

HBEH 703: Professional Development I

Spring 2017 Syllabus

Class Schedule: Select Fridays 12:20 pm – 2:50pm

Location: McGavran-Greenberg Hall, Room 2308

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Course Description

Professional Development I (HBEH 703) is required for first-year MPH students in the Department of Health Behavior (HB). This course is designed to offer students a timely, structured opportunity for enhancing and integrating professional competencies to prepare them for their MPH fieldwork and careers in public health.

Course Principles & Assumptions

There are multiple ways to learn: Each person interacts with their learning process in a different way, including taking in information through auditory, visual, kinesthetic, intrapersonal, or interpersonal methods. Instruction will focus on a variety of these methods to ensure optimal learning for the greatest number of people.

You are expected to contribute to your own learning: This course is designed with a combination of in-class activities (lecture, discussion, speakers) and out-of-class activities (reading, writing, self-reflection). Optimal learning occurs with active engagement in both, including the Teaching Team's commitment to prepare and facilitate and your commitment to prepare and participate.

Everyone knows something: Each person comes to this course with their own personal experiences, professional experiences, and interpretations of the world. Everyone has something to offer, including personal insight to offer themselves that deepens their own learning, even if it was not learned from a book or in a classroom.

Everyone has something to learn: There will be something for everyone to learn in this course, whether it is new knowledge, analysis, or skills. No one is expected to be an expert on every subject we will discuss and/or work on, including the Teaching Team. We are all on a journey of becoming more thoughtful, more intentional, more mindful public health practitioners.

Learning Objectives

Upon completion of this course, students will:

1. Understand the ways in which they most naturally think, feel, and behave as unique individuals in order capitalize on those strengths when doing applied public health work.
2. Identify academic and professional goals and establish concrete strategies for meeting those goals this semester and beyond.
3. Develop basic project management skills integral for successful practicum and Capstone experiences.
4. Communicate audience-appropriate public health content, both in writing and through oral presentation.

Shared Expectations

In our commitment to active engagement, collaboration, mutual respect, and co-learning, the **Teaching Team** pledges to:

- Show up (physically and mentally) for class each day or communicate proactively if we must be absent.
- Prepare course material that encourages active participation rather than passive attendance.
- Share relevant, timely resources that promote effective field training experiences.
- Set high performance standards and communicate clearly how to achieve them.
- Return work and respond to inquiries in a timely fashion.
 - Email is generally the preferred mode of communication; however, you should call any member of the Teaching Team if doing so would create efficiencies. You can expect a response from the Teaching Team within 24 hours during the business week. Do not expect a response over the weekend. If you do not receive a response within two business days, please send a reminder email.
- Provide feedback that is respectful, concrete, specific, timely, and provides actionable information.
- Strive to use language that is inclusive and respectful of race and ethnicity; gender identity and expression; sexual orientation and identity; ability; immigration status; spiritual or religious affiliation; socioeconomic class; etc.
- Take responsibility for the quality of the classroom experience.

In return, we expect **students** to:

- Show up (physically and mentally) for class each day or let the Teaching Team know (preferably in advance) if you must be absent.
- Read course documents and communications and refrain from asking questions that are answered in course materials—clarification questions are welcome!
- Maintain active engagement during class and refrain from using electronic devices for non-course related purposes.
 - Exceptions include receiving messages from the University SMS emergency notification system or tending to personal/family emergencies.
- Share relevant, timely resources that promote effective field training experiences.
- Produce high-quality work that meets or exceeds expectations in a timely fashion.
- Acknowledge feedback and other communications from the course instructor and teaching assistants.
- Provide feedback that is respectful, concrete, specific, timely, and provides actionable information.
- Strive to use language that is inclusive and respectful of race and ethnicity; gender identity and expression; sexual orientation and identity; ability; immigration status; spiritual or religious affiliation; socioeconomic class; etc.
- Take responsibility for the quality of the classroom experience.

Diversity & Inclusion in the Classroom

HB embraces diversity as an ethical and societal value. Diversity includes, but is not limited to, consideration of race, ethnicity, gender, sexual orientation, age, national origin, religion, social class, family educational attainment, physical and learning ability, and veteran status. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

- **Diversity and Inclusion at the Gillings School of Global Public Health:**
<http://sph.unc.edu/resource-pages/diversity/>
- **UNC Non-Discrimination Policies:**
<http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf>
- **Prohibited Discrimination, Harassment, and Related Misconduct at UNC:**
<https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>
- **Resources for Equity in Public Health:**
<https://docs.google.com/spreadsheets/d/1ni3gMokYtxXP116bjhTSHqGITNwPBSsUuogavlXXJY/edit#gid=679802843>

Accommodations

Students Needing Accommodations for Disability or Mental/Chronic Illness

Students needing accommodations for physical, intellectual, and/or developmental disabilities, mental illnesses (including depression and anxiety), and/or chronic illnesses are encouraged to obtain confidential verification of the disability and a statement of recommended accommodations from the [Office of Accessibility Resources and Service \(ARS\)](#). Faculty and staff are instructed by the Provost not to provide accommodations unless they have received a request for support and assistance from ARS staff.

Students Needing Accommodations/Absences for Religious Observances

Students needing accommodations or absences for religious reasons, including but not limited to holidays not officially recognized by the University or any ongoing observances, should speak with or email the instructor at the beginning of the semester.

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](#).

Course Materials

Course Website

<http://sakai.unc.edu> → HBEH703.001.SP17

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

Course Feedback

The Teaching Team welcomes your thoughts on how this course 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 at any time. You are expected to complete the Gillings School of Public Health Course Evaluation at the end of the semester.

Assignments & Grading

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

Assignment	Due Date*	% of Grade
Fieldwork Interests & Competencies Survey	January 13	5%
StrengthsFinder® Assessment	January 13	5%
Individual Development Plan (IDP)	February 10	25%
Practicum Search Status Survey	March 17	5%
Notice of Practicum and Preceptor Survey	April 14	5%
Initial Capstone Team Meeting Materials	April 21	25%
Updated Individual Development Plan	April 28	15%
Classroom Participation	N/A	15%
Gillings Course Evaluation	TBD	N/A

*All assignments due by 12:00 pm on the date listed unless otherwise noted in the assignment instructions.

Assignment Descriptions

Fieldwork Interests & Competencies Survey

Your responses to this survey will strengthen the Teaching Team's ability to support your efforts to pursue practicum and Capstone opportunities that advance your professional development goals. You will be asked to:

- Identify your topic/content areas of interest and the skills you are most interested in applying/acquiring through your fieldwork;
- Rate your level of experience with the Council on Education for Public Health (CEPH) MPH Foundational Competencies;
- Describe your ideal practicum location;
- Update the Teaching Team on your practicum search progress; and
- Describe what, if any, additional practicum search support is needed.

StrengthsFinder® Assessment

This assessment will help you learn about the ways in which you most naturally think, feel, and behave as a unique individual so that you can capitalize on your strengths when doing applied public health work.

Individual Development Plan

An individual development plan is a tool for identifying and planning for academic and professional goals. This assignment will help you:

- Assess your current skills, interests, values, and strengths;
- Make a plan for developing skills to meet your academic and professional goals; and
- Communicate with the Teaching Team, your academic adviser, mentors, and supervisors about your evolving goals and related skills.

Practicum Search Status Survey

Your responses to this survey will update the Teaching Team on your practicum search progress and help to identify what, if any, additional support is needed.

Notice of Practicum and Preceptor Survey

Once completed, this survey will officially inform the Teaching Team of your practicum selection.

Draft Capstone Work Plan & Initial Capstone Team Meeting Materials

This assignment will clarify a scope of work, roles, responsibilities, and resources for the Capstone project work.

Updated Individual Development Plan

This assignment will update the Teaching Team on your progress on, and any changes to, your individual development plan.

Classroom Participation

Students will be evaluated on participation in order to promote active engagement, collaboration, mutual respect, and co-learning in the classroom.

Gillings Course Evaluation

At the end of the semester, the School will ask you to participate in the course evaluation process. All student responses are completely confidential. Survey administrators can see who completed the online evaluation, but cannot view the actual responses for each student. You will be expected to provide respectful, concrete, specific, and actionable feedback to help improve teaching excellence and the success of our academic programs.

The Teaching Team will provide more detailed information on each assignment in class and on the HBEH 703 Sakai site.

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

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, proactively contact 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 practicum questions to Hannah Quigley and all other questions to Liz Chen. The teaching assistants will consult with or direct your inquiry to the course instructor as necessary.

Course Schedule

The Teaching Team reserves the 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.

Date	Week	Topic(s)	Assignment(s) Due*
January 13	1		Fieldwork Interests & Competencies Survey; StrengthsFinder® Assessment
January 20	2	Course Overview/Self-Assessment	
January 27	3	Individual Development Plans	
February 3	4	<i>HB Career and Networking Conference</i>	
February 10	5		Individual Development Plan
February 17	6	Health Literacy	
February 24	7		
March 3	8	<i>Capstone Pitch Day (1-4 p.m.)</i>	
March 10	9		
March 17	10	<i>Spring Break</i>	Practicum Search Status Survey
March 24	11	Effective Communication	
March 31	12	<i>Capstone Teams Announced</i>	
April 7	13	Tools for Managing Up	
April 14	14	<i>University Holiday</i>	Notice of Practicum and Preceptor Survey
April 21	15	Effective Oral Presentations	Initial Capstone Team Meeting Materials
April 28	16		Updated IDP and Summary