SYLLABUS

Seminars in Public Health Practice

PHP 696V – Fall 2020

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

* Labor Day Holiday is 9/7. Final presentations will be on Monday, December 7th.
† Participation in community clinic events is required. A signup system will be used allowing you to select your participation days and times.
The 7th Annual Arizona Health Equity Conference is Thursday, October 15th. Students will be submitting a poster. The Conference is an excellent learning and networking experience and attendance is most strongly encouraged.
Students will also be participating in the Interprofessional Education and Practice Program Pandemic Flu Exercise with Medical, Nursing, and Social Work students.

Location: COM-Phx Bldg 4 Room 115

Instructor:
Janet A. Foote, Ph.D.
550 E Van Buren, Ste #1373
(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, successful completion of the oral and poster presentations, and completion of a 3-5 pages report.

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 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 for the Arizona Health Equity conference.
- Demonstrate public presentation skills by giving an oral presentation.

### MPH Competencies for Public Health Practice

<table>
<thead>
<tr>
<th>Competency</th>
<th>Fulfill by</th>
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<tbody>
<tr>
<td>Students will compare through experience, the strengths and weaknesses of organizational structures within local governmental, non-profit and community entities.</td>
<td>Comparison of the strengths and weaknesses of organizational structures based on seven community-based public health practice experiences; final report and class oral presentation.</td>
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<td>Students discuss and describe differences in health care systems.</td>
<td>Comparison of health care systems assignment.</td>
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<td>Graduates will work as part of interprofessional teams providing public health services.</td>
<td>Completion of CITI Training; IPEP: Pandemic Flu Exercise</td>
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<tr>
<td>Students learn the role of ethics in health care and evaluation.</td>
<td>Students both create and present: (1) poster summarizing public health issues, (2) oral presentation</td>
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<tr>
<td>Communicate audience-appropriate public health content, both in writing and through oral presentation.</td>
<td>Health Literacy discussion and assignment.</td>
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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>
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<tbody>
<tr>
<td>Attendance [12 sessions x 5 points each]</td>
<td>60</td>
<td>12.0%</td>
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<tr>
<td>Community Outreach Projects (7 x 25 pts each)</td>
<td>175</td>
<td>35.0%</td>
</tr>
<tr>
<td>CITI Training completion (online)</td>
<td>50</td>
<td>10.0%</td>
</tr>
<tr>
<td>IPEP: Pandemic Flu Exercise</td>
<td>15</td>
<td>3.0%</td>
</tr>
<tr>
<td>Poster Presentation (10/11; abstract by 8/31; in teams)</td>
<td>100</td>
<td>20.0%</td>
</tr>
<tr>
<td>Group assignment Oral Presentation (12/07)</td>
<td>100</td>
<td>20.0%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
<td><strong>100%</strong></td>
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**Grading scale**

<table>
<thead>
<tr>
<th>Points</th>
<th>Scale</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>≥ 450</td>
<td>90 – 100%</td>
<td>A</td>
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<tr>
<td>400 - 449.9</td>
<td>80 – 89.9%</td>
<td>B</td>
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### Final Examination
The group oral presentation is considered your final assignment for PHP696V; there is no final exam. The presentation will be given on the last day of the class, Monday, December 7th 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. No late poster presentation or oral presentations are accepted. No extra credit or bonus points will be given for additional 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.

### 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)](http://rgw.arizona.edu/sites/researchgateway/files/new_citi_account.pdf) 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...

### Poster Presentation Assignment:

The overall objective is to familiarize students to health status and health equity consideration 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 that summarizes the findings.

All posters will have a health disparities and/or health equity focus/connection relevant to the theme of “Equitable Access to Care for All”. The poster may address one of the four areas: research, clinical, policy, or prevention.

Poster abstracts must be submitted by the late August deadline. Posters will need to be completed by October 1st, 2020.

By the completion of all presentations and attendance at the Arizona Health Equity Conference, each student should have sufficient understanding of the local and regional health status and the opportunity to network with leaders across the State. Additionally, this project will provide ideas for potential projects/internships to improve health outcomes. The poster presentation assignment will be introduced on Monday, August 24th.
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.

Community Outreach Projects (COP points)
Community outreach participation will immerse students into a range of community settings and experiences. Students will complete at least six (6) opportunities. Each COP is expected to entail a minimum of three hours of outside class time. *After each COP, the student will briefly summarize experience and organizational structure of the agency/entity, submitting the summary to receive the COP points.* A summary of the potential community outreach positions is given in the following table.

Table of Community Outreach Participation sites

<table>
<thead>
<tr>
<th>Organization</th>
<th>Volunteer selections recommended*</th>
<th>Role(s)</th>
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</table>
| Mobile Clinic                                    | September = 1  
October = 1  
November = 1 | Four roles:  
1] Intake coordinator  
2] Health educator  
3] Screening assistance  
4] Site & visit flow management |
| Special Olympics                                 | 1 Date TBD                        | Fall games /health screening assistance                                |
| United Blood Services Blood Drive                | Pre-event &/or day of  
August 25th            | Can complete as class or individual: (options – see online schedule)  
Tues – Friday 9 am – noon  
Tues – Friday 1 pm – 4 pm  
Saturday 8 am to 11 am  
Saturday noon to 3 pm |
| St. Mary’s Food Bank                            | 1                                | Can complete as class or individual: (options – see online schedule)  
Tues – Friday 9 am – noon  
Tues – Friday 1 pm – 4 pm  
Saturday 8 am to 11 am  
Saturday noon to 3 pm |
| InterProfessional Educational Program (IPEP)    | Friday, October TBD  
COM-Phx campus | Roles are assigned by IPEP coordinators.                               |
| Pandemic Flu                                     |                                   |                                                                        |
| ADHS, Maricopa Department of Public Health, Unified School District, etc. | 1 |                                                                            |
| Open Any of above or contact me for okay.        | 1                                |                                                                        |

Community Outreach Project Summary and Presentation:
Throughout the semester, you will complete seven community outreach projects that provide opportunities for you to identify different organizational structures. You will compare the strengths and weaknesses of organizational structures of organizations that represent local governmental, non-profit, and community entities. For the community outreach project assignment, you will select seven agencies that must include a local government health dept unit of your choice, a non-profit organization, and a community organization.

Based on your immersion experience with each organization and your review of course readings and other sources, you student will prepare a table (see below) in which you present a comparison of the strengths and weaknesses of the organizational structures of the agencies. You will describe the mission and vision of each agency, its structure (e.g., simple/traditional, divisional, functional, matrix, etc.), and the strengths and weaknesses of its organizational structure.

You will prepare a 3-5 page report in which you discuss the rationale for your comparisons. Include a rough organizational chart for each agency. Submit your assignment to the designated area of D2L.

Prepare a summary of your report for in-class presentation on the last day of the semester. This will be a ten minute presentation with a maximum of six PowerPoint slides.

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<tr>
<th>S/ N</th>
<th>Organization</th>
<th>Mission and vision</th>
<th>Structure</th>
<th>Strengths</th>
<th>Weaknesses</th>
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This assignment will be discussed with any questions answered during the November 2\textsuperscript{nd} class meeting.

This assignment has three 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.
- Provide the students an opportunity to critically compare, present, and discuss the strengths and weaknesses of various organizational structures they will experience in public health.
- Assist Community partners while connecting with organizations on the frontlines of Public Health.

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.

**All student final presentations are scheduled for Monday, December 7th.**

**Tips:**
- Practice out loud
- No 'ifs', 'ands', or 'buts' (um, er, ahh)
- Body language - practice in front of a mirror
- Timing - s-l-o-w d-o-w-n 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](https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students)

**Accessibility and Accommodations:**
At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation. If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. For additional information on Disability Resources and reasonable accommodations, please visit [http://drc.arizona.edu/students](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](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](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.