



**Department of Public Health Sciences  
Health Promotion Program Syllabus**

<b>Course name:</b>	<b>Practicum in Community Health</b>
<b>Course no.:</b>	<b>HSCI 4600</b>
<b>Course CRN:</b>	23287
<b>Semester/year</b>	Spring 2017
<b>Undergraduate credit hours:</b>	6
<b>Class location:</b>	Pending
<b>Class meeting time:</b>	Thursdays 4:30 pm -7:20 pm
<b>Class instructor:</b>	Cynthia Wittenburg, M.S., Dr.PH(student)
<b>Office location:</b>	College of Health Science Building 411
<b>Phone:</b>	915-747-7237
<b>Email:</b>	<a href="mailto:cwittenburg@utep.edu">cwittenburg@utep.edu</a>
<b>Office hours:</b>	Wednesdays and Fridays from 1-2:45 pm or By Appointment
<b>Course description:</b>	Individually arranged practicum with a community health agency providing a minimum of 320 hours of experience and 15 hours of seminar. Supervised by university faculty and personnel from the health agency. Students typically take the course in the last semester before graduation.
<b>Course pre-requisites:</b>	HSCI 4307, HSCI 4309, and HSCI 4311; 12 additional hours of health science courses; HSCI GPA of 2.7 or better and departmental approval.
<b>Required textbooks:</b>	None: However sections from the text by Gerald R. Ledlow and M.Nicholas Coppla: Leadership For Health Professionals, Theory Skills, and Application, 2 <sup>nd</sup> edition. Jones and Bartlett 2014., will be referenced to in various time frames of the course.
<b>Course format:</b>	On-site learning experiences in a public health or social service agency, in-class learning activities, oral and written presentations.
<b>Major learning objectives</b>  <b>Note: Individual learning objectives will vary by practicum site and the specific projects at those sites.</b>	<b>At the successful conclusion of the practicum in Community Health (HSCI 4600), students will be able to:</b> <ol style="list-style-type: none"> <li>1. perform health education and administrative duties, approximately 20 hours per week at one practicum site</li> <li>2. develop a mutually acceptable work schedule with the site preceptor and adhere to this schedule</li> <li>3. set mutually acceptable goals and objectives for the field training with the faculty and host agency preceptor</li> <li>4. effectively perform duties as requested by the site preceptor and university supervisor <ol style="list-style-type: none"> <li>a) providing referral services</li> <li>b) obtaining resource material</li> <li>c) creating displays</li> <li>d) developing promotional and educational literature</li> <li>e) conducting public awareness campaigns and orientations</li> </ol> </li> <li>5. effectively assist in duties requested by the site or university supervisor. These duties include assisting in: <ol style="list-style-type: none"> <li>a) internal and external coordination of health education services</li> <li>b) developing plans for coordinating health education programs</li> <li>c) performance of committee duties</li> <li>d) employment interview processes</li> <li>e) developing employee evaluation techniques and policies</li> <li>f) developing policies, procedures</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>g) writing grant proposals</li> <li>h) developing marketing activities</li> </ul> <ol style="list-style-type: none"> <li>6. be evaluated by the university supervisor and site preceptors regarding the performance of duties in requirements 1, 2, and 3.</li> <li>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</li> <li>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"> <li>a) mission statement of the agency or institution</li> <li>b) description of the general purpose</li> <li>c) methods for determining the needs and interests of the target population</li> <li>d) description of the characteristics of the target population</li> <li>e) goals and measurable objectives</li> <li>f) program design: a description of the components of educational/promotional program; methods and activities achieve objectives of each component</li> <li>g) implementation plan; a description of the timeline, facilities, equipment, materials, budget and personnel needs to institute the program</li> <li>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</li> <li>i) program evaluation plan: a description of appropriately developed methods for formative and summative evaluation</li> </ul> </li> <li>9. present educational programs which are based upon the following criteria: <ul style="list-style-type: none"> <li>a) methods for determining the needs and interests of the audience</li> <li>b) techniques for recruiting participants</li> <li>c) a logical scope and sequence plan</li> <li>d) measurable objectives which are matched with content to be presented with learner activities</li> <li>e) effective learner activities, methods and media</li> <li>f) a description of the facilities, equipment, materials, cost and personnel needs to institute the program</li> <li>g) appropriately developed methods for evaluating program effectiveness and learner satisfaction</li> </ul> </li> <li>10. be evaluated by the university faculty and supervisor while presenting on instructional unit to an appropriate audience</li> <li>11. participate in all HSCI 4600 seminars held at UTEP College of Health Sciences- absences will adversely affect your grade</li> <li><b>12. complete and submit all assignments to the faculty supervisor as scheduled, any LATE WORK will have a 10 point penalty and any work needing revisions, will also have a 10 point penalty.</b></li> <li>13. maintain a high level of professionalism throughout the practicum experience (i.e. dress appropriately; demonstrate responsibility, competence and a positive attitude)</li> </ol>
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<b>Assessment strategies:</b>  <b>All assignments will be placed in a 1in -3 ring White Binder and submitted periodically.</b>	<table border="0"> <tr> <td><b>1. Practicum Specific Assignments</b></td> <td style="text-align: right;"><b>100</b></td> <td style="text-align: right;"><b>(10%)</b></td> </tr> <tr> <td>    a) History of Agency</td> <td style="text-align: right;">20</td> <td></td> </tr> <tr> <td>    b) Goals and objectives of the projects</td> <td style="text-align: right;">20</td> <td></td> </tr> <tr> <td>    c) Weekly Journals/time entry</td> <td style="text-align: right;">20</td> <td></td> </tr> <tr> <td>    d) Miscellaneous</td> <td style="text-align: right;">20</td> <td></td> </tr> <tr> <td>    e) Student’s final evaluation &amp; Message to future interns</td> <td style="text-align: right;">20</td> <td></td> </tr> <tr> <td><b>2. Project (major 150, minor 50)</b></td> <td style="text-align: right;"><b>200</b></td> <td style="text-align: right;"><b>(20%)</b></td> </tr> <tr> <td>    a) Major Project</td> <td style="text-align: right;">150</td> <td></td> </tr> <tr> <td>    b) Minor Project</td> <td style="text-align: right;">50</td> <td></td> </tr> </table>	<b>1. Practicum Specific Assignments</b>	<b>100</b>	<b>(10%)</b>	a) History of Agency	20		b) Goals and objectives of the projects	20		c) Weekly Journals/time entry	20		d) Miscellaneous	20		e) Student’s final evaluation & Message to future interns	20		<b>2. Project (major 150, minor 50)</b>	<b>200</b>	<b>(20%)</b>	a) Major Project	150		b) Minor Project	50	
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	(Must complete projects to satisfaction of preceptor to receive a final grade)		
	<b>3. Evaluations</b>	<b>100</b>	<b>(10%)</b>
	a) Preceptor Mid-Semester Evaluation	50	
	b) Final Evaluation (Site Visit)	50	
	<b>4. Oral/ Poster Board Presentations</b>	<b>150</b>	<b>(15%)</b>
	a) In class poster presentation	75	
	b) Poster presentation to faculty (Rubric)	75	
<b>5. Seminar Attendance</b>	<b>350</b>	<b>(35%)</b>	
<b>(Must have attendance 75% of the time out of <u>eight seminar</u> classes to receive a final grade)</b>			
<b>6. Seminar Assignments</b>	<b>100</b>	<b>(10%)</b>	
a) Resume	25		
b) Electronic Portfolio (LinkedIn)	25		
c) Job Posting	25		
d) Cover Letter/MPH interest letter	25		
<b>TOTAL POSSIBLE POINTS =</b>	<b>1000</b>	<b>(100%)</b>	
<b>Grading scale &amp; criteria</b>	<ul style="list-style-type: none"> <li>• A= 920-1000</li> <li>• B= 839- 919</li> <li>• C= 758- 838</li> <li>• D= 677- 757</li> <li>• F= &lt; 676</li> </ul>		

Program Competencies	Learning objectives	Assessment strategies
<b>This course meets the following Health Promotion degree competencies</b>		
<b>MATRIX 1: ASSESS INDIVIDUAL AND COMMUNITY NEEDS FOR HEALTH EDUCATION</b>		
<b>Competency A: Access existing health-related data.</b>		
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
<b>Competency B: Collect health-related data.</b>		
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
<b>Competency E: Identify factors that foster or hinder the process of health education.</b>		
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
<b>Competency F: Infer needs for health education from obtained data.</b>		
1. Analyze needs assessment data.	1	1, 2
<b>MATRIX 2: PLAN HEALTH EDUCATION STRATEGIES, INTERVENTIONS AND PROGRAMS</b>		
<b>Competency A: Involve people and organizations in program planning.</b>		
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
<b>Competency B: Incorporate data analysis and principles of community organization.</b>		
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
<b>Competency C: Formulate appropriate and measurable program objectives.</b>		

1. Design developmentally appropriate interventions.	2	1, 2
<b>Competency F: Select appropriate strategies to meet objectives.</b>		
1. Analyze technologies, methods, and media for their acceptability to diverse groups.	2	1, 2
<b>Competency G: Assess factors that affect implementation.</b>		
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
<b>MATRIX 3: IMPLEMENT HEALTH EDUCATION STRATEGIES, INTERVENTIONS, AND PROGRAMS</b>		
<b>Competency A: Initiate a plan of action.</b>		
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
<b>Competency B: Demonstrate a variety of skills in delivering strategies, interventions, and programs.</b>		
1. Use instructional technology effectively.	2	1, 2
2. Apply implementation strategies.	2	1, 2
<b>Competency C: Use a variety of methods to implement strategies, interventions, and programs.</b>		
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
<b>MATRIX 4: CONDUCT EVALUATION AND RESEARCH RELATED TO HEALTH EDUCATION</b>		
<b>Competency C: Design data collection instruments.</b>		
2. Develop appropriate data-gathering instruments.	2	2
<b>Competency D: Carry out evaluation and research plans.</b>		
2. Use data collection methods appropriate for measuring stated objectives.	2	2
3. Implement appropriate qualitative and quantitative evaluation techniques.	2	2
<b>Competency E: Interpret results from evaluation and research.</b>		
1. Analyze evaluation data.	2	2
<b>MATRIX 5: ADMINISTER HEALTH EDUCATION STRATEGIES, INTERVENTIONS, AND PROGRAMS</b>		
<b>Competency A: Exercise organizational leadership.</b>		
1. Conduct strategic planning.	2	2
<b>Competency C: Manage human resources.</b>		
1. Develop volunteer opportunities.	2	2
<b>MATRIX 6: SERVE AS A HEALTH EDUCATION RESOURCE PERSON</b>		
<b>Competency A: Use health-related information resources.</b>		
5. Employ electronic technology for retrieving references.	2	1, 2
<b>Competency B: Respond to requests for health information.</b>		
2. Refer requesters to valid sources of health information.	2	2
<b>Competency C: Select resource materials for dissemination.</b>		
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
<b>Competency D: Establish consultative relationships.</b>		
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
<b>MATRIX 7: COMMUNICATE AND ADVOCATE FOR HEALTH AND HEALTH EDUCATION</b>		

<b>Competency B: Apply a variety of communication methods and techniques.</b>		
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
<b>Competency D: Influence health policy to promote health.</b>		
1. Identify the significance and implications of health care providers' messages to consumers.	2	2

<b>Course/Instructor &amp; Institutional Policies</b>	
<b>Incomplete policy:</b>	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.
<b>Attendance:</b>	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 class and seated by 4:30 PM.
<b>Reading assignments:</b>	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.
<b>Writing standards</b>	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. <b>Please feel free to seek out assistance from the UTEP Writing Center.</b> It is free and they are very helpful.
<b>Policy for late assignments</b>	Due dates for homework, exams, presentations and other assignments are designed for fairness to all students. <b>No exceptions to those dates will be made excepting in cases of university-designated closures. All assignments are due at the beginning of the class period on the due date. Five (5) points will be deducted for each day an assignment is late (including weekend days).</b>
<b>Permission to record lectures &amp; discussions</b>	Not permitted without express permission of the instructor

<b>Cellphone/electronic tablet/ use policies:</b>	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.
<b>Class participation:</b>	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.
<b>Special accommodations:</b>	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 <a href="mailto:cass@utep.edu">cass@utep.edu</a> , or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at <a href="http://www.sa.utep.edu/cass">www.sa.utep.edu/cass</a> .
<b>Student conduct:</b>	<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 (<a href="http://studentaffairs.utep.edu/Default.aspx?tabid=4386">http://studentaffairs.utep.edu/Default.aspx?tabid=4386</a>) “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><b>Examples of “cheating” include:</b></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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”;</li> <li>• 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;</li> <li>• Collaborating with or seeking aid from another student for an assignment without authority;</li> <li>• Substituting for another person, or permitting another person to substitute for one's self, to take a test;</li> <li>• Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.</li> </ul> <p>“<b>Plagiarism</b>” 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</p>

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.

**TENTATIVE COURSE SCHEDULE\***

Dates	In Class Lectures & Topics	Assignments Due In class
Jan. 19	Syllabus Review Practicum Orientation <ul style="list-style-type: none"> <li>• Professionalism &amp; Networking</li> <li>• Internship Goals &amp; Objectives</li> <li>• PH Competence/Sub compt</li> <li>• Healthy people 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Bring 1inch, 3 ring- white binder with front clear pocket to class.</li> <li>• Brief History of Agency (PP 5 slides)</li> </ul>
Jan 23	Discuss Major/Minor projects <ul style="list-style-type: none"> <li>• Hispanic Health Disparities</li> <li>• Border Health</li> </ul>	<ul style="list-style-type: none"> <li>• Practicum Schedule Due</li> <li>• Internship Goals and Objectives Due</li> </ul>
Feb 6	Ethics in Public Health	<ul style="list-style-type: none"> <li>• <b>DRAFT</b> of Major and Minor Projects Due (Not Signed)</li> <li>• <b>Include competencies and sub-competencies</b></li> </ul>
Feb 20	Discuss Electronic Posters templates Poster Presentation Skills	<ul style="list-style-type: none"> <li>• FINAL Major and Minor Project Approval Form Due (Signed)</li> </ul>
Feb 20	Guest Speaker UTEP: Career services Resumes /CVs/ Professional electronic portfolio LinkedIn Information: prof. pictures	<u>Mid-semester BINDER DUE with:</u> <ul style="list-style-type: none"> <li>• Weekly time sheets &amp; Journals (Signed &amp; at least 160 hours)</li> <li>• <b>Midterm Evaluation</b></li> <li>• List provided or other documents to include</li> </ul>
March 6	Guest Speaker Marketing Strategies of Non-Profit /for profit PH Organizations	<ul style="list-style-type: none"> <li>• Link of electronic Portfolio Due</li> <li>• (using your revised resume)</li> </ul>
March 20	Guest Speaker: Employment Preparedness: Cover Letters & Interviewing-	<ul style="list-style-type: none"> <li>• Job Posting or graduate school requirements</li> </ul>
April 3	Coordinator site visit & evaluation <b><u>NO CLASS</u></b>	<ul style="list-style-type: none"> <li>• Cover Letter Due</li> <li>• Final Portfolio Due (hard copy)</li> </ul>
April 17	Free day to finish	<ul style="list-style-type: none"> <li>•</li> </ul>
May 1	posters Preliminary IN-CLASS PowerPoint Poster Presentations	<ul style="list-style-type: none"> <li>• Powerpoint of posters due for in-class presentations</li> </ul>
May 11	Final meeting day Campus Poster Board Exhibit Certificate of completion awarded	<ul style="list-style-type: none"> <li>• Complete Notebook Due</li> <li>• Poster presentations in COHSN LOBBY pm Student Final Evaluations</li> </ul>

\* Note: The course syllabus is a general tentative plan for the course. Any changes will be announced to the class in advance by the instructor.

**\*All homework assignments are due on the date indicated and will be collected during class time.**