Meeting Days & Time:  Mondays 5:30 pm - 7:20 pm*†

* Labor Day Holiday is 9/4
† Participation in community clinic events is required. A signup system will be used allowing you to select your participation days and times.

Location: COM-Phx Bldg 4 Room 115

Instructor:
Janet A. Foote, Ph.D.
714 E Van Buren, Ste #119B
(602) 827-2239
jfoote@email.arizona.edu
Office Hours are by appointment

Catalog Description This is a graduate level seminar that includes lectures from local, national and international guest speakers on current topics in public health practice. Students will also discuss classic and cutting edge research papers affecting public health practice.

A D2L site for the class facilitates viewing the seminar presentations, group meeting, and course Discussion boards, and information for completing CITI training.

Grading: Class participation is expected with a passing grade based on classroom and community experience participation, attendance, punctuality, and successful completion of the oral presentation and poster presentation assignments.

Class Objectives
• Students will be able to describe a range of career opportunities in public health practice and identify the educational training needed and potential challenges of at least three divergent public health careers.
• Student will be able to identify potential public health practice careers at the federal, state, county, city and community level.
• Students will develop skills as a critical listener of seminar and panel presentations, including asking questions, engaging in discussions and modeling professional and non-judgmental behavior towards those with opposing views.
• Students will complete appropriate ethics training (CITI) for academic evaluation and research.
• Develop individual and team skills while participating in events/clinic aimed at improving public health within the urban community.
• Develop poster presentation skills by creating and presenting a poster summarizing a public health index in Phoenix/Maricopa County.
• Demonstrate public presentation skills by giving an oral presentations summarizing the group project experiences.
MPH Foundational Competencies

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Competency</th>
<th>Fulfill by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health &amp; Health Care Systems</td>
<td>5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings</td>
<td>One class (2 hours) is devoted to learning about and discussing different health care systems. Students are introduced to ACA features.</td>
</tr>
<tr>
<td>Evidence-based Approaches to Public Health</td>
<td>4. Interpret results of data analysis for public health research, policy or practice</td>
<td>Students both create and present: (1) poster summarizing public health issues, (2) oral presentation on community-based public health practices.</td>
</tr>
<tr>
<td>Communication</td>
<td>18. Select communication strategies for different audiences and sectors</td>
<td>Community outreach experiences</td>
</tr>
<tr>
<td></td>
<td>19. Communicate audience-appropriate public health content, both in writing and through oral presentation</td>
<td>Community outreach experiences, Poster and oral presentations</td>
</tr>
<tr>
<td></td>
<td>20. Describe the importance of cultural competence in communicating public health content</td>
<td>Community outreach experiences and in class discussions</td>
</tr>
</tbody>
</table>

This course is developed to be the primary seminar course for Masters of Public Health Practice students.

Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance [15 sessions x 5 points each]</td>
<td>75</td>
<td>15.0%</td>
</tr>
<tr>
<td>Community Outreach Projects (640 x 25 pts each)</td>
<td>1250</td>
<td>40.0%</td>
</tr>
<tr>
<td>CITI Training completion (online)</td>
<td>50</td>
<td>5.0%</td>
</tr>
<tr>
<td>Poster Presentation (10/12; abstract by 9/13; in pairs)</td>
<td>125</td>
<td>25.0%</td>
</tr>
<tr>
<td>Group assignment Oral Presentation (12/04)</td>
<td>100</td>
<td>10.0%</td>
</tr>
<tr>
<td>Total</td>
<td>500500</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading scale

<table>
<thead>
<tr>
<th>Points</th>
<th>Scale</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 450</td>
<td>90 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>400 - 449.9</td>
<td>80 – 89.9%</td>
<td>B</td>
</tr>
<tr>
<td>350 - 399.9</td>
<td>70 – 79.9%</td>
<td>C</td>
</tr>
<tr>
<td>300 - 299.9</td>
<td>60 – 69.9%</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 299.9</td>
<td>&lt; 59.9%</td>
<td>E</td>
</tr>
</tbody>
</table>

Final Examination
The group oral presentation is considered your final assignment for PHP696V; there is no final exam. The group presentation will be given on the last day of the class, Monday, December 4th starting at 5:30 pm.

Late assignments and extra credit
Attendance is expected. Students that need to miss a session should provide notification in advance by email, and provide a brief summary of the material covered (by acquiring notes from a fellow student) in order to receive the attendance points for that session. All students that successfully participate in the Mobile Unit flu vaccine clinics (October) will receive the attendance points for the October 31st session.
No late poster presentation or oral presentations are accepted. No extra credit or bonus points will be given for additional (more than 10) COP (although it’s great experience and contacts).

Online Training Timing
The CITI training can be completed anytime during the semester with the certificate of completion submitted to the Assignment box on D2L.

Community Outreach Projects (COP points)
Community outreach participation will immerse students into a range of community settings and experiences. Students will complete at least ten (6) opportunities. Each COP is expected to entail a minimum of three hours of outside class time. A summary of the potential community outreach positions is given in the following table.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Volunteer selections recommended*</th>
<th>Role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobile Clinic</td>
<td>August = 1, September = 1, October = 1, November = 1</td>
<td>Four roles: 1] Intake coordinator 2] Health educator 3] Screening assistance 4] Site &amp; visit flow management</td>
</tr>
<tr>
<td>Special Olympics</td>
<td>1 October 27-28</td>
<td>Fall games /health screening assistance</td>
</tr>
<tr>
<td>United Blood Services Blood Drive</td>
<td>Pre-event &amp;/or day of September 6th</td>
<td></td>
</tr>
<tr>
<td>St. Mary’s Food Bank</td>
<td>1</td>
<td>Can complete as class or individual: (options – see online schedule)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tues – Friday 9 am – noon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tues – Friday 1 pm – 4 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saturday 8 am to 11 am</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saturday noon to 3 pm</td>
</tr>
<tr>
<td>InterProfessional Educational Program (IPEP)</td>
<td>Friday, October 20th, 2 pm – 4 pm, COM-Phx campus</td>
<td>Roles are assigned by IPEP coordinators.</td>
</tr>
<tr>
<td>Pandemic Flu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Any of above or contact me for okay.</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Total 6

CITI Training
Research faculty, staff, advisors, and students at the University of Arizona must complete the University of Arizona human subject component of the Collaborative Institutional Training Initiative (CITI) online training program.
If you have an account from a prior institution or position, the lower right hand side of the CITI page provides information on how to merge the institution accounts: [https://www.citiprogram.org/index.cfm](https://www.citiprogram.org/index.cfm)
The CITI training provides certification for four years before renewal is necessary. You must have completed training prior to submitting your internship plan, so this course will facilitate that completion.

**Modules to complete:**
- Basic Biomedical (BIOMED) Modules (don’t need genetics, animal, etc)
- Basic Social-Behavioral-Educational (SBE) Modules
- Populations in Research Requiring Additional Considerations and/or Protections
- Any module labelled with University of Arizona...

**Certified Application Counselor**
An individual (affiliated with a designated organization) who is trained and able to help consumers, small businesses, and their employees as they look for health coverage options through the Marketplace, including helping them complete eligibility and enrollment forms. Their services are free to consumers.
An introduction to the training will be provided on Monday, August 29th.

**Poster Presentation Assignment:**

The overall objective is to familiarize students to health status of Arizona, Maricopa County, and Phoenix residents. Students will select an option from a list of topics, complete research outside of class to summarize the health status in question, create and present a poster summarizing the findings for the class. By the completion of all presentations, each student should have sufficient understanding of the local and regional health status and ideas for potential projects/internships to improve health outcomes. Topics will be available on September 19th, 2016 for selection.

This assignment has two objectives:

- Provide an opportunity for students to learn and hone poster presentation skills including: focusing results, writing abbreviated backgrounds and methods, creating visual summaries of findings, using powerpoint or similar software (slideshow/keynote), and facing a live audience while presenting a poster.

- Be knowledgeable and able to discuss the current status, health trends and vulnerable populations of Arizona, Maricopa County, Phoenix.

**Group Presentation Assignment:**

The overall objective is to immerse students into community outreach experiences. The class will be divided into several groups each tasked with providing fellow students with an overview of specific components or information regarding the community outreach projects in which he/she participated. Additional details will be available during the November 7th class meeting.

This assignment has two objectives:

- Provide an opportunity for students to hone public speaking skills including: facing a live audience and a camera, preparing and presenting a brief yet cohesive report that includes characteristic components of introduction, main body and summary conclusion, learning to manage extraneous issues in public speaking --- such as extra words (um, uh, yeah...) or excessive movements, and developing a presentation that can be completed clearly within the given time limit.

- Assist Community partners while connecting with organizations on the frontlines of Public Health.
Brief presentation
3 parts: Introduction, Main body, Summary and conclusion

Introduction
With the first section of either a verbal or written presentation, you want to introduce the listeners/readers to your topic (i.e. What are you going to present?)

Main body
Briefly review the main components of your findings. What are the key findings and what is the context in which that mission is advanced?

Summary and Conclusion
Give a brief transition statement to indicate you are wrapping up the talk and a short (1 or 2 sentences) conclusion to your presentation.
3 - 5 minutes per student (try to finish within 30 seconds of that goal). Each student of each group needs to present.

All student final presentations are scheduled for Monday, December 4th.

Tips:
- Practice out loud
- No 'ifs', 'ands', or 'buts' (um, er, ahh)
- Body language - practice in front of a mirror
- Timing - slow down and enunciate!
- Eye contact
- Smile! smile smile
- Index cards (should not need for a poster, but if you every use them, number or put on a ring so don't lose order if you drop right before you are called to present).
- Summarize and restate clearly to emphasize the important points

Required Statements:
Communications: You are responsible for reading emails sent to your UA account from your instructor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students

Disability Accommodation: It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately, so that we can discuss options. You are also welcome to contact the Disability Resources (520-621-3268) to establish reasonable accommodations (as it is very important that you be registered with the DRC). For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu/students

Code of Academic Integrity
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercise must be the product of independent effort unless otherwise
instructed. Students are expected to adhere to the UA Code of Academic Integrity, available through the office of the UA Dean Students: http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity

**Classroom Behavior:** (Statement of expected behavior and respectful exchange of ideas: Present policies to foster a positive learning environment, including use of cell phones, mobile devices, etc.). Students are expected to be familiar with the UA Policy on Disruptive Student Behavior in an Instructional Setting found at: http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting

**Threatening Behavior Policy:** The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one’s self, http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students

**Nondiscrimination and Anti-harassment Policy:**
The University of Arizona is committed to creating and maintaining an environment free of discrimination, http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

**UA Smoking and Tobacco Policy:**
The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on its campuses and in its vehicles, http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy

**Grievance Policy:** Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy found at: http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy

**Grade Appeal Policy:** http://catalog.arizona.edu/2015-16/policies/gradappeal.htm

**Syllabus Changes:** Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate.

**Plagiarism:** What counts as plagiarism?
- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.