**HBEH 703: Professional Development I**

*Spring 2018 Syllabus*

**Class Schedule:**
Select Fridays 12:20 pm – 2:50 p.m.

**Location:**
McGavran-Greenberg Hall, Room 2308

**Instructor:**
Meg Landfried, MPH
Lecturer
MPH Program Manager
Phone: (919) 966-0057
Email: landfried@unc.edu
Office: 358 B Rosenau

**Teaching Assistant:**
Varsha Subramanyam
MPH Student
Email: varshas@live.unc.edu

**MPH Program Assistant:**
Brittany Schwartz
MPH Student
Email: schwartb@live.unc.edu

**Office Hours:**
Fridays from 12:20 pm – 2:50 p.m. when class is not scheduled and by appointment
**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 prepare students for practicum and Capstone experiences that advance their career goals.

**Learning Objectives & Competencies**

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 to 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 that are essential for successful practicum and Capstone experiences.

This course is designed to ensure that students demonstrate the following Council on Education for Public Health (CEPH) MPH Foundational Competencies (Appendix A):

- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes (#13).
- Apply negotiation and mediation skills to address organizational or community challenges (#17).

**Course Map**

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**HBEH 703 Learning Objectives**

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2. Identify academic and professional goals and establish concrete strategies for meeting those goals this semester and beyond.
3. Develop basic project management skills that are essential for successful practicum and Capstone experiences.

Council on Education for Public Health (CEPH) MPH Foundational Competencies:

*Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes (#13).
**Apply negotiation and mediation skills to address organizational or community challenges (#17).
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/
- 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/1ni3gMokYtxXP1l6bijhTSHqG1TNwPBSsUuogav1XXJY/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.SP18

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Students should refer to the course website on Sakai throughout the year for the latest course information and as a platform for communication. All communications from the Teaching Team will be sent through the Sakai messenger. Please direct Sakai feedback and questions to Varsha Subramanyam.

**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 Global 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date*</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Course Survey</td>
<td>January 12</td>
<td>10%</td>
</tr>
<tr>
<td>Individual Development Plan (IDP)</td>
<td>February 9</td>
<td>25%</td>
</tr>
<tr>
<td>Capstone Project Rankings &amp; Practicum Search Status Survey</td>
<td>March 9</td>
<td>5%</td>
</tr>
<tr>
<td>Notice of Practicum and Preceptor Survey</td>
<td>April 13</td>
<td>5%</td>
</tr>
<tr>
<td>Initial Capstone Team Meeting Materials</td>
<td>April 20</td>
<td>25%</td>
</tr>
<tr>
<td>Practicum Learning Agreement</td>
<td>May 8</td>
<td>25%</td>
</tr>
<tr>
<td>Classroom Participation</td>
<td>N/A</td>
<td>5%</td>
</tr>
<tr>
<td>Gillings Course Evaluation</td>
<td>TBD</td>
<td>N/A</td>
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</table>

*All assignments due by 11:59 p.m. on the date listed unless otherwise noted in the assignment instructions.

**Assignment Descriptions**

**Pre-Course Survey**

This assignment will:

- Help you reflect on the ways in which you most naturally think, feel, and behave as a unique individual so that you can capitalize on your strengths when preparing for and completing your practicum and Capstone work.
- Provide the Teaching Team with information that will strengthen their ability to support your efforts to pursue practicum and Capstone opportunities that advance your professional development goals.

**Individual Development Plan**

This assignment will help you:

- Assess your strengths and areas for development;
- 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 strengths, areas for development, and goals.
Capstone Project Rankings & Practicum Search Status Survey
This survey will ask you to rank your top five Capstone project preferences and provide an update to the Teaching Team on your practicum search progress to help 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 (i.e., organization, location, preceptor, etc.).

Initial Capstone Team Meeting Materials
This assignment will clarify a scope of work, roles, responsibilities, and resources for the Capstone project work and prepare everyone for the initial Capstone team meetings.

Practicum Learning Agreement
This assignment will clarify expectations and outline a scope of work for the practicum.

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 Brittany and all other course questions to Varsha. Brittany and Varsha will consult with or direct your inquiry to Meg as necessary. Unless they communicate otherwise, Brittany, Varsha, and Meg will all be available during Teaching Team Office Hours to answer questions and provide drop-in support.
# 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic(s)</th>
<th>Assignment(s) Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12</td>
<td>1</td>
<td>Teaching Team Office Hours</td>
<td>Pre-Course Survey</td>
</tr>
<tr>
<td>January 19</td>
<td>2</td>
<td></td>
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<tr>
<td>January 26</td>
<td>3</td>
<td><strong>Course Overview/Self-Assessment</strong></td>
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<tr>
<td>February 2</td>
<td>4</td>
<td><strong>Practicum Planning &amp; Preparation</strong></td>
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<td>February 9</td>
<td>5</td>
<td><em>Health Behavior Career Day</em></td>
<td>Individual Development Plan</td>
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<td>February 16</td>
<td>6</td>
<td>Teaching Team Office Hours</td>
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<td></td>
<td></td>
<td><em>University Career Services’ Career Fair Bootcamp Session (12pm-1pm in Rosenau 230)</em></td>
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<td><em>Gillings Resumania Drop-in Session (1pm-3pm in the Atrium)</em></td>
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<tr>
<td>February 23</td>
<td>7</td>
<td><strong>Minority Health Conference</strong></td>
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<tr>
<td>March 2</td>
<td>8</td>
<td><strong>Capstone Pitch Day (12:30-3:30 p.m.)</strong></td>
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<tr>
<td>March 9</td>
<td>9</td>
<td>Teaching Team Office Hours</td>
<td>Capstone Rankings &amp; Practicum Search Status Survey</td>
</tr>
<tr>
<td>March 16</td>
<td>10</td>
<td><strong>Spring Break</strong></td>
<td></td>
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<tr>
<td>March 23</td>
<td>11</td>
<td><strong>Self-Reflection &amp; Advocacy in Fieldwork</strong></td>
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<tr>
<td>March 30</td>
<td>12</td>
<td><em>University Holiday</em></td>
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<tr>
<td>April 6</td>
<td>13</td>
<td>Teaching Team Office Hours</td>
<td></td>
</tr>
<tr>
<td>April 13</td>
<td>14</td>
<td><strong>Capstone Planning &amp; Preparation</strong></td>
<td>Notice of Practicum and Preceptor Survey</td>
</tr>
<tr>
<td>April 20</td>
<td>15</td>
<td>Teaching Team Office Hours/Initial Capstone Team Meetings</td>
<td>Initial Capstone Team Meeting Materials</td>
</tr>
<tr>
<td>April 27</td>
<td>16</td>
<td>Teaching Team Office Hours/Initial Capstone Team Meetings</td>
<td></td>
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<tr>
<td>May 8</td>
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<td></td>
<td>Practicum Learning Agreement</td>
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Appendix A
Council on Education for Public Health MPH Foundational Competencies

**Evidence-based Approaches to Public Health**
1. Apply epidemiological methods to the breadth of settings and situations in public health practice.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
4. Interpret results of data analysis for public health research, policy or practice.

**Public Health & Health Care Systems**
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels.

**Planning & Management to Promote Health**
7. Assess population needs, assets, and capacities that affect communities’ health.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
9. Design a population-based policy, program, project or intervention.
10. Explain basic principles and tools of budget and resource management.
11. Select methods to evaluate public health programs.

**Policy in Public Health**
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
15. Evaluate policies for their impact on public health and health equity.

**Leadership**
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making.
17. Apply negotiation and mediation skills to address organizational or community challenges.

**Communication**
18. Select communication strategies for different audiences and sectors.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
20. Describe the importance of cultural competence in communicating public health content.

**Interprofessional Practice**
21. Perform effectively on interprofessional teams.

**Systems Thinking**
22. Apply systems thinking tools to a public health issue.