

**PubH 6100-002 Topics in Public Health:
Career and Professional Development in Public Health
Spring 2017**

Credits:	1
Meeting Days:	Tuesdays and Thursdays
Meeting Time:	5:00-5:50pm
Meeting Place:	1155 Mayo
Instructor:	Elizabeth V. Wattenberg, Ph.D. Associate Professor, Division of Environmental Health Sciences, School of Public Health
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Office Phone:	612-626-0184
Email:	watte004@umn.edu
Instructor:	Megan Gallert, MA Employer Relations/Field Experience, Career & Professional Development Center. School of Public Health
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E-mail:	meganlaf@umn.edu
Office Hours:	Send an e-mail message to the instructor to schedule an appointment

I. Course Description

This course is intended for students who are interested in learning how to develop a meaningful career in Public Health. Students will learn the fundamentals of the following: self-awareness/strengths, job/field experience and employer research, 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 job searches but some class content and work may be targeted to academic search and careers. Students will learn skills that they can apply to find a field experience for the summer, and to find employment in the future.

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 and articulate their strengths as relates to their career interests and goals
- Research employers
- Apply the fundamentals of career networking
- Learn how to interview for an internship, field experience, 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 completion of class assignments and activities (including any revisions to materials submitted for feedback) (45%)
- Satisfactory completion of a career development plan and portfolio (30%)

V. Course Text and Readings

The SPH Career & Professional Development Center Career Guide. Directions for downloading this document will be given in class.

Additional resources will be provided in class.

VI. Course Outline/Weekly Schedule

<p>Week 1: Tuesday, January 17</p>	<p>Create ground-rules for course; Discuss role of active learning in course; Self-assessment: Skills, Values and Strengths.</p> <p>Prior to first class: Complete skills/values assessment and bring results of assessment to first-day of class. Skills and values assessment can be found at: http://assets.cce.umn.edu/cardsort/skills/ and http://assets.cce.umn.edu/cardsort/values/. If have results of StrengthsFinder assessment, please bring that assessment. If you don't have the results or prefer to take another assessment, please take the free Character Strengths assessment found at: https://www.viacharacter.org/Survey/Account/Register.</p>
<p>Week 1: Thursday, January 19</p>	<p>Career Development Overview; Skills, Values and "What is your Why?" activities.</p>
<p>Week 2: Tuesday, January 24</p>	<p>Resumes/CV (Career Guide pg. 1-6; 10-11).</p> <p>Bring a copy of your current resume and a job posting (job or internship/field experience possibility) for a position that interests you and for which you are, or will be soon, qualified to class. Utilize Job search resources to find internship/field experience opportunity (Career Guide, pg. 13). Information on how to access career guide will be provided on Moodle.</p> <p>Outside of class: Rough draft resume/cover letter based off of chosen job description due on Friday, January 27; will meet with a Career Counselor to have resume and cover letter reviewed (more instructions on how to schedule appointment with a Career Counselor will be provided on Moodle). Final resume/cover letter due February 7.</p>
<p>Week 2: Thursday, January 26</p>	<p>Cover Letters</p> <p>In class-activity: Peer review of resumes and cover letters for specific jobs or field placements in class based on check-list guidelines found in Career Guide.</p> <p>Outside of class: Rough draft resume/cover letter based off of chosen job description due on Friday, January 27. Final resume/CL due February 7.</p>
<p>Week 3: Tuesday, January 31</p>	<p>Networking (informational interviews), employer research, review informational interview questions. Networking for introverts. Employer research activity in-class. In-class activity: Mock informational interview</p> <p>Outside of class: Identify person to conduct informational interview by February 2. Continue working on resume/cover letter. Final revision due February 7</p> <p>Additional resource: Roadtrip Nation: http://roadtripnation.com/explore/index view informational interview highlights or full interviews with individuals from a variety of career backgrounds and interests.</p>
<p>Week 3: Thursday, February 2</p>	<p>LinkedIn guest speaker, strategies for finding field experience, fellowships and jobs through relationships and networking (continued).</p> <p>Outside of class: Continue working on resume/cover letter. Final revision due February 7. Informational interview reflection due Monday, February 13.</p>

Week 4: Tuesday, February 7	<p>Interviewing and thank you letter follow-up (Career Guide, pg. 34-35).</p> <p>Additional resource: Practice interview on InterviewStream in future and provide self-feedback. Information on how-to access InterviewStream will be provided on Moodle.</p> <p>Outside of class: Informational interview reflection due Monday, February 13.</p>
Week 4: Thursday, February 9	<p>Professionalism in the workplace.</p> <p>Outside of class: Informational interview reflection due Monday, February 13.</p>
Week 5: Tuesday, February 14	<p>No class – work on Individual Development Plan Due February 23. Office hours held during class.</p>
Week 5: Thursday, February 16	<p>No class – work on Individual Development Plan Due February 23. Office hours held during class.</p> <p>Additional Resource: Attend Career Connect, February 16 2:30-4:00 PM (student registration to open January 17, 2017). Do not have to attend the entire event. Event sponsored by the Career & Professional Development Center.</p>
Week 6: Tuesday, February 21	<p>SMART goals, Public Health Competencies.</p> <p>Outside of class: Work on Individual Development Plans due Thursday, February 23.</p>
Week 6: Thursday, February 23	<p>Individual Development Plan due</p> <p>Group activity: sharing individual development plans</p>
Week 7: Tuesday, February 28	<p>Group activity: sharing individual development plans.</p>
Week 7: Thursday, March 2	<p>First-part of class: Questions and Answers on any topics not covered in course.</p> <p>For those interested in field experience, stay for the remainder of class to discuss Field Experience resources (e.g. the Field Experience Assessment Tool) and view the required on-line learning agreement.</p> <p>Outside of class: Complete FEAT assessment.</p>

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 CourseEval: www.sph.umn.edu/courseeval. 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 adhere to 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: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.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 not 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.

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