PubH 6135-001 Job Search Strategies and Career Professional Development
Spring 2019

As of January 15, 2019

Credits:	1
Meeting Days:	Tuesday
Meeting Time:	2:30pm – 4:10pm
Meeting Place:	1250
Instructor:	Vic Massaglia, M.A. Director, Career & Professional Development, School of Public Health
Office Address:	395A Mayo
Office Phone:	612-626-5443
E-mail:	victorm@umn.edu
Office Hours:	Send an email to the instructor to schedule an appointment or visit the SPHere on Fridays between 9:00am to 12:00pm.

I. Course Description

This course is intended for students who are interested in learning how to develop a meaningful career in Public Health and related fields. Students will learn skills that they can apply to finding an Applied Practice Experience or internship, and to finding employment. The skills include the following: assessing self-awareness/strengths, researching job/internships and employers, relationship-building (networking), interviewing, self-marketing (e.g. resumes, cover letters), identification of professional goals, and professionalism in the workplace. The focus is primarily non-academic careers but some class content and work may also apply to academic job searches and careers.

II. Course Prerequisites

Students enrolled in the School of Public Health.

III. Course Goals and Objectives

By the end of this course students will be able to do the following:

- Identify public health competencies they aim to strengthen within professional settings
- Identify and articulate their strengths as relates to their career interests and goals
- Apply written, oral, and online communication skills to professional development
- Research employers to identify meaningful career options
- Apply the fundamentals of career networking to identify meaningful career options
- Learn how to interview for an Applied Practice Experience, internship, and/or job
- Apply the fundamentals of career preparation, including how to do the following:
  - Develop a resume
  - Write a cover letter
  - Write a follow-up letter
- Identify professional goals and objectives, and assess skills based off of career goals
- Create an individual career development plan
- Learn about professionalism in the workplace

IV. Methods of Instruction and Work Expectations

The course will be taught through a combination of lectures, class discussions, workshops, in-class activities, and assignments. Students are expected to attend all classes, and participate in all of these activities. By the end of the semester, each student will have created a career development plan, which may include a resume, cover letter, LinkedIn profile, strategy for finding employment, and which highlights strengths. Students will apply their skills to finding a field experience for the summer, internship, or job.

A grade of S depends on the following:

- Attendance at all of the classes, except in cases of unavoidable or legitimate circumstances (see U of M policies described later) (25%)
- Satisfactory participation in all in-class activities and outside activities (25%)
- Satisfactory completion of class assignments (including any revisions to materials submitted for feedback) (25%)
- Satisfactory completion of a career development plan and portfolio (25%)

V. Course Text and Readings

Both materials are located in the course folder.

How to PLAY to Your Strengths. L.M. Roberts et al. Harvard Business Review. Vol 83, Issue 1, pp. 74-80 (2005).

SPH Career & Professional Development Center Career Guide.

VI. Course Outline/Weekly Schedule

Week 1: Tuesday, January 22	Introductions, review syllabus, co-create class expectations, and define career development and the process.
	Bring the following assessment self-assessment results to class (please complete before first class). These free assessments can be found at: ● VIA Character Strengths Test (if you have taken the StrengthsFinder assessment, feel free to also bring in your top five strengths) ● 16 Personalities Test (your four-letters) ● Mind Essential "What Are Your Values?" (identify your top five values and list them in order) ● Skills Identification & Activities Read: *How to PLAY to Your Strengths*. L.M. Roberts et al. Harvard Business Review. Vol 83, Issue 1, pp. 74-80 (2005). Available online through University Libraries.
Week 2: Tuesday, January 29	Applied Practice Overview/Public Health Competencies (ASPPH Core Competency Model) review and Blue Ribbon Employers Advisory Board Report – ASPPH)
	Job Search Strategy: How people find work. (Career Development Guide, pg. 5)
	Resumes/CV (Career Development Guide, pg.15-22)
	Bring a copy of your current resume and a job posting (job or internship/applied practice possibility) for a position that interests you and for which you are, or will be soon, qualified.
	Cover Letters (Career Development Guide, pg.32-35)
	In class-activity: Review revised resumes and cover letters for specific jobs or field placements in class based on checklist guidelines.
Week 3: Tuesday, February 5	Due: Bring in "final" draft of resume, cover letter, and a reference list (with job description).
	Networking (Career Development Guide, pg.37-46) ● Definition of Networking ● Informational Interviewing ● Tips for Introverts ● Linkedin ● Bumper Sticker Networking Events ● Career Connect ● Hennepin Visit ● Conferences Informational Interview Resource Sample Questions

Week 4: Tuesday, February12	Interviewing Skills
	Interviewing and thank you letter follow-up. (Career Development Guide, pg. 34-35)
	In-class activity: Mock interview
Week 5: Tuesday, February 19	No class – informational interview with one or more individuals
Week 6: Tuesday, February 26	Interviewing Skills Wrap-up
	Due: Practice interviewing on Interview Stream. Discuss your experience with Interview Stream.
	Due: One page summary of your experience conducting an informational interview.
	Review individual development plan template. SMART goals.
	Alumni Panel
Week 7: Tuesday, March 5	Due: Individual Development Plan
	Course wrap-up

Upcoming Due Dates

Tuesday, January 22	Self assessment material.
Tuesday, January 29	Rough draft of resume and a job posting.
Tuesday, February 5	Final draft of resume, cover letter, and list of references.
Tuesday, February 26	Prepare to discuss your experience with Interview Stream and bring a one page summary of your informational interview experience.
Tuesday, March 5	Individual Development Plan

VII. Evaluation and Grading

S/N only.

A grade of S depends on the following:

- Attendance at all of the classes, except in cases of unavoidable or legitimate circumstances (see U of M policies described later). (25%)
- Satisfactory participation in all in-class activities and outside activities (25%)
- Satisfactory completion of class assignments (including any revisions to materials submitted for feedback) (25%)
- Satisfactory completion of a career development plan and portfolio (25%)

  For additional information, please refer to:
  http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

  Course Evaluation
  The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

  Incomplete Contracts
  A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

  University of Minnesota Uniform Grading and Transcript Policy
  A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

  Grade Option Change (if applicable):
  For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

  Course Withdrawal:
  Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code:
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected to adhere to the Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:
http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:
http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty:
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:
http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:
http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:
http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials:
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom

community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Sexual Harassment:
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action:
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

The Office of Student Affairs at the University of Minnesota:
The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.
Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

Academic Freedom and Responsibility: *for courses that do <u>not</u> involve students in research:*
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

OR:

Academic Freedom and Responsibility, for courses that involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

Student Academic Success Services (SASS): http://www.sass.umn.edu:
Students who wish to improve their academic performance may find assistance from Student Academic Support Services.   While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.