

Department of Public Health Sciences

Course name:	Practicum I: Competency Skills Building
Course no.:	HSCI 4313
Course CRN:	14619
Semester/year	Fall 2023
Undergraduate credit hours:	3
Class location:	Classroom Building room C204
Class meeting time:	Tuesdays 1:30 pm- 4:20 pm (MST)
Class instructor:	Cynthia Wittenburg, M.S., DRPH
Office location:	Health Science and Nursing (HSN) Building 411
Phone:	915-747-7237
Email:	cwittenburg@utep.edu
Office hours:	Thursdays & Fridays from 9:30am-11:30 am or via email or scheduled ZOOM
Course description:	Prepare students for practicum experience (HSCI 4314) with community health agency and future professional position. This is a skill-building and applied course for knowledge and skills enhancement required in a public health practice environment. This course has an applied project-based component based on practical needs of 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	<p>No books are required for this course. Handouts and reading material will be provided by practicum coordinator.</p> <p>Towards the end of the semester all enrolled Practicum I interns MUST complete and pass UTEP's Practicum Compliance which includes a Criminal background Check and Drug Screening prior to registering for the course. (Appx. \$100. Students will be reimbursed by registrar's office upon receipt submission). These compliances are done strictly through UTEP's selected agencies.</p>
Course format:	In-class 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.	<p>At the successful conclusion of this course, students will be able to:</p> <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 • Certification Training on how to become a Diabetes Health Educator will be included and will be a requirement for interns to attend.

Assessment strategies: All assignments will be submitted by the due date via Blackboard	1. 1 Quiz: 1 at 50 points = 50 2. 1 Presentation instead of Final Exam : 1 at 50 points = 50 3. Training Assignments: 6 each at 100 points = 600 4. UTEP Compliance check 1 at 100 points = 100
	TOTAL POSSIBLE POINTS = 800 (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</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. Student must have a B or higher during the request period. It is not guaranteed that the student will be granted such request.
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 (4or 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. <u>We encourage you 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 assignments are designed for fairness to all students. No exceptions to those dates will be made excepting in cases of university-designated closures. <u>All assignments are due according to the deadline.</u> <u>10 percent (10%) of earned 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.
Class participation:	<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.</i>

Special accommodations:	<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>
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. <p>"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.</p>

TENTATIVE COURSE SCHEDULE*

Dates	Skills Building	Assignments: All assignments /quizzes are due on <u>Sundays</u> by midnight via Blackboard, unless otherwise indicated of time change.
WEEK 1 Aug 28	<ul style="list-style-type: none"> Review and discuss syllabus. Healthy People 2030 PH Areas of Responsibility Competencies & Sub competencies 	Review material no homework
WEEK 2 Sept. 4	<ul style="list-style-type: none"> Professionalism and Leadership Hispanic Health Disparities Border Health 	Review material, In class assignment & Participation
WEEK 3 Sept 11	Ethics in Public Health Read article and view video b4 class	Ethics Acknowledgement Signature page Ethical Quiz#1
WEEK 4 Sept 18	Conducting a NEEDS Assessment	Notes Quiz #2
WEEK 5 Sept 25	<ul style="list-style-type: none"> Establishing the Framework Mini-Literature review • Selection of Instrument • How to administer survey/questionnaire 	Assignment #1 Due Sunday at midnight via Blackboard
WEEK 6 Oct.2	Introduction to UTEP QuestionPro	Assignment #2 Due Sunday at midnight via Blackboard
WEEK 7 Oct 9	Introduction MICROSOFT EXCEL for data	Assignment #3 Due Sunday at midnight via Blackboard
WEEK 8 Oct 16	<ul style="list-style-type: none"> Introduction to data software SPSS, R, STATA, SAS 	Assignment #4 Due Sunday at midnight on via Blackboard
WEEK 9 Oct 23 Important Week***	Introduction to Canva All interns will complete application for Practicum 2 and begin their UTEP compliance (Background check and Drug screen this week). Cost of \$100 (students will be reimbursed)	Review material, In class assignment & Participation
WEEK 10 Oct 30	No class this week Time is allocated to complete the Compliance checks	Requirement for Practicum II Due by Friday of next week at midnight on via Blackboard
WEEK 11 Nov.6	Introduction to Video-Recording Drafting emails for potential practicum placements.	Requirement for Practicum II Due by Friday of next week at midnight on via Blackboard Emails will be sent to mentors by the interns by next week

WEEK 12 Nov 13	How to conduct a focus group	Review material, In class assignment & Participation
WEEK 13 Nov 20 Thanksgiving Day!	Continuation of Focus group Mock case	Review material, In class assignment & Participation
WEEK 14 Nov. 27	Establishing an Excel Database for Qualitative data Code for dummy variables	Assignment #5 Due Sunday at midnight via Blackboard
WEEK 15 Dec 4	Transcription NVivo Introduction	Assignment #6 Due Sunday at midnight via Blackboard
Week 16 Dec. 11	Presentations of Program Evaluation	Presentation instead of final Exam Due Sunday at midnight via Blackboard

* 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 submitted via Blackboard.