

HBEH 704: Professional Development Fall 2018

Department of Health Behavior

Gillings School of Global Public Health

**Monday September 17, October 1 & 22, November 5, December 3
12:20 – 2:50pm, McGavran Greenberg 2308**

Teaching Team

Course Instructor

Alexandra Lightfoot, EdD
alexandra_lightfoot@unc.edu

Teaching Assistant

Sable N. Watson, MPH
snwatson@email.unc.edu

Office Hours by Appointment

Course Description

Professional Development is required for second-year MPH students in the Department of Health Behavior. The course is designed to offer students a timely, structured opportunity for enhancing professional competencies that students will use in their MPH field work and careers as public health practitioners.

Course Objectives

Upon completion of this course, students will be able to:

- Purposefully market themselves for jobs
- Identify and prioritize short-term individual professional goals and establish concrete strategies for meeting those goals
- Effectively identify and utilize networking opportunities
- Clarify and prioritize what is important to them as they research and consider post-Gillings opportunities
- Demonstrate effective interview techniques
- Identify terms and processes for negotiating a job offer

Diversity and Inclusion

The Gillings School of Global Public Health 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 requires an atmosphere of inclusion and tolerance, which often times challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. In addition, increasing diversity will create a health workforce better prepared to serve an increasingly diverse local and global population and address health

inequities over time. Resources related to diversity and inclusion at Gillings and UNC include:

- Diversity and Inclusion at the Gillings School of Global Public Health: <http://sph.unc.edu/resource-pages/diversity>
- Office for Diversity & Inclusion at the University of North Carolina at Chapel Hill <http://diversity.unc.edu/>
- 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/1ni3gMokYtxXP1l6bjhTSHqGITNwPB SsUuogavlXXJY/edit#gid=679802843>

The 704 teaching team is committed to fostering an affirming and inclusive learning environment. We ask that students do the same, and engage in respectful inquiry and civil discourse in this class (and beyond). This course is embedded in a large department in a large school of public health in a large public university in the United States, and we recognize that we each come to this work with perspectives informed by our intersecting identities and individual experiences, including experiences of discrimination, oppression, and privilege. These unique experiences and the perspectives they inform are valuable to the shared learning process.

We also acknowledge that these lived experiences and other influences can lead to unintentional use of clumsy or offensive language and approaches—especially in the classroom as we seek to deepen our understanding of these issues and how they apply to our work as public health practitioners. We ask that we, as a learning community, compassionately hold each other accountable for the language we use and the underlying assumptions and attitudes they may represent, and, when possible, provide explanation and clarification. Please do not hesitate to raise issues and provide feedback or suggestions to the teaching team in- or outside of class so that we can continue to incorporate new perspectives and information into the course.

Principles of Social Justice Education (SJE) Pedagogy

Finally, we also strive within our class structure and process to incorporate the principles of Social Justice Education pedagogy which include:

1. Balance the emotional and cognitive components of the learning process
2. Encourage the use of experiential knowledge by the student as well as the intersecting systemic experiences that the student interacts with daily
3. Acknowledge the inter-classroom dynamics between student and student as well as student and teacher
4. Use reflexivity in classroom discourse as a medium for student-centered learning
5. Value self-awareness, personal growth and change as a measure of the learning process

6. Acknowledge and seek to transform the many ways in which identity based social position and power, privilege, and disadvantage, shape participant interactions in the classroom and everyday contexts (Adams, 2010, p. 60-61).

Course Policies

Course Format

The class is taught through engaged discussion with the teaching team, class peers, and guest speakers; participating in local training opportunities; presentations; and in-class exercises.

Submission of Assignments

Papers will only be accepted via Sakai, not email. It is expected that assignments will be submitted on time.

Attendance

Attendance is crucial to both your learning experience and the learning of others in this course. It is your responsibility and an Honor Code statute to notify the instructor *in advance* if you will miss class.

Course Expectations & Assignments

An overview of course expectations and assignments are provided below. A detailed description of each assignment is available on the course Sakai website under the Assignments folder. Preparations for each class session, if required, will be sent out in advance.

1. **Class participation:** Students are expected to attend each class, be prepared to discuss the topic(s) for the session, ask questions, complete assignments on time and maintain active engagement without technological distractions during class. We understand that conflicts sometimes come up for students. Absences must be discussed with the Teaching Team in advance of class and written make up assignments completed.
2. **Reflection on Public Health Journey and Aspirations:** Students will be asked to view Camara Jones' 2018 graduation speech at Gillings and submit a written reflection. Submit to the Teaching Team via Sakai by 5pm on **Monday, October 1, 2018.**
3. **Professional Goals, Gaps and Strategies:** Students will update their IDPs to incorporate practicum experience and reflect current job search and skill development goals. Submit updated IDP to the teaching team via Sakai by 5 pm **Monday, October 15, 2018.**
4. **Skill/Content-Building Seminars/Workshops/Trainings:** Students are required to attend at least **two** pre-approved trainings or workshops relevant to their professional development goals during the semester. Students will identify training opportunities to meet their needs and email the teaching team with the title and description of the training for approval prior to attendance. Students must submit a description of the seminars they attended, including title, date, speaker, sponsoring

group/institution complete and written reflection on what was learned/discussed and how this training is relevant to individual professional development goals. Reflections are due via Sakai to the teaching team **within 1 week after each workshop is completed**. Credit will not be given for workshop reflections submitted more than a week after the event. All trainings must be completed and reflections submitted by 5 pm on the last day of class, **Monday, December 5, 2018**.

Note: Extra credit is possible for students who attend more than 2 trainings and submit reflections.

Additionally, students are expected to complete the Gillings School of Public Health Course Evaluation during the last two weeks of classes. These evaluations are very helpful to us as we look to incorporate student feedback and ways to improve the course. We are open to suggestions throughout the semester as well.

Course Readings & Resources

Readings and resources to support course topics and sessions will be posted in the Resources Folder on the course Sakai website.

Course Evaluation

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

- H** High pass: clear excellence (exemplary participation and products; extra credit work)
- P** Pass: entirely satisfactory graduate work (all work completed)
- L** Low Pass: inadequate graduate work (late or missing work)
- F** Fail

The final semester grade will reflect individual assignments accordingly:

1. Class participation & active engagement: 25%
2. Reflection 1: 20%
3. Updated IDP/Logic Model: 25%
4. Reflections (N=2) on participation in outside seminars and workshops: 30%

Course Website

Accessible through Sakai at <http://sakai.unc.edu/>

Honor Code

Course assignments are all subject to the UNC Honor Code. Academic dishonesty in any form is unacceptable, and any breach in academic integrity, however small, will be investigated and accordingly addressed. If you have any questions regarding the Honor Code, please consult “The Instrument of Student Judicial Governance” (<http://instrument.unc.edu>).

Please Note

We reserve the right to modify the schedule and readings as needed.

Course Schedule

Date	Topic	Assignments
<p>September 17</p>	<p>Starting Off Strong and Planning Your Next Steps</p> <p>Session learning objectives</p> <ul style="list-style-type: none"> • Provide overview of course • Introduce Teaching Team and students • Explore individual professional development goals • Assess group goals and learning opportunities • Share tools for professional development goal setting 	<p><u>Due Monday 10/01</u></p> <p><i>View Camara Jones' speech at Gillings graduation May 2018 available on Sakai.</i></p> <p><i>Write reflection (2 pages) exploring your reactions (see assignment on Sakai).</i></p> <p>Submit via Sakai by 5pm on Monday 10/01</p> <p><u>Ongoing:</u> <i>Attend Skill/Content-Building Seminars, Workshops, Trainings and Submit 1 page reflection via Sakai 1 week after each session.</i></p>
<p>October 1</p>	<p>Negotiating the Job Offer</p> <p>Guest: Elizabeth Wallencheck, Director of Alumni Career Management at Kenan-Flagler</p> <p>Session learning objectives:</p> <ul style="list-style-type: none"> • Identify terms of a job offer appropriate for negotiation • Outline a process for negotiating multiple terms of a job offer • Provide tactics for overcoming negotiation barriers 	<p><u>Due Monday 10/15</u></p> <p><i>Update IDP/Logic Model to reflect practicum experience, assessment of strengths and gaps, job-seeking goals, and strategies to build skills</i></p> <p>Submit via Sakai by 5pm on Monday, October 15</p> <p><u>Ongoing:</u> <i>Attend Skill/Content-Building Seminars, Workshops, Trainings and Submit 1 page reflection via Sakai 1 week after each session.</i></p>

<p>October 22</p>	<p>Interviewing Strategies and Skills Workshop</p> <p>Guest: Camille G. Mason, M.Ed. Career Services Coordinator Office of Student Affairs UNC Gillings School of Global Public Health</p> <p>Session learning objectives:</p> <ul style="list-style-type: none"> • Discuss pertinent interview topics for public health jobs • Identify important strategies for a successful interview • Practice interviewing techniques • Discuss what to look for at a potential employer in terms of fit 	<p><u>Ongoing:</u> Attend Skill/Content-Building Seminars, Workshops, Trainings and Submit 1 page reflection via Sakai 1 week after each session.</p>
<p>November 5</p>	<p>Tapping the Expertise of Health Behavior Alums</p> <p>Guests: HB Alums</p> <p>Session learning objectives:</p> <ul style="list-style-type: none"> • Learn about different career paths from HBEH alums • Discuss strategies to market HBEH skills • Explore networking and other resources for finding positions • Discuss challenges/successes in negotiating job offers 	<p><u>Ongoing:</u> Attend Skill/Content-Building Seminars, Workshops, Trainings and Submit 1 page reflection via Sakai 1 week after each session.</p>
<p>December 3</p>	<p>Emerging Issues/Next Steps</p> <p>(content TBD based on student interest and queries)</p>	<p><i>FINAL DAY</i> to submit reflections about trainings attended by 5pm</p>