Team Meetings with Teaching Team | |
| January 20 | 2 | Team Meetings with Teaching Team | Individual Reflection Paper |
| January 27 | 3 | Team Time | Updated Work Plan |
| February 3 | 4 | Team Time | |
| February 10 | 5 | Team Time | |
| February 17 | 6 | Team Time | |
| February 24 | 7 | Team Meetings with TAs | |
| March 2 | 8 | Peer Feedback Exchange | Draft Portfolio Executive Summary |
| March 9 | 9 | Team Time | Mid-Semester Evaluation |
| March 16 | 10 | No class: Spring Break | |
| March 23 | 11 | Team Time | Draft Portfolio |
| March 30 | 12 | Peer Feedback Exchange | |
| April 6 | 13 | Team Meetings with TAs | |
| April 13 | 14 | Team Time | |
| April 20 | 15 | Mock Celebration Day Presentations | Draft Celebration Day Presentation; Portfolio |
| April 27 | 16 | Capstone Celebration Day | Celebration Day Presentation |
| April 29 | | | End-of-semester Evaluation |

*In addition to Weekly Updates. See assignment guidelines for schedule.

NOTE: If a team is unable to meet with the teaching team during the scheduled time, it is the team's responsibility to find a team that can switch meeting times. Outside of scheduled team meetings, teams have the responsibility of contacting their TA and/or the instructor to set up meetings as needed.

Spring Detailed Course Schedule

January 13

Week 1: Team Meetings with Teaching Team

Schedule:

| | |
|-----------|---------------------|
| 1:25-1:55 | OCDOA |
| 2:00-2:30 | PORCH |
| 2:35-3:05 | Self-Help |
| 3:10-3:40 | UNC Family Medicine |
| 3:45-4:15 | DCDPH |

January 20

Week 2: Team Meetings with Teaching Team

Schedule:

| | |
|-----------|--------------------|
| 1:25-1:55 | IVPB |
| 2:00-2:30 | NCCADV |
| 2:35-3:05 | IntraHealth |
| 3:10-3:40 | NC Cancer Hospital |
| 3:45-4:15 | AMP! |

Assignment Due: **Individual Reflection Paper**

January 27

Week 3: Team Time

Assignment Due: **Updated Work Plan**

February 3

Week 4: Team Time

February 10

Week 5: Team Time

February 17

Week 6: Team Time

February 24

Week 7: Team Meetings with TAs

*Schedule:**

| | |
|-----------|---|
| 1:25-2:15 | OCDOA meet with Jayne DCDPH meet with Sukie AMP meet with Liz |
| 2:25-3:15 | Self-Help meet with Jayne IVPB meet with Sukie IntraHealth meet with Liz |
| 3:25-4:15 | UNC Family Medicine NCCADV meet with Sukie NC Cancer Hospital meet with Liz |

*PORCH, please identify a time to meet with Jayne for
~50 minutes outside of class time during the week of February 22.

March 2

Week 8: Peer Feedback Exchange

Activities:

- Community of Practice Circle
- Facilitated peer feedback exchange on Draft Portfolio Executive Summary
- Team Time

Assignment Due: **Draft Portfolio Executive Summary**

March 9

Week 9: Team Time

Assignment Due: **Mid-Semester Evaluation**

March 16

Week 10: No class: Spring Break

March 23

Week 11: Team Time

Assignment Due: **Draft Portfolio**

March 30

Week 12: Peer Feedback Exchange

Activities:

- Community of Practice Circle
- Facilitated peer feedback exchange Facilitated peer feedback exchange

April 6

Week 13: Team Meetings with TAs

*Schedule:**

| | |
|-----------|---|
| 1:25-2:15 | OCDOA meet with Jayne DCDPH meet with Sukie AMP meet with Liz |
| 2:25-3:15 | Self-Help meet with Jayne IVPB meet with Sukie IntraHealth meet with Liz |
| 3:25-4:15 | UNC Family Medicine NCCADV meet with Sukie NC Cancer Hospital meet with Liz |

*Self-Help, please identify a time to meet with Jayne for
~50 minutes outside of class time during the week of April 4.

April 13

Week 14: Team Time

April 20

Week 15: Mock Celebration Day Presentations

*Schedule:**

| | |
|-----------|--|
| 1:25-2:45 | AMP, DCDPH, IVPB, OCDOA, and PORCH present Draft Celebration Day presentations in MG 2306 |
| 2:50-4:15 | IntraHealth, Self-Help, NCCADV, NC Cancer Hospital, and UNC Family Medicine present Draft Celebration Day presentations in MG 2306 |

*Assignment Due: **Draft Celebration Day Presentation; Portfolio***

April 27

Week 16: Capstone Celebration Day

*Assignment Due: **Celebration Day Presentation***

April 29

*Assignment Due: **End-of-semester Evaluation***