

**HP/W 430 - Advanced Practicum in Health Promotion - Community Agencies  
Fall 2020**

**Tuesday, 12:00 – 2:00 p.m.  
Room 650 Albertson Hall (ALB)**

**Instructor:** Terry Aittama  
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**Course Description:** Students engage in practical experience as a pre-professional in a community health promotion setting to utilize skills and knowledge acquired in previous courses. The instructor assists students with placement in a community agency and works with the student and practicum supervisor to design projects, establish goals and ensure that the student has a meaningful experience. This practicum is designed to further develop skills in program planning, implementation, promotion and evaluation, oral and written communication, collaboration and networking. The student submits weekly log sheets that include a description of work completed and the amount of time spent each week on practicum work. During weekly meetings, students report on progress with programs and projects and present the steps involved in solving community health problems utilizing the Community Toolbox as a resource. 3 credits.

**Course Materials and Canvas:** Canvas is used as a course management tool in this class. Log sheets must be submitted in Canvas each week and the grade book is used to record points earned throughout the semester. Course materials and assignments are also posted in Canvas.

**Learning Outcomes:**

Upon completion of HP/W 430, students will:

- Gain experience in a community health promotion setting to include most, but not necessarily all, of the following skills:
  - effective program planning, implementation and evaluation
  - marketing and promotion
  - oral and written communication
  - research
- Increase awareness of community resources and the importance of collaboration in community work
- Demonstrate the ability to work as part of a team and be accountable for specific tasks
- Explore potential career opportunities and various roles in community settings
- Define Social Determinants of Health and explore the relationship between SDOH and their work as future health promotion professionals
- Demonstrate awareness of diversity and inclusivity within the work setting and work respectfully with all people at all times
- Demonstrate competence in utilizing a collaborative approach to solving complex community health issues utilizing the Community Toolbox to develop presentations that are shared with the class.

**Professionalism:** As students in the College of Professional Studies, you are earning a degree that prepares you to enter the workforce as a professional. The classroom can and should be a training ground for learning and practicing professional behaviors. The values and attitudes that make you a successful student transfer to the workplace and are highly valued by employers. These values and attitudes include:

1. Commitment to excellence
2. Honesty and integrity
3. Respect
4. Accountability
5. Compassion

As a class, you will engage in an exercise that allows you to define specific classroom behaviors that you all agree to, that reflect these values and attitudes. We will adopt these values, attitudes and behaviors to develop a culture of professionalism in HPW 430.

### **Lecture materials and recordings**

Lecture materials and recordings for HPW 430, Community Practicum, are protected intellectual property at UW-Stevens Point. Students in this course may use the materials recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

### **Face Coverings:**

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

### **Other Guidance:**

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
  - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

### **Care Team**

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff

are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

### **Title IX**

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. Dean of Students: <https://www.uwsp.edu/DOS/sexualassault> Title IX page: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx>

### **Disability and Accommodations**

In accordance with [federal law and UW System policies](#), UWSP strives to make all learning experiences as accessible as possible. If you need accommodations for a disability (including mental health, chronic or temporary medical conditions), please visit with the [Disability and Assistive Technology Center](#) to determine reasonable accommodations and notify faculty. After notification, please discuss your accommodations with me so that they may be implemented in a timely fashion. **DATC contact info:** [datctr@uwsp.edu](mailto:datctr@uwsp.edu); 715/346-3365; 609 Albertson Hall, 900 Reserve Street

### **FERPA**

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

### **Academic Integrity**

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic

misconduct does not exempt responsibility from engaging in it. For more information on UWS chapter 14 visit: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

**Copyright infringement** is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

### **Reporting Incidents of Bias/Hate**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups. If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>. You may also contact the Office of the Dean of Students directly at [dos@uwsp.edu](mailto:dos@uwsp.edu). Diversity and College Access is available for resources and support of all students: <https://www.uwsp.edu/dca/Pages/default.aspx>.

### **Clery Act**

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1<sup>st</sup> in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

The **Drug Free Schools and Communities Act** (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

### **Course Requirements and Assignments:**

1. **Attendance and Participation** - For optimal learning to occur in this course you will need to attend class and participate. Therefore, please be prepared to engage in weekly class sessions, ask questions, share experiences, contribute to discussion, participate with an open mind and challenge yourself.

2. A minimum of 80 hours of experiential learning work at an approved community site is required. Your supervisor will provide a thorough evaluation of your work and professionalism.

3. Weekly log sheets - Record the number of hours worked per week, cumulative semester hours, and progress on projects and assigned tasks. *Do not record class meetings on log sheets. **Log sheets must be submitted in Canvas by 11:59 p.m. each Sunday for work completed the week before.** There are 12 log sheet submissions, labeled by due date. Please submit only one log sheet per week, on the correct date. Submit a log sheet for all 12 weeks, even if you didn't have work to record that week. Simply state, "no hours completed this week" on the log sheet. If you begin accumulating hours before the week the first log sheet is due, include all hours worked to date on the first log sheet.*

4. Practicum binder - Develop a course binder that contains an accumulation of all materials created and utilized during the practicum experience. Examples include:

- Program planning and implementation materials
- Marketing and promotion samples – flyers, brochures, newsletter articles, etc.
- Meeting agendas, planning checklists, etc.
- Program evaluations

**Binders can be submitted in hard copy during class or electronically to Canvas by the due date designated on the course calendar.**

5. Reflection paper: Write a one-page paper about your practicum experience to include the following: your honest thoughts about what you learned from your practicum experience, concerns you had about your placement/experience, suggestions for improvement and your success stories about things that went really well. Please do not describe what you did in great detail as you report this in your log sheets and your self-evaluation. Submit your reflection paper in Canvas by the due date indicated on the course calendar.

6. Self-evaluation: Complete the student self-evaluation found in Canvas and submit in Canvas by the due date indicated on the course calendar.

7. Presentations on the collaborative community health model used by the mock coalition formed in class. Assignment descriptions and details are in Canvas. **Submit the Power Point for your presentation in Canvas prior to class on the day of your presentation.**

## Grading

Log Sheets – 10 points each, 12 weeks	120 points
Work Hours (Must accumulate 80+ hours of work)	100 points

Quality of Work (supervisor evaluation)	300 points
Binder	30 points
Reflection paper	25 points
Self-Evaluation	25 points
Community Health Model Presentations	100 points
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TOTAL	700 points

**Grading Scale:**

96-100% = A  
 90- 95% = A-  
 86- 89% = B+  
 84- 85% = B

80- 83% = B-  
 76- 79% = C+  
 74- 75% = C

**HPW 430 Tentative Course Calendar  
 Fall 2020**

Date	Topic/Assignments
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9/8	Course Introduction/Syllabus Review/Professionalism Review of practicum placement and expectations – placement ideas posted in Canvas Email guidelines – document posted in Canvas
9/15	Community placement and scheduling meetings with supervisors Community health model overview and assignments – Intro to Community Toolbox
9/22	Building Community and Creating Values/Culture Sign up for 5-10 minute community building activity (CBA)
9/29	Discussion: Covid-19 and Community Health
10/6	Updates and CBA Social Determinants of Health Activity: 2017 Portage County Life Report, Local Indicators for Excellence
10/13	Updates and CBA Social Determinants of Health /Life Report Activity Continued
10/20	Updates and CBA Presentation – Assessing Community Needs and Resources
10/27	Updates and CBA Presentation – Coalition Building: Starting a Coalition
11/3	Updates and CBA Presentation – Cultural Competence in a Multicultural World
11/10	Updates and CBA Presentation – An Overview of Strategic Planning or “VMOSA”
11/17	Updates and CBA Presentation – The Adoption and Use of Best Practice
11/24	Updates Presentation – Evaluating Community Programs and Initiatives
12/1	Updates Presentation – Asset Based Community Development <b>Binders due in class in hard copy or in Canvas electronically</b>
12/8	Course wrap up and evaluations <b>Reflection paper due in Canvas</b> <b>Self-evaluation due in Canvas</b>

**This syllabus and course calendar are tentative and subject to change at the discretion of the instructor. Students will be notified if changes occur.**