



SAN DIEGO STATE
UNIVERSITY

School of Public Health

Revised 09/30/20

PH 300: PROFESSIONALISM & PUBLIC HEALTH

FALL 2020

COURSE INFORMATION

Class Days: Asynchronous with exception of **6 Tuesday LIVE CLASS**

SESSIONS: 08/25/20, 09/29/20, 10/13/20, 10/27/20, 11/10/20, 12/8/20 OR 12/15/20 (date will be assigned to each group)

Class Time: 4:00-6:40pm (on live class dates above)

Class Link (live class dates above):

<https://sdsu.zoom.us/j/95059463664?pwd=ZDUyMGFjR2dOaVAvZE9CZGRpVGFKdz09>

Passcode: 080875

Mode of Delivery: Lecture, discussion, online

Instructor: Leticia Cazares (Professor Cazares)

Instructional Assistant: Allison Hirahara

NOTE: Please email through Canvas. We will respond within 2 business days.

Office Hours/Location:

Tuesdays 4:00-5:30pm (**drop in on non-live days**):

<https://sdsu.zoom.us/j/98541509457?pwd=cWpBQ1RwL3lOVhiNGdEdytFeVRkdz09>

Passcode: 742438

OR

Tuesdays 2:30-3:30pm with Allison (**drop-in on days on live-session dates**)

<https://sdsu.zoom.us/j/96600718962>

Passcode: 198184

Individual appointment with Instructor is available. Please email.

COURSE DESCRIPTION

In this course, we will explore and discuss the functions of public health, career pathways and strategies/tips for achieving professional development goals. The purpose is to provide you with the knowledge, tools and applied experience to prepare you for a profession in public health or other health and human service.

This course will use the Canvas Learning Management System instead of Blackboard. To access your course log in at canvas.sdsu.edu, and sign in using your SDSU id. For additional technical support or tutorials: <https://its.sdsu.edu/canvas/>

Revised 09/30/20

Note: You are responsible for adjusting your notification settings in such a way that you receive ALL announcements regarding this class. All Canvas email notifications will be delivered to your SDSU email address. You can add additional email addresses and sign up for text/mobile app notifications via the settings in your Canvas Profile, and then adjust your notifications in the Notifications Tab. Canvas notifications are system wide and cannot be adjusted by course. [Click here to view a step-by-step guide to add additional notification and contact methods.](#)

STUDENT LEARNING OUTCOMES

Student Learning Outcome	CEPH Competency	Assessment Method
1. Describe the public health profession including career pathways, jobs, duties.	Public Health Communication	Quiz, Canvas Discussion
2. Understand the general and public health employment landscape including factors that have shaped recruitment and hiring preferences, employee benefits and protections and workplace culture	Information Literacy	Quiz, Canvas Discussion
3. Examine interests and core career readiness skills through assessment and reflection of values, strengths and areas in need of development.	Information Literacy	Strong Interest Inventory Assessment, Journal Entries, Canvas Discussion, Group Survey Interpretation Participation
4. Employ best practices for resume and interview skills development, job search, and salary negotiation.	Public Health Communication, Information Literacy	Resume Assignments, Interview Skills Practice w/ Group Member, 2-minute "elevator speech" video, Peer Review, Professional Review
5. Apply principles of effective teamwork, interprofessional practice and communication.	Public Health Communication, Information Literacy	Quiz, Canvas Discussion, Group Assignment, Peer Review

UNIVERSITY POLICIES

Accommodations: If you are a student with a disability and are in need of accommodations for this class, please contact Student Ability Success Center at (619) 594-6473 as soon as possible. Please know accommodations are not retroactive, and I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Ability Success Center.

Student Privacy and Intellectual Property: The [Family Educational Rights and Privacy Act](#) (FERPA) mandates the protection of student information, including contact information, grades, and graded assignments. I will use Canvas to communicate with you, and I will not post grades or leave graded assignments in public places. Students

will be notified at the time of an assignment if copies of student work will be retained beyond the end of the semester or used as examples for future students or the wider public. Students maintain intellectual property rights to work products they create as part of this course unless they are formally notified otherwise.

Religious observances: According to the University Policy File, students should notify the instructors of affected courses of planned absences for religious observances by the end of the second week of classes.

Student conduct: Students will be expected to be active participants in the learning process. When students contribute thoughtful comments and questions to class discussions or presentations, the learning experience is enriched for all. Students should also listen attentively to the speakers and to each other. This course will cover a variety of topics, some of which may elicit strong feelings or opinions. Students are expected to articulate their comments and questions in a respectful manner and understand that others may have different perspectives. Students are expected to give their full attention to the content delivered, contribute to the dialog and refrain from interrupting or talking over others.

The university is committed to maintaining a safe and welcoming living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil and respectful to one another and contribute positively to student and university life.

In the School of Public Health, we view your participation in courses and school activities (in and outside of the classroom including internships) as part of your continuous development as a public health professional. As such, we expect professional verbal and written exchanges in class, and in any verbal or written communications between student and instructors, guests, internship supervisors and other students to meet a high level of professional courtesy and respect. Please use your school email for communications. Please see the '[SPH Student Communications Guidelines](#)' for guidance.

Grounds for Student Discipline: Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. This includes dishonesty, including cheating and plagiarism that is intended to gain unfair academic advantage, and unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose, and misuse of computer facilities or resources, including use of another's identification or password, use of computing facilities or other resources to interfere with the work of another member of the University Community, and use of computing facilities and resources to send obscene or intimidating, discriminatory or abusive messages.

Procedures for Enforcing this Code can be found at <https://calstate.policystat.com/policy/6742744/latest/>. In this class, measures taken include: being asked to leave classroom for the remainder of the class session (whether online or in-person), and assignment of a zero grade for cheating or plagiarism. Student may be referred to the Center for Student Rights and Responsibilities for further actions

http://csrr.sdsu.edu/student_affairs/srr/Default.aspx. Students are afforded appropriate notice and an opportunity to be heard before the University imposes any sanction for a violation of the Student Conduct Code.

Student email addresses: Students are provided with an SDSU Gmail account for their official use. This [SDSU email address](#) will be used for all communications. Per university policy, students are responsible for checking their official university email once per day, please see [Student Official Email Address Use Policy here](#). **NOTE:** In Canvas, you can change Notification settings to include a personal email address or cell phone number if you would like additional notifications.

Academic Honesty: The University adheres to a strict [policy prohibiting cheating and plagiarism](#). Examples of academic dishonesty include but are not limited to:

- copying, in part or in whole, from another's test or other examination;
- obtaining copies of a test, an examination, or other course material without the permission of the instructor;
- collaborating with another or others in work to be presented without the permission of the instructor;
- falsifying records, laboratory work, or other course data;
- submitting work previously presented in another course, if contrary to the rules of the course;
- altering or interfering with grading procedures;
- assisting another student in any of the above;
- using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work);
- copying and pasting work from an online or offline source directly and calling it your own;
- using information you find from an online or offline source without giving the author credit;
- replacing words or phrases from another source and inserting your own words or phrases.

The California State University system requires instructors to report all instances of academic misconduct to the Center for Student Rights and Responsibilities. Academic dishonesty will result in disciplinary review by the University and may lead to probation, suspension, or expulsion. Instructors may also, at their discretion, penalize student grades on any assignment or assessment discovered to have been produced in an academically dishonest manner.

Netiquette is online etiquette. It is important that all participants in online courses be aware of proper online behavior and respect one another.

Use appropriate language for an educational environment:

- Use complete sentences
- Use proper spelling and grammar
- Avoid slang and uncommon abbreviations
- Do not use obscene or threatening language

Remember that the University values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. Find SDSU's netiquette guidelines at this link: <http://its.sdsu.edu/learning-management-system/student-netiquette>. For more information about Netiquette, see [The Core Rules for Netiquette](#) by Virginia Shea.

Classroom Conduct Standards: SDSU students are expected to abide by the terms of the Student Conduct Code in classrooms and other instructional settings. Prohibited conduct includes:

- Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
- Participating in an activity that substantially and materially disrupts the normal operations of the University or infringes on the rights of members of the University community.
- Unauthorized recording, dissemination, or publication (including on websites or social media) of lectures or other course materials.
- Conduct that threatens or endangers the health or safety of any person within or related to the University community, including
 1. physical abuse, threats, intimidation, harassment or derogatory comments
 2. sexual misconduct

Expressions or actions that disparage a person's or race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, disability, or marital, parental, or veteran status are contrary to the mission of this course and will not be tolerated

Violation of these standards will result in referral to appropriate campus authorities.

Medical-related absences: Students are instructed to contact their professor/instructor in the event they need to miss a live class, etc. due to an illness, injury or emergency. All decisions about the impact of an absence, as well as any arrangements for making up work, rest with the instructors. [Student Health Services](#) (SHS) does not provide medical excuses for short-term absences due to illness or injury. When a medical-related absence persists beyond five days, SHS will work with students to provide appropriate documentation. When a student is hospitalized or has a serious, ongoing illness or injury, SHS will, at the student's request and with the student's consent, communicate with the student's instructors via the Vice President for Student Affairs and may communicate with the student's Assistant Dean and/or the [Student Ability Success Center](#).

SDSU Economic Crisis Response Team: If you or a friend are experiencing food or housing insecurity, or any unforeseen financial crisis, visit sdsu.edu/ecrt, email ecrt@sdsu.edu, or walk-in to Well-being & Health Promotion on the 3rd floor of Calpulli Center.

Deferred Action for Childhood Arrivals (DACA): All students with questions or concerns regarding DACA are encouraged to see the College of Health and Human

Services Interim Assistant Dean for Student Affairs, Jason Ramirez
(jramirez@sdsu.edu).

Diversity, Equity, and Inclusion at the School of Public Health: As a School of Public Health, we are enriched by the experiences of our *Black, Indigenous and People of Color* (BIPOC), *sexual and gender minorities* (SGM), and cross-cultural communities. This enrichment contributes to the co-creation of lifelong communities of inquiry that focus on engagement, instruction, and information exchange (<https://coi.athabascau.ca/>). We at the School of Public Health (SPH) at SDSU acknowledge the Kumeyaay Indigenous people and their protection of the land we are gathered in, providing an environment to advance health justice for all. We are committed to equity in education, academics, and research for all students, staff, and faculty. We are aligned with SDSU's focus on anti-racism and are dedicated to co-creating an inclusive learning environment through the development of a community of inquiry.

In order to succeed we must commit to an inclusive learning environment. This includes understanding that your views matter - share them. Your colleagues and professors' views also matter - listen to them. Seek answers, ask questions - avoid assumptions. Challenge what was said or done, challenge what *you* said or did. Encourage each other.

We have the privilege of learning together online, and though we did not anticipate what is happening with the present pandemic, we have chosen to keep moving forward together. As such, we have a responsibility to interact in a way that supports learning for all of us. Be flexible and patient with each other and your professor in your online interactions (content and tone) because you may not know who is struggling with economic, internet access, economic, social, health or other factors. **We promote flexibility by the School of Public Health. If you have troubles with internet access, workspace or other issues, please reach out to me or the Economic Crisis Response Team and fill out the survey in the link below.** If you have any concerns or questions, you can talk to me, to the Undergraduate or Graduate Advising teams <https://publichealth.sdsu.edu/student-resources/advising/your-advisor/> or use the following links to access resources. Your privacy will be protected to the extent allowed by law.

Sexual violence / Title IX mandated reporting: As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I am a mandated reporter in my role as an SDSU employee. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to share information regarding sexual violence on SDSU's campus with the Title IX coordinator, Jessica Rentto 619-594-6017. She (or her designee) will contact you to let you know about accommodations and support services at SDSU and possibilities for holding accountable the person who harmed you. Know that you will not be forced to share information you do not wish to disclose and your level of involvement will be your

choice. If you do not want the Title IX Officer notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and discuss options for pursuing a University or criminal investigation. Sexual Violence Victim Advocate 619-594-0210 or Counseling and Psychological Services 619-594-5220, psycserv@sdsu.edu. For more information regarding your university rights and options as a survivor of sexual misconduct or sexual violence, please visit titleix.sdsu.edu or sdsutalks.sdsu.edu.

Resources for students: A complete list of all academic support services--including the [Writing Center](#) on the Student Affairs' [Academic Success](#) website including the Student Ability Success Center https://newscenter.sdsu.edu/student_affairs/sds/services-overview.aspx [Counseling and Psychological Services](#) (619-594-5220) offers confidential counseling services by licensed therapists; you can Live Chat with a counselor at http://go.sdsu.edu/student_affairs/cps/therapist-consultation.aspx between 4:00pm and 10:00pm, or call San Diego Access and Crisis 24-hour Hotline at (888) 724-7240.

Economic Crisis Response Team [Economic Crisis Response Team | Student Affairs | SDSU](#)

SDSU Division of Diversity and Innovation [Diversity | SDSU: Welcome](#)

Black Resource Center <https://diversity.sdsu.edu/cultural-centers/black-resource>

Native Resource Center <https://diversity.sdsu.edu/cultural-centers/native-resource>

The Pride Center <https://diversity.sdsu.edu/cultural-centers/pride>

Center for Intercultural Relations <https://diversity.sdsu.edu/cultural-centers/intercultural-relations>

Asian Pacific Islander Desi American Resource Center

<https://diversity.sdsu.edu/cultural-centers/apida-resource>

Latinx Resource Center <https://diversity.sdsu.edu/cultural-centers/latinx-resource>

Women's Resource Center <https://diversity.sdsu.edu/cultural-centers/womens-resource>

Center for Transformative Justice <https://diversity.sdsu.edu/cultural-centers/transformative-justice>

For SDSU Student COVID-19 Information, Testing & Resources:

<https://sa.sdsu.edu/student-health-services/coronavirus-covid19-Information-for-students>

For additional community resources (food, housing, healthcare, etc.):

<https://211sandiego.org/>

COURSE MATERIALS

Materials (including texts, readings, course fees, equipment, and any technology requirements)	Required or optional	Where and how it can be obtained
Computer, Tablet or Phone w/ camera and speaker for Live Classes and some assignments (recordings, videos, presentations, group meetings)	R	If you do not have access to one of these for a class, assignment or meeting please contact me immediately.
Strong Interest Survey Assessment (NO COST)	R	https://docs.google.com/forms/d/e/1FAIpQLSdRElvi9ezfw7HHL4MVPLH_CGhRGjTqUve2YulCs8hoFZtorw/viewform
All required readings, videos and podcasts are at NO COST.	R	PH 300 Syllabus (links), Canvas Course or Library

COURSE DESIGN

The entire course including all recorded lectures, readings and media, assignments are listed in the PH 300 Canvas Course. Each week is organized in Modules (i.e Module 1 = Week 1). Assignment instructions will be included in the module. Rubrics (grading formula) will be included in each module.

Participation in online activities, including video analyses and threaded discussions, take place on Canvas: <https://sdsu.instructure.com/> Threaded discussions and video analyses require synthesis of course readings, video information, classroom experience and interaction with peers and instructors.

Assignment	Assessment	Percentage of Grade
Resume, Cover Letter or Personal Statement	Peer Review, Professional Review, Instructor Review (average of three scores)	25%
All lectures/live classes and related readings/media	Canvas Quiz	15%
Private Journals	Instructor Review	15%
Other Assignments	Instructor Review	15%
Elevator Speech	Peer Review, Professional Review	10%
Class Participation	Attendance to live sessions and group meetings; interaction with discussion posts and peer reviews	10%
Group Project	Professional & Instructor Panel	10%

QUIZES and Assignments

Please confirm due dates on Canvas.

5 Reflection Journal Entries (600-1000 words) due through Canvas @ 10 points = 40 points

Due Dates:	09/01/20	09/15/20	10/13/20	10/27/20	12/15//20
-------------------	----------	----------	----------	---------------------	-----------

You will write a total of five reflection entries on Canvas over the course of the semester. They will be open ended and worth a maximum of 10 points each. All together the entries will be worth 15% of your total grade. The criteria for the papers are as follows:

- Be a reflection of deeper thought or opinion about something said, read, presented or discussed in class or in the readings, videos or podcasts. If we covered it then it is open for a discussion.
- Must express an opinion or feeling about a topic, cannot be a simple summary of a topic.
- Be 600-1000 words I will not read or grade a paper that is more or less than this word count. This is not arbitrary. If you were to continue into public health as a field you will often be asked to write to a word count.
- You can use any font, font size or formatting you desire as long as I can read it.
- Do not get caught up in grammar, spelling or organization. This is meant as a process for you to consider and think about the material, not an example of writing style and training.

7 Various Assignments @ 5 points each = 35 points

Due Date	Assignment
09/15/20	What's Your Story Exercise
09/15/20	Aligning Your Values
09/15/20	Strong Interest Survey
09/15/20	Handshake Account
10/13/20	Public Health Occupations Research Project
10/27/20	Implicit Bias Test
12/15/20	Journal 4: Course Evaluation

4 Online Quiz Experiences@ 10 points each = 40 points

Due Dates:

09/01/20	09/29/20	10/27/20	11/24/20
----------	----------	----------	----------

Based on lectures, videos, readings, and online course materials (including my comments on discussion topic postings). Open notes, two tries, timed (15 minutes each try unless requested with support from Student Ability Center – please contact me).

4 Peer Evaluations @ 10 points = 20 points

Dates:

10/27/20	11/03/20	11/10/20	12/15
----------	----------	----------	-------

You will be asked to evaluate a peer in your assigned group. You will be given a rubric to critique two assignments of his/hers/theirs. In addition, you will also do an evaluation survey of the same student at mid-semester and end of the semester to include your assessment of their level of participation/contribution, quality and thoroughness of review/feedback, collaboration/relationships with others.

1 Draft (5 points) + 2nd Draft (15 points) + Final Resume (20 points) = Total @ 40 points

Due Dates:

10/20/20	11/17/20	12/01/20 or 12/08/20
----------	----------	----------------------

You will be asked to submit a draft and final resume during the course of several weeks. You will be given feedback from a peer, group members and a public health professional.

1 Draft (5 points) + 2nd Draft (10 points) + Final Cover Letter (20 points) = Total @ 35 points

Due Dates:

10/20/20	11/17/20	12/01/20 or 12/08/20
----------	----------	----------------------

You will be asked to submit a draft and final cover letter or personal statement for graduate school (your choice). You will be given feedback from a peer, group members and public health professional.

1 Two-Minute Draft (10 points) and Final Elevator Speech Video (20 points) = Total @ 30 points

Due Dates:

10/27/20	11/24/20
----------	----------

You will be asked to record a two-minute video of your “elevator speech”. This is a short summary of who you are, what you do and why that can be used in various settings (networking, interviews, presentations, etc.).

1 Linked-In Profile Draft (10 points) and Final Profile (20 points) = Total @ 30 points**Due Dates:**

11/17/20	12/01/20 or 12/08/20
----------	----------------------

You will be asked to create or update your Linked-In profile. You will be given feedback from a peer, group members and public health professional.

1 Group Project @ 25 points**Due Dates:**

12/08/20 or 12/15/20

You will be grouped with approximately 10 other students to collaborate on a group project/presentation. You will need to do research including online, literature reviews and/or conduct interviews. Include sources. The format is your choice (PowerPoint with voiceover, video, etc.). Get creative! Additional instructions will be posted on Canvas.

Attendance @ Up to 50 points

Date	Activity	Points
08/25/20	Live class	5 points
09/20/20	Live class	5 points
10/13/20	Live class	5 points
10/27/20	Live class	5 points
11/10/20	Live class	5 points
12/08 or 12/15	Live class	5 points
Group Meeting	Attend	5 points
Group Meeting	Attend	5 points
Small Group Meeting	Attend	10 points

TOTAL POINTS = 300**Grading Standards and Interpretation of Grades:**

A = 93-100%	B- = 79-81%	D = 60-67%
A- = 90-92%	C+ = 77-78%	F =<60%
B+ = 88-89%	C = 70-76%	
B = 82-87%	C- = 68-69%	

GRADING POLICIES

Participation: This class has a high enrollment and given the online format, it will be challenging to stay engaged; therefore, it is extremely important to attend and participate all live classes, breakout and group discussions, outside group work meetings in addition to online discussions on Canvas. Participation will count towards grade (10%).

Late/Make-up: Over the course of a semester any number of things can happen to throw a wrench into our plans, family/relationship crisis and responsibilities, job, opportunities and/or other circumstances and throw our best laid plans into disarray. This is expected in life and therefore it is important to be prepared to communicate and/or do additional work to make-up for lost time or opportunity for credit. There will be a number of assignments throughout the course, and you can submit up to 3 of these no more than 2 weeks late, no questions asked; HOWEVER, you must let me know ahead of time that you will not be able to submit your assignment by the due date and provide me with the date you plan to submit. This includes in-class activities and quizzes as well. **Only one unexcused make-up (you notified me after the due date) will be accepted.**

Extra Credit: There will be several opportunities for extra credit. They will be announced during live sessions. It is your responsibility to be present day-of or watch the recording.

SCHEDULE

All live session dates, assignment and quiz dates will be included in Canvas weekly module folders. Due to the evolving situation with COVID-19, the schedule beyond Week 5 has not been fully developed in order to allow for flexibility and response to the needs of the class.

Disclaimer: Consistent with University policy, I retain the right to adjust course design, including assignments, assessments and deadlines. Major departures from the syllabus shall be made only for compelling reasons. Any major changes to the course syllabus will be announced in class, communicated to all students electronically, and incorporated into an updated and posted version of the syllabus on Canvas.

SCHEDULE ON NEXT PAGE

PH 300 PROFESSIONALISM & PUBLIC HEALTH FALL 2020

Consistent with University policy, I retain the right to adjust course design, including assignments, assessments and deadlines. Major departures from the syllabus shall be made only for compelling reasons. Any major changes to the course syllabus will be announced in class, communicated to all students electronically, and incorporated into an updated and posted version of the syllabus on Canvas.

**CLASS MATERIALS AND DUE DATES IN CANVAS ARE THE MOST ACCURATE.
PLEASE MAKE SURE TO CHECK!**

Week/ Module	Topics	Assignments	Due Days:
1 08/25/20	WELCOME & COURSE OVERVIEW	LIVE CLASS: Welcome & Course Overview 4:00pm-6:00pm Join Zoom Meeting https://SDSU.zoom.us/j/95371054436 <i>(Recording available if unable to attend class)</i>	
		Watch: <input type="checkbox"/> https://www.youtube.com/watch?v=HtixmXEnHzk (4 min) <input type="checkbox"/> https://www.youtube.com/watch?v=fqBJheIJaEQ (4 min) Read: <input type="checkbox"/> Short Guide on Reflective Writing: https://uksw.edu.pl/images/Short-Guide-Reflective-Writing.pdf Submit/Take: <input type="checkbox"/> Quiz #1 - Syllabus Quiz (Canvas) <input type="checkbox"/> Journal #1 (Canvas) ➤ How do you feel about changes you can't control? Share how you are doing with COVID-19 and impact it has had on your life? How have you coped during these last few months and share healthy things you do to get through tough times.	TUESDAY 11:59pm 09/01/20
2 09/01/20	FINDING YOUR WHY: VALUES & PURPOSE	Watch: <input type="checkbox"/> Finding Your Why Lectures (5 videos, approx. 10 min each) <input type="checkbox"/> How Great Leaders Inspire Action (Simon Sinek, Ted Talk, 2010) https://www.youtube.com/watch?v=qp0HIF3SfI4&feature=youtu.be (19 min) <input type="checkbox"/> Start w/ Why + Find Your Why Video	TUESDAY 11:59pm 09/08/20

		<p>https://www.youtube.com/watch?v=Qd_ZFf2XHGG (7 min)</p> <p><input type="checkbox"/> The 3 A's of Awesome (Neil Pasricha, Ted Talk, 2011) https://www.youtube.com/watch?v=uPE0G00XFV0&feature=youtu.be (20 min)</p> <p><input type="checkbox"/> You're your Why (Michael J. Brown) https://www.youtube.com/watch?v=1ytFB8TrkTo&feature=youtu.be</p> <p>Read:</p> <p><input type="checkbox"/> https://www.forbes.com/sites/kathycaprino/2019/07/30/discovering-your-purpose-starts-with-recognizing-who-you-are-and-what-you-care-about-most/</p>	
		<p>Submit:</p> <p><input type="checkbox"/> What's Your Story Exercise (Canvas)</p> <p><input type="checkbox"/> Identifying your Values & Aligning Your Why Exercise (Canvas)</p> <p><input type="checkbox"/> Register & Take Strong Interest Assessment: https://docs.google.com/forms/d/e/1FAIpQLSdRElvi9ezfw7HHL4MVPLH_CGhRGjTqUve2YulCs8hoFZtorw/viewform</p>	<p>TUESDAY 09/15/20 11:59PM</p>
<p>3</p> <p>09/08/20</p>	<p>WHAT IS PUBLIC HEALTH</p>	<p>Watch:</p> <p><input type="checkbox"/> What is Public Health Lectures (videos on Canvas)</p> <p><input type="checkbox"/> https://www.pbs.org/video/flints-deadly-water-pwsj3m/ (55 min.)</p> <p><input type="checkbox"/> What is public health video: https://www.youtube.com/watch?v=t_eWESXTnic&t=236s (6 min)</p> <p><input type="checkbox"/> Social Determinants of Health Video: https://www.youtube.com/watch?v=8PH4JYfF4Ns (7 min.)</p> <p><input type="checkbox"/> Racism as a Public Health Issue https://youtu.be/8VaoLe2omgQ</p> <p><input type="checkbox"/></p> <p>Read:</p> <p><input type="checkbox"/> https://gsph.sdsu.edu/fieldpractice/BS%20in%20Public%20Health%20Overview%20of%20Competencies.pdf</p> <p><input type="checkbox"/> http://www.phf.org/resourcestools/Documents/Population_Health_Competencies_2019Mar.pdf (Competencies for PH Professionals)</p> <p><input type="checkbox"/> https://www.annualreviews.org/doi/pdf/10.1146/annurev-publhealth-031816-044224</p> <p><input type="checkbox"/> Read: https://www.policylink.org/resources-tools/beyond-health-equity</p> <p><input type="checkbox"/> Read: https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2020/06/15/racism-is-a-public-health-crisis-say-cities-and-counties</p> <p><input type="checkbox"/> https://www.cdc.gov/pcd/issues/2020/20_0251.htm</p>	<p>TUESDAY 11:59pm 09/15/20</p>

		<input type="checkbox"/> Read: Komro, K. A., Lang, D. L., Walker, E. R., & Harper, P. D. (2018). Integrating Structural Determinants Into MPH Training of Health Promotion Professionals. <i>American journal of public health</i> , 108(4), 477–479 <input type="checkbox"/> Read: Bassett, M. T., & Graves, J. D. (2018). Uprooting Institutionalized Racism as Public Health Practice. <i>American journal of public health</i> , 108(4), 457–458. Optional <input type="checkbox"/> https://www.cdc.gov/publichealth101/ <input type="checkbox"/> https://www.rollingstone.com/culture/culture-news/racism-public-health-crisis-1014162/ Create: <input type="checkbox"/> View Career Services website and create Handshake account	
		Submit: <input type="checkbox"/> Journal #2 (Canvas) – Two Questions: <ol style="list-style-type: none"> 1. Pick ONE question from https://rockwoodleadership.org/132-of-the-best-questions-to-help-you-reflect-on-your-purpose/ 2. After you've watched the lecture, documentary and read the articles, share your thoughts on racism as a public health crisis. Do you agree why or why not? Prepare: <input type="checkbox"/> Make contact with your group and coordinate a date to meet virtually before Week 5 (9/22/20). On agreed-upon date for group, each student shares on: 1) story, 2) Why statement (see instructions in Module 5)	
4 09/15/20	EMPLOYMENT LANDSCAPE AND PUBLIC HEALTH CAREER PATHWAYS	Watch: <input type="checkbox"/> Recorded Lectures (Canvas) <input type="checkbox"/> https://www.train.org/california/course/1061047/ (Health Equity) <input type="checkbox"/> https://www.train.org/main/course/1072891/ (Engaging Across Sectors) Read: <input type="checkbox"/> Malinowski, B., Minkler, M., & Stock, L. (2015). Labor unions: a public health institution. <i>American journal of public health</i> , 105(2), 261–271. https://doi.org/10.2105/AJPH.2014.302309 <input type="checkbox"/> https://journals.sagepub.com/doi/pdf/10.1177/00333549131286S307	TUESDAY 11:59pm 09/22/20

		<ul style="list-style-type: none"> □ https://aflcio.org/about-us/history □ https://aflcio.org/reports/your-rights-work □ https://www.latimes.com/business/story/2019-12-29/california-employment-laws-2020-ab5-minimum-wage □ Boulton, M. L., Beck, A. J., Coronado, F., Merrill, J. A., Friedman, C. P., Stamas, G. D., Tyus, N., Sellers, K., Moore, J., Tilson, H. H., & Leep, C. J. (2014). Public health workforce taxonomy. <i>American journal of preventive medicine</i>, 47(5 Suppl 3), S314–S323. □ APA Glynn, M. Kathleen DVM, MPVM; Jenkins, Michael L. Jr MPH, CHES; Ramsey, Christina MPH, MA; Simone, Patricia M. MD Public Health Workforce 3.0: Recent Progress and What's on the Horizon to Achieve the 21st-Century Workforce, <i>Journal of Public Health Management and Practice</i>: March/April 2019 - Volume 25 - Issue - p S6-S9 □ https://www.debeaumont.org/news/2020/seeing-the-bigger-picture-of-public-health-workforce-challenges/ □ https://www.statnews.com/2020/04/05/deficit-public-health-workers-no-way-to-fight-covid-19/ <p>Additional Reading Resources</p> <ul style="list-style-type: none"> □ https://publichealth.sdsu.edu/student-resources/public-health-jobs/ □ Read: Becker, E., Chahine, T., & Shegog, R. (2019). Public Health Entrepreneurship: A Novel Path for Training Future Public Health Professionals. <i>Frontiers in public health</i>, 7, 89. □ Sellers, Katie DrPH, CPH; Leider, Jonathon P. PhD; Bogaert, Kyle MPH; Allen, Jennifer D. ScD, MPH; Castrucci, Brian C. DrPH, MA Making a Living in Governmental Public Health: Variation in Earnings by Employee Characteristics and Work Setting, <i>Journal of Public Health Management and Practice</i>: March/April 2019 - Volume 25 - Issue - p S87-S95 □ Beck, A. J., Coronado, F., Boulton, M. L., Merrill, J. A., & Public Health Enumeration Working Group (2018). The Public Health Workforce Taxonomy: Revisions and Recommendations for Implementation. <i>Journal of public health management and practice : JPHMP</i>, 24(5), E1–E11. https://doi.org/10.1097/PHH.0000000000000690 	
		<ul style="list-style-type: none"> □ Poke around this website in preparation for next few weeks: https://www.onetonline.org/ 	<p>TUESDAY 11:59pm 09/22/20</p>

<p>5</p> <p>09/22/20</p>	<p>CAREER READINESS PART I</p>	<p>Watch:</p> <ul style="list-style-type: none"> <input type="checkbox"/> M5 Lecture <input type="checkbox"/> Introduction (3 min) and Part 1: Fundamental Interpersonal Skills (4 videos for total 47 min.) https://www.youtube.com/playlist?list=PL8dPuualjXtMBsfP-IP28IFvfkISqJofM <input type="checkbox"/> Communication Skills https://youtu.be/mPRUNGGORDo (8 min) <input type="checkbox"/> How to Talk w/ Anyone https://youtu.be/PMmnPpjtU7c (7min) <input type="checkbox"/> Unconscious Bias: https://youtu.be/QCFb4BiDDcE (12 min) <p>Read:</p> <ul style="list-style-type: none"> <input type="checkbox"/> https://www.vault.com/blogs/job-search/5-skills-that-will-be-in-demand-in-a-post-pandemic-world <input type="checkbox"/> https://www.forbes.com/sites/forbescoachescouncil/2019/06/03/the-value-of-emotional-intelligence-for-leaders/#192d1f0c156d <input type="checkbox"/> https://ssir.org/articles/entry/the_bias_of_professionalism_standards <input type="checkbox"/> https://www.latimes.com/local/lanow/la-pol-ca-natural-hair-discrimination-bill-20190703-story.html <p>Optional</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implicit Bias: https://youtu.be/OoBvzl-YZf4 (8 min) <input type="checkbox"/> Unconscious Bias: https://youtu.be/QCFb4BiDDcE (10 min) 	<p>TUESDAY 11:59pm 09/29/20</p>
		<p>Take</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz #2: Modules 1-4 (Canvas) <p>Submit</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group Assignment #1: Share 1) What's Your Story Exercise (Module 2) 2) Your "Why" statement by (Module 2) 3) Share the career pathways or jobs you are leaning towards at this point & how it aligns with your "why" 	<p>TUESDAY 11:59pm 09/29/20</p>
<p>6</p> <p>09/29/20</p>	<p>CAREER READINESS PART II</p>	<p>LIVE CLASS LECTURE: Career Readiness Part II</p> <p>4:00pm-5:00pm and 5:00pm-6:00pm <i>Zoom Links will be provided</i></p> <p>Session 1: Professor Cazares Lecture Session 2: Strong Interest Survey Results Group Discussion</p> <p>Half of class will be meeting with career service representatives to go over their survey results for the first hour; while the other half will be in lecture. The next hour, the two will switch.</p>	

		Submit: <input type="checkbox"/> Public Health Occupations Research Assignment	SUNDAY 10/11/20
7 10/06/20	PUBLIC HEALTH SKILLS, KNOWLEDGE & EXPERIENCE	Watch: <input type="checkbox"/> M7 Recorded Lecture <input type="checkbox"/> Core Public Health Competencies P(25 min): https://youtu.be/h60fvoloERQ <input type="checkbox"/> Environmental Health Careers (3 min): https://youtu.be/T97O1VWhglE <input type="checkbox"/> Health Educator Career (4 min): https://youtu.be/m0OM8GwFvOs <input type="checkbox"/> Global Health Careers & Skills (4 min): https://youtu.be/WILJa5ZooPs <input type="checkbox"/> Epidemiology Careers (3 min): https://youtu.be/yOCYD47tBoQ <input type="checkbox"/> Skills and Competencies for Public Health (9 min): https://youtu.be/H6mghZmVPlc <input type="checkbox"/> Preventive Medicine & Public Health (6 min) https://youtu.be/V5qphYiJL4 <input type="checkbox"/> Entrepreneurship in Public Health (13 min): https://youtu.be/a6iDSQ45fHA <input type="checkbox"/> Community Needs Assessment 101 (4 min) https://youtu.be/8-uEzSzCM9Y Read: <input type="checkbox"/> http://www.phf.org/resourcestools/Documents/Modified_Core_Competencies.pdf <input type="checkbox"/> Addressing the Social Determinants of Health through the Alameda County, California, Place Matters Policy Initiative: https://journals.sagepub.com/doi/pdf/10.1177/00333549131286S308 <input type="checkbox"/> Synthesizing Evidence-Based Strategies and Community-Engaged Research: A Model to Address Social Determinants of Health https://journals.sagepub.com/doi/pdf/10.1177/00333549131286S311	

		<p>Group Project: Community Needs Assessment Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Community Needs Assessment Guides/Tools: https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/describe-the-community/main <input type="checkbox"/> http://ncwatershednetwork.org/wp-content/uploads/2016/05/A_Community_Needs_Assessment_Guide_.pdf <input type="checkbox"/> http://maryland-cap.org/resources/MCAP-CNA-Toolkit.pdf <input type="checkbox"/> https://ananlcc.org/wp-content/uploads/2019/01/1_Community_Assessment.pdf <p>Group Project: Additional Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social Determinants of Health Research: https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health <input type="checkbox"/> https://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/pdf/sdoh-workbook.pdf <input type="checkbox"/> https://www.healthypeople.gov/2020/topics-objectives 	
		<p>Submit:</p> <p>Journal #3: Community Needs Assessment</p> <ol style="list-style-type: none"> 1. Research Community Needs Assessment Resources and select one that you think would be most helpful to help guide your group project work. Explain your reasons. 2. After reviewing what a Community Needs Assessment consists of, what areas do you need more instruction or guidance on? <p>Plan:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make contact with your group and coordinate a date to meet virtually before Week 11 (11/03/20) to discuss group project. 	<p>TUESDAY 11:59pm 10/13/20</p>
<p>8</p> <p>10/13/20</p>	<p>RESUME & COVER LETTER</p>	<p>LIVE CLASS LECTURE: Resume & Cover Letter (Career Services)</p> <p>4:00pm-5:30pm: Workshop by Career Services 5:30pm-6:00pm: Group Project Q&A</p>	

		<i>Zoom Link will be provided</i>	
		<p>Read:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Module 8 Readings (TBD) <p>Submit:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draft Resume to your peer reviewer <input type="checkbox"/> Draft Cover Letter to your peer reviewer 	<p>TUESDAY 11:59pm 10/20/20</p>
<p>9 10/20/20</p>	<p>DIVERSITY, EQUITY & INCLUSION PART I</p>	<p>Watch:</p> <ul style="list-style-type: none"> <input type="checkbox"/> M9 Lecture Understanding My Privilege: https://youtu.be/XlRxqC0Sze4 <input type="checkbox"/> Migroaggressions in the Classroom: https://youtu.be/ZahtlxW2CIQ <input type="checkbox"/> Others TBD <p>Read:</p> <ul style="list-style-type: none"> <input type="checkbox"/> https://www.insidehighered.com/advice/2017/08/21/how-graduate-students-can-demonstrate-commitment-diversity-job-interviews-essay <input type="checkbox"/> https://www.pdx.edu/hr/sites/www.pdx.edu.hr/files/Interview%20Questions%20Regarding%20Diversity.pdf <input type="checkbox"/> https://hbr.org/2020/01/5-strategies-for-creating-an-inclusive-workplace <input type="checkbox"/> https://www.healthaffairs.org/doi/10.1377/hblog.20200914.537608/full/ <input type="checkbox"/> https://www.npr.org/2020/09/03/909274979/workplace-diversity-goes-far-past-hiring-how-leaders-can-support-employees-of-color <p>Additional Resources:</p> <ul style="list-style-type: none"> <input type="checkbox"/> https://nmaahc.si.edu/learn/talking-about-race/resources?page=10 <input type="checkbox"/> https://youtu.be/9cEWQJ32nqU 	<p>TUESDAY 11:59pm 10/27/20</p>
		<p>Take:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implicit Bias Tests https://implicit.harvard.edu/implicit/takeatest.html <p>Submit:</p> <ul style="list-style-type: none"> <input type="checkbox"/> QUIZ 3 (modules 5-8) <input type="checkbox"/> 2 minute “elevator speech” to your peer reviewer <input type="checkbox"/> Peer Review Forms (each person will submit TWO forms: one for resume and one for cover letter) 	<p>TUESDAY 11:59pm 10/27/20</p>

10 10/27/20	DIVERSITY, EQUITY & INCLUSION (DEI) PART II	LIVE CLASS GUEST LECTURE & PANEL DISCUSSION 4:00pm-6:00pm <i>Zoom Link will be provided</i>	
		Plan: <input type="checkbox"/> Meet With group on agreed-upon date by 11/03/20 to discuss Group Project (Module 16). Submit: <input type="checkbox"/> Peer Review Form (each reviewer should submit ONE form for Elevator Speech)	TUESDAY 11:59pm 11/03/20
11 11/03/20	INTERNSHIPS & PROFESIONAL DEVELOPMENT	Watch: <input type="checkbox"/> M11 Lectures <input type="checkbox"/> Business Soft Skills Series – Part 4: Career Advancement & Personal Wellbeing (4 videos Total 44 min.) https://www.youtube.com/playlist?list=PL8dPuualjXtMBsfP-IP28IFvfkISqJofM Read: <input type="checkbox"/> M11 Readings <input type="checkbox"/> https://www.cdc.gov/publichealthgateway/professional/index.html <input type="checkbox"/> Others TBD OPTIONAL: Community Health Workers: https://youtu.be/bNgaZuLaDpQ	TUESDAY 11:59pm 11/10/20
		Submit: <input type="checkbox"/> Mid-Semester Peer Evaluation Form	TUESDAY 11:59pm 11/10/20
12 11/10/20	JOB SEARCH & INTERVIEW	LIVE CLASS LECTURE: Job Search & Interview Workshop (Career Services) 4:00pm-6:00pm <i>Zoom Link will be provided</i> Additional Required Videos: <input type="checkbox"/> Business Soft Skills Series – Part II: Finding a Job & Negotiating Your Position (4 videos Total 45 min.) https://www.youtube.com/playlist?list=PL8dPuualjXtMBsfP-IP28IFvfkISqJofM	

		<p>Meet:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Small Groups meet to discuss/finalize slides and report (worth 10 points!) <p>Submit:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Resume Draft 2 – add link to Google doc <input type="checkbox"/> Cover Letter Draft 2 – add link to Google doc <input type="checkbox"/> Draft 1 Linked-In Profile – add link to Google doc 	<p>BY TUESDAY 11:59pm 11/17/20</p>
<p>13 11/17/20</p>	<p>COMMUNITY PARTNERSHIPS & INTER-PROFESSIONAL EDUCATION</p>	<p>Watch:</p> <ul style="list-style-type: none"> <input type="checkbox"/> M13 Lectures <input type="checkbox"/> Making Cross-sector collaboration work http://www.phf.org/resourcestools/Pages/Cross_Sector_Collaboration_Making_Partnerships_Work_for_Your_Community_Archived_Webinar.aspx(2 (1 hour) <input type="checkbox"/> Others TBD <p>Read:</p> <ul style="list-style-type: none"> <input type="checkbox"/> https://cancercontrol.cancer.gov/IS/docs/NCI-ISaaG-Workbook.pdf <input type="checkbox"/> Others TBD <p>Optional:</p> <ul style="list-style-type: none"> <input type="checkbox"/> https://learning.candid.org/training/introduction-to-proposal-writing/ 	<p>TUESDAY 11:59pm 11/24/20</p>
		<p>Submit:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 4: Modules 9-13 Quiz <input type="checkbox"/> Final 2-minute “elevator speech” – share link to Google Drive location 	<p>TUESDAY 11:59pm 11/24/20</p>
<p>14 11/24/20</p>	<p>ON-THE-JOB CHALLENGES & OPPORTUNITIES</p>	<p>Watch:</p> <ul style="list-style-type: none"> <input type="checkbox"/> M14 Recorded Lecture <input type="checkbox"/> Business Soft Skills Series – Part 3: Working Alone & With a Team (4 videos Total 55 min.) https://www.youtube.com/playlist?list=PL8dPuualjXtMBsfP-IP28IFvfkISqJofM <input type="checkbox"/> Others TBD 	<p>TUESDAY 11:59pm 12/01/20</p>
		<p>Submit:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Final Resume – share link to Google Doc <input type="checkbox"/> Final Cover Letter – share link to Google Doc <input type="checkbox"/> Final Linked-In Profile – share link to Google Doc 	<p>TUESDAY 11:59pm 12/01/20 (Group 1) 12/08/20 (Group 2)</p>
<p>15 12/01/20</p>	<p>SEMESTER TAKEAWAYS & KEYS FOR SUCCESS</p>	<p>Watch:</p> <ul style="list-style-type: none"> <input type="checkbox"/> M15 Lecture <input type="checkbox"/> Others TBD 	<p>TUESDAY 11:59pm 12/08//20</p>
		<p>Work on your group project!</p>	

16 12/08/20	GROUP PRESENTATIONS (GROUP 1)	LIVE CLASS: Group 1 Presentations 4:00pm-6:00pm <i>Zoom Link will be provided</i>	
		Submit: <input type="checkbox"/> End-of-Semester Peer Review <input type="checkbox"/> Journal #4: End of Semester Course Evaluation	TUESDAY 11:59pm 12/15/20
17 12/15/20	GROUP PRESENTATIONS (GROUP 2)	LIVE CLASS: Group 2 Presentations 4:00pm-6:00pm <i>Zoom Link will be provided</i>	