



**Department of Public Health Sciences
B.S. Public Health Program Syllabus**

Course name:	Practicum I: Competency Skills Building
Course no.:	HSCI 4313
Course CRN:	19361.20221
Semester/year	Fall 2021
Undergraduate credit hours:	3
Class location:	HSN room 215 Virtual via ZOOM https://utep-edu.zoom.us/my/cwittenburgzoommetings
Class meeting time:	Mondays 9-11:50 am IN person unless otherwise instructed
Class instructor:	Cynthia Wittenburg, M.S., DRPH (ABD)
Office location:	Health Science and Nursing (HSN) Building 411
Phone:	915-747-7237
Email:	cwittenburg@utep.edu
Office hours:	via email or scheduled ZOOM appointment
Course description:	Prepare students for practicum experience (HSCI 4314) with community health agency and future professional position. This is a skills-building and applied course for knowledge and skills required in a public health practice environment. This course has applied project-based components based on practical needs suggested by community agencies.
Course pre-requisites:	HSCI 4307, HSCI 4309, and HSCI 4311 with grade C or better; HSCI GPA of 2.7 or better and departmental approval. Concurrent enrollment in 4313 and 4314 not permitted.
Requirements	All practicum interns MUST complete and pass UTEP's Practicum Compliance which includes a Criminal background Check and Drug Screening prior to registering for the HSCI 4314 course: Practicum II (Appx. \$100. Students will be reimbursed by registrar's office upon receipt submission). These compliances are done strictly through UTEP's selected agencies. No books are required for this course. Handouts and reading material will be provided by practicum coordinator.
Course format:	In-class independent learning activities and project-based component of course will be assigned.
Major learning objectives Note: Individual learning objectives will vary by practicum site and the specific projects at each sites.	At the successful conclusion of this course, students will be able to: <ul style="list-style-type: none"> • based on the needs/requests of the community agencies (e.g., capacity building in the community; updating agency reports; survey development; evaluation; analyzing data; executive summaries) practice database management and analysis skills, learn SPSS or other statistical analysis software; integrate workshops offered by TLC at the UTEP library; learn social marketing (e.g., LinkedIn) • Develop and enhance critical thinking skills to be able to make sound decision in the field of community health education • have enhance knowledge to effectively apply social skills, including professional networking skills • Apply Basics professional clerical skills: such as how to properly write a memo professionally, take minutes of a meeting to effectively and

	professionally write up a summary report which will be used for a grant, etc.
Assessment strategies: All assignments will be submitted by the due date via Blackboard	1. Training Assignments: 11 each at 20 points = 220 2. Quizzes: 3 at 20 points = 60 3. Networking Presentation Assignment: 1 at 80 points = 80 4. Participate in all HSCI 4601 seminars held at UTEP College of Health Sciences. Attendance to these is part of course grade: 14 at 10 points each= 140 TOTAL POSSIBLE POINTS = 500 (100%)
	<ul style="list-style-type: none"> • A= 90-100% • B= 80-89% • C= 70-79% • D= 60-69% • F= < 59%

Program Competencies	Learning objectives	Assessment strategies
This course, depending on the project, may meet the following Health Promotion degree competencies		
MATRIX 1: ASSESS INDIVIDUAL AND COMMUNITY NEEDS FOR HEALTH EDUCATION		
Competency A: Access existing health-related data.		
1. Utilize computerized sources of health-related information.	2	1, 2
2. Select valid sources of information about health needs and interests.	2	1, 2
Competency B: Collect health-related data.		
1. Use appropriate data gathering instruments.	2	1, 2
2. Apply survey techniques to acquire health data.	2	1, 2
3. Conduct health-related needs assessments.	2	1, 2
Competency E: Identify factors that foster or hinder the process of health education.		
1. Determine the extent of available health education services	2	1, 2
2. Identify gaps and overlaps in the provision of collaborative health services.	2	1, 2
Competency F: Infer needs for health education from obtained data.		
1. Analyze needs assessment data.	1	1, 2
MATRIX 2: PLAN HEALTH EDUCATION STRATEGIES, INTERVENTIONS AND PROGRAMS		
Competency A: Involve people and organizations in program planning.		
1. Identify populations for health education programs.	2	1, 2
Competency B: Incorporate data analysis and principles of community organization.		
1. Apply principles of community organization when planning programs.	2	1, 2
Competency C: Formulate appropriate and measurable program objectives.		
1. Design developmentally appropriate interventions.	2	1, 2
Competency F: Select appropriate strategies to meet objectives.		
1. Analyze technologies, methods, and media for their acceptability to diverse groups.	2	1, 2
Competency G: Assess factors that affect implementation.		
1. Determine the availability of information and resources needed to implement health education programs for a given audience.	2	1, 2

2. Identify barriers to the implementation of health education programs.	2	1, 2
MATRIX 3: IMPLEMENT HEALTH EDUCATION STRATEGIES, INTERVENTIONS, AND PROGRAMS		
Competency A: Initiate a plan of action.		
2. Pretest learners to determine baseline data relative to proposed program objectives.	2	1, 2
3. Deliver educational programs to diverse populations.	2	1, 2
4. Facilitate groups.	2	1, 2
Competency B: Demonstrate a variety of skills in delivering strategies, interventions, and programs.		
1. Use instructional technology effectively.	2	1, 2
2. Apply implementation strategies.	2	1, 2
Competency C: Use a variety of methods to implement strategies, interventions, and programs.		
1. Use the Code of Ethics in professional practice.	2	1, 2, 6
2. Apply theoretical and conceptual models from health education and related disciplines to improve program delivery.	2	2
3. Demonstrate skills needed to develop capacity for improving health status.	2	1, 2
4. Incorporate demographically and culturally sensitive techniques when promoting programs.	2	1, 2
5. Implement intervention strategies to facilitate health-related change.	2	1, 2
MATRIX 4: CONDUCT EVALUATION AND RESEARCH RELATED TO HEALTH EDUCATION		
Competency C: Design data collection instruments.		
2. Develop appropriate data-gathering instruments.	2	2
Competency D: Carry out evaluation and research plans.		
2. Use data collection methods appropriate for measuring stated objectives.	2	2
3. Implement appropriate qualitative and quantitative evaluation techniques.	2	2
Competency E: Interpret results from evaluation and research.		
1. Analyze evaluation data.	2	2
MATRIX 5: ADMINISTER HEALTH EDUCATION STRATEGIES, INTERVENTIONS, AND PROGRAMS		
none.	2	2
MATRIX 6: SERVE AS A HEALTH EDUCATION RESOURCE PERSON		
Competency A: Use health-related information resources.		
5. Employ electronic technology for retrieving references.	2	1, 2
Competency B: Respond to requests for health information.		
2. Refer requesters to valid sources of health information.	2	2
Competency C: Select resource materials for dissemination.		
2. Apply various processes to acquire resource materials.	2	1, 2
3. Assemble educational material of value to the health of individuals and community groups.	2	2
MATRIX 7: COMMUNICATE AND ADVOCATE FOR HEALTH AND HEALTH EDUCATION		
Competency B: Apply a variety of communication methods and techniques.		
1. Assess the appropriateness of language in health education messages.	2	2
2. Compare different methods of distributing educational materials.	2	1, 2
4. Use culturally sensitive communication methods and techniques.	2	1, 2, 4
5. Use appropriate techniques when communicating health and health education information.	2	1, 2

6. Use oral, electronic, and written techniques for communicating health education information.	2	1, 2, 4, 6
7. Demonstrate proficiency in communicating health information and health education needs.	1	1, 2, 4
Competency D: Influence health policy to promote health.		
1. Identify the significance and implications of health care providers' messages to consumers.	2	2

Course/Instructor & Institutional Policies	
Incomplete policy:	An "I" (incomplete grade) can only be considered only <u>if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies</u> . Please follow UTEP Handbook. Failure to request and negotiate the terms of an "Incomplete" grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances. An Incomplete may ONLY be requested the last 2 weeks of the semester and the student must have a "C" or better when the request is made.
Attendance:	It is UTEP policy that all students attend all scheduled classes. Attendance will be taken at each class. When a student registers for a course, it is assumed that she/he has made arrangements to avoid such conflicts. Students are responsible for any information or activities presented in class discussions, lectures, assignments, and/or readings. If you are unable to attend class, it is your responsibility to inform the instructor before the respective class session. Students may be administratively withdrawn for excessive unexcused absences (4 or more classes) . Compliance to due dates, in class presentations, homework, exams and other activities is mandatory. All emergency-related absences must be verified. Chronic tardiness not only reflects lack of commitment and professional behavior but also is disruptive to your classmates and the instructor. You are expected to be in class and seated on-time.
Reading assignments:	All assigned readings need to be completed prior to coming to the next scheduled class session. Example: the reading assignments for week 2 need to be completed prior to coming to the week 2 class session.
Writing standards	Effective public health leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. Our MPH graduate program both recognizes and expects good writing to be the norm for course work. We encourage you to seek out assistance from the UTEP Writing Center. It is free and they are very helpful.
Policy for late assignments	Due dates for assignments are designed for fairness to all students. No exceptions to those dates will be made excepting in cases of university-designated closures. All assignments are due on the due date. For excused absences, the student will have 72 hours to submit the assignment for full credit. There will be NO other alternatives provided for late work.
Permission to record lectures & discussions	Not permitted without express permission of the instructor
Cellphone/electronic tablet/ use policies:	Please note that all cellular telephones, pagers, headphones, iPods, iPads, mp3 players, earpieces, laptops, and other forms of communication and entertainment technology equipment must be powered off and put away during the class period. If a situation should arise which necessitates a student to be contacted by a physician or family member, the instructor shall be notified and cell phone can be set to "vibrate." Please be advised that students who use

	<p>unauthorized technology during class time will be dismissed from that week's class session.</p>
<p>Class participation:</p>	<p><i>Active student participation in this course is very important. Students must be prepared to come to class to discuss, answer questions, and participate in all class activities. ATTENDANCE WILL BE TAKEN AND COUNT TOWARDS FINAL GRADE.</i></p>
<p>Special accommodations:</p>	<p>If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.</p>
<p>Student conduct:</p>	<p>Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts." <u>Regent's Rules and Regulations</u>, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (http://studentaffairs.utep.edu/Default.aspx?tabid=4386) "It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts".</p> <p>Examples of "cheating" include:</p> <ul style="list-style-type: none"> • Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test; • Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes"; • Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission; • Collaborating with or seeking aid from another student for an assignment without authority; • Substituting for another person, or permitting another person to substitute for one's self, to take a test; • Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

“Plagiarism” means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

“Collusion” means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

