



**Department of Public Health Sciences
HSCI 4600 Practicum in Community Health**

Course name:	Practicum in Community Health
Course no.:	HSCI 4600
Course CRN:	1951
Semester/year	Fall 2020
Undergraduate credit hours:	6
Class location:	100% On Line, 50% Virtual Via ZOOM
Class meeting time:	Mondays 6:00 pm -7:30 pm
Class instructor:	Cynthia Wittenburg, M.S., DrPh in progress
Office location:	CHS Building 411 NOT available due to COVID19: Only virtual by zoom or email
Phone:	915-747-7237
Email:	cwittenburg@utep.edu
Office hours:	Virtually via Zoom: Mondays at 10 am-10:30 am and per appt.
Course description:	Individually arranged practicum with a community health agency providing a minimum of 320 hours of experience and 15 hours of seminar (8 classes of 2 hours Only). Supervised by university faculty and personnel from the health agency. Students typically take the course in the last semester before graduation.
Course pre-requisites:	HSCI 4307, HSCI 4309, and HSCI 4311; 12 additional hours of health science courses; HSCI GPA of 2.7 or better and departmental approval.
Required textbooks:	None: However sections from the text by Gerald R. Ledlow and M.Nicholas Coppla: Leadership For Health Professionals, Theory Skills, and Application, 2 nd edition. Jones and Bartlett 2014. They will be referenced to in various time frames of the course. They will be provided via Blackboard
Course format:	Virtual learning experiences in a public health or social service agency, Virtual learning activities, Zoom: oral and written presentations. Practicum experience with mentor will be via virtual learning and communication platform (via ZOOM, webex, Microsoft Team).
Major learning objectives Note: Individual learning objectives will vary by practicum site and the specific projects at those sites.	At the successful conclusion of the practicum in Community Health (HSCI 4600), students will be able to: <ol style="list-style-type: none"> 1. perform health education and administrative duties, approximately 20 hours per week at one practicum site (Virtually) 2. develop a mutually acceptable work schedule with the site preceptor and adhere to this schedule 3. set mutually acceptable goals and objectives for the field training with the faculty and host agency preceptor 4. effectively perform duties as requested by the site preceptor and university supervisor <ol style="list-style-type: none"> a) providing referral services b) obtaining resource material c) creating displays d) developing promotional and educational literature e) conducting public awareness campaigns and orientations 5. Effectively assist in duties requested by the site or university supervisor. These duties include assisting in: <ol style="list-style-type: none"> a) internal and external coordination of health education services b) developing plans for coordinating health education programs c) performance of committee duties d) employment interview processes e) developing employee evaluation techniques and policies

	<ul style="list-style-type: none"> f) developing policies, procedures g) writing grant proposals h) developing marketing activities <ol style="list-style-type: none"> 6. be evaluated by the university supervisor and site preceptors regarding the performance of duties in requirements 1, 2, and 3. 7. keep a log of observations, duties and responsibilities conducted during the practicum and analyze the skills, competencies required by the entry level health educator 8. plan and implement a health education minor project and final/ major project which has been approved by the University supervisor and site preceptor <ul style="list-style-type: none"> a) mission statement of the agency or institution b) description of the general purpose c) methods for determining the needs and interests of the target population d) description of the characteristics of the target population e) goals and measurable objectives f) program design: a description of the components of educational/promotional program; methods and activities achieve objectives of each component g) implementation plan: a description of the timeline, facilities, equipment, materials, budget, and personnel needs to institute the program h) techniques for recruiting participants (if appropriate) – displays, news releases, spot announcements or other written literature facilities, equipment, materials, budget and personnel needs to institute the program i) program evaluation plan: a description of appropriately developed methods for formative and summative evaluation 9. present educational programs which are based upon the following criteria: <ul style="list-style-type: none"> a) methods for determining the needs and interests of the audience b) techniques for recruiting participants c) a logical scope and sequence plan d) measurable objectives which are matched with content to be presented with learner activities e) effective learner activities, methods, and media f) a description of the facilities, equipment, materials, cost, and personnel needs to institute the program g) appropriately developed methods for evaluating program effectiveness and learner satisfaction 10. be evaluated by the university faculty and supervisor while presenting on instructional unit to an appropriate audience 11. participate in all HSCI 4600 zoom seminars held at UTEP College of Health Sciences- absences will adversely affect your grade 12. complete and submit all assignments to the faculty supervisor as scheduled, No Late Assignments will be accepted! 13. maintain a high level of professionalism throughout the practicum experience (i.e. dress appropriately, demonstrate responsibility, competence and a positive attitude)
--	--

<p>Assessment strategies:</p> <p>All assignments will be placed in a 1in -3 ring White Binder and submitted periodically.</p>	<table border="0"> <tr> <td>1. Practicum Specific Assignments</td> <td style="text-align: right;">100</td> <td style="text-align: right;">(10%)</td> </tr> <tr> <td> a) Projected Intern Schedule for semester</td> <td style="text-align: right;">05</td> <td></td> </tr> <tr> <td> b) History of Agency</td> <td style="text-align: right;">10</td> <td></td> </tr> <tr> <td> c) Practicum Project Proposal</td> <td style="text-align: right;">15</td> <td></td> </tr> <tr> <td> d) Goals and objectives of the projects</td> <td style="text-align: right;">20</td> <td></td> </tr> <tr> <td> e) Weekly Journals/time entry</td> <td style="text-align: right;">40</td> <td></td> </tr> <tr> <td> f) Miscellaneous as per the project(s)</td> <td style="text-align: right;">10</td> <td></td> </tr> <tr> <td> 2. Learning Contract & Scope of Work</td> <td></td> <td></td> </tr> <tr> <td></td> <td style="text-align: right;">200</td> <td style="text-align: right;">(20%)</td> </tr> </table>	1. Practicum Specific Assignments	100	(10%)	a) Projected Intern Schedule for semester	05		b) History of Agency	10		c) Practicum Project Proposal	15		d) Goals and objectives of the projects	20		e) Weekly Journals/time entry	40		f) Miscellaneous as per the project(s)	10		 2. Learning Contract & Scope of Work				200	(20%)
1. Practicum Specific Assignments	100	(10%)																										
a) Projected Intern Schedule for semester	05																											
b) History of Agency	10																											
c) Practicum Project Proposal	15																											
d) Goals and objectives of the projects	20																											
e) Weekly Journals/time entry	40																											
f) Miscellaneous as per the project(s)	10																											
 2. Learning Contract & Scope of Work																												
	200	(20%)																										

	a) Major Project	100	
	b) Minor Project	100	
	(Must complete projects to satisfaction of preceptor to receive a final grade)		
	3. Evaluations	100	(10%)
	a) Preceptor Mid-Semester Evaluation	35	
	b) Final Evaluation	35	
	c) Student's Self Practicum evaluation & Message to future interns	30	
4. Prezi Practicum Experience Presentations	150	(15%)	
a) Virtual Prezi presentation among peers	75		
b) Virtual Prezi presentation to faculty	75	based off Rubric	
5. Seminar Attendance via Zoom	350	(35%)	
(Must have attendance 85% of the time out of <u>eight seminar</u> classes to receive a final grade)			
6. Seminar Assignments	100	(10%)	
a) Resume	25		
b) Electronic Portfolio (LinkedIn)	25		
c) Letter to Either Masters level program for admissions OR job application	25		
d) Ethical Training certificate	25		
TOTAL POSSIBLE POINTS =	1000	(100%)	
Grading scale & criteria	<ul style="list-style-type: none"> • A= 920-1000 • B= 839- 919 • C= 758- 838 • D= 677- 757 • F= < 676 		

Program Competencies	Learning objectives	Assessment strategies
This course meets 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
3. Obtain commitments from individuals who will be involved in the program.	2	1, 2

4. Develop plans for promoting collaborative efforts among health agencies and organizations with mutual interests.	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
4. Communicate need for the program to those who will be involved.	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		
Competency A: Exercise organizational leadership.		
1. Conduct strategic planning.	2	2
Competency C: Manage human resources.		
1. Develop volunteer opportunities.	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

Competency D: Establish consultative relationships.		
2. Analyze the role of the health educator as a liaison between program staff and outside groups and organizations.	2	1, 2, 5
4. Apply networking skills to develop and maintain consultative relationships.	2	2, 5
5. Facilitate collaborative training efforts among health agencies and organizations.	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</u> and only for <u>legitimate, documented</u> emergencies. 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.
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 (2 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 virtual class by 6:00 PM.
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. <u>Please feel free to seek out assistance from the UTEP Writing Center.</u> It is free and they are very helpful.
Policy for late assignments	Due dates for homework, exams, presentations, and other assignments are designed for fairness to all students. <u>No exceptions to those dates will be made excepting in cases of university-designated closures. All assignments are due as per the course schedule deadlines via Black Board. Five (5) points will be deducted for each day an assignment is late (including weekend days).</u>
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 unauthorized technology during class time will be dismissed from that week’s class session.
Class participation:	Active student participation in this course is very important. Students must be prepared to attend virtual class to discuss, answer questions, and participate in all class activities.
Special accommodations:	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 .
Student conduct:	<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.

Course format & Requirements:	<p>This is an on-Line/virtual hybrid course which will include lectures in power point format, educational videos, on-line discussions, assignments, and presentations.</p> <p>Computer Requirements Make sure your computer has the necessary plug-ins you will need to access all the content in this course. Access the Browser Checker test page that will inform you if the computer you are using has the latest software available. * NOTE some of the videos/assignments are more compatible with Microsoft rather than apple software, so you may be prompted to a different link.</p> <p>Software Requirements: You will need the following software on your computers to efficiently work in this course. In some cases, your computer may already have some of these programs installed. Adobe Acrobat Reader. You can get the program by going to http://www.adobe.com and then clicking on the icon on the center of the screen which says, "Get Adobe Reader". Follow instructions to install the reader.</p> <p>Adobe Flash Player. You can get the player by going to http://www.adobe.com and then clicking on "Get Adobe Flash Player". Follow instructions to install the player.</p> <p>Apple QuickTime Player. You can get this player by going to http://www.apple.com. Once there, click on the "Downloads" tab on the top of the page and then click on QuickTime "Download" and follow instructions.</p> <p>Microsoft Office. I recommend buying this if you do not have any word processing software or presentation software. As students, you can generally buy this whole package for about \$25, far less than the store price of approximately \$400. Inquire at UTEP's library for less expensive packages.</p>
Technical Assistance:	<p>UTEP offers complete technical information and help desk support at: http://issweb.utep.edu/techsupport/ Use the information and resources offered at this site to make sure your computer meets the requirements to take this online course, as well as to know the number for the Help Desk available 24/7.</p>
Black Board Collaborate & Zoom Sessions	<p>This class requires that you participate in scheduled Blackboard Collaborate sessions/zoom meetings. The purpose of these sessions is for you to view live demonstrations of the course material and/or to participate in small discussion groups with your classmates. These sessions will be held at the agreed team scheduled dates to be announced later.</p> <p>Students are expected to participate in these sessions with a webcam and microphone.</p> <p>Students must download the ZOOM app on their phones or laptops, computers. https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials</p>

COVID-19 Precautions

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must always wear a face covering over your nose and mouth in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures.

(classes with on-campus meetings) Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

TENTATIVE COURSE SCHEDULE for Fall 2020*

Please see Attachment 1.