HEAL 495: Capstone Seminar

Spring, 2013
1 credit

COLLEGE OF CHARLESTON
COURSE SYLLABUS

Time and Location: 11:00-11:50 PM (Wednesday)
Room 409, Silcox Physical Education and Health Center

Instructors: (1) Olivia M. Thompson, Ph.D., M.P.H.
(2) Susan E. Balinsky, Dr.P.H., M.S., C.H.E.S.
(3) Matthew J. Page, Ph.D., M.P.P.
(4) Andrea L. DeMaria, Ph.D., M.S.

Office Hours: Monday and Wednesday (3:00-5:30 PM), and by appointment

Office Location: Room 310, Silcox Physical Education and Health Center

Contact Information: Phone: (843) 953.6752
Fax: (843) 953.6757
E-mail: ThompsonOM@cofc.edu

Prerequisites: Permission of instructor


Course Description: This course will serve as the capstone to the student’s educational experience. The student will be provided with opportunities to integrate, synthesize, and apply knowledge as developed through his or her public health program of study. The student is eligible to complete this course during his or her senior year, concurrently or after completing the internship or independent study requirement.

Required Textbook: None
Overarching Learning Objective:

1. Upon completion of this course, the student will be able to demonstrate synthesis and advanced accomplishment of public health science through the application of knowledge, skills, and responsibilities.

Public Health Competency Addressed:

1. Synthesize interdisciplinary approaches to the analysis of national and global determinants of health and disease as well as interventions to eliminate or control diseases and other health impairing conditions.

Grading Requirements: Specific information about the grading criteria for each component will be distributed with the assignment. The relative weight of each course component is as follows:

- 30% Course Participation
- 10% Cover Letter/Resume
- 20% Writing Assignment #1
- 20% Writing Assignment #2
- 20% Oral Presentation

100%

Grading Scale:

- 900 - 1000 = A 90-100%
- 880 - 899 = A- 88-89%
- 850 - 879 = B+ 85-87%
- 800 - 849 = B 80-84%
- 780 - 799 = B- 78-79%
- 750 - 779 = C+ 75-77%
- 700 - 749 = C 70-74%
- 680 - 699 = C- 68-69%
- 660 - 679 = D+ 66-67%
- 640 - 659 = D 64-65%
- 620 - 639 = D- 62-63%
- <620 = F < 62%
Class Expectations:

1. Active participation by each student is demonstrated by his/her attendance as well as oral contributions to class discussions. Therefore, students must read all assignments BEFORE class.

2. All assignments (written and oral) should reflect knowledge, current research in the field and its application, appropriate use of technology, and creativeness. **ALL work must be completed individually unless a group project is specifically assigned.**

3. All written assignments should be typed and double spaced (12-point font), grammatically correct and presented on time. Late papers are only accepted due to extenuating circumstances that the professor determines.

4. Cell phones are to be turned OFF before entering the classroom. All electronic devices must be kept in book bags or out of sight during class. Texting during class is NOT permitted during class at any time. Any electronic device that is visible during an exam will result in an Honor Code violation.

5. Students with documented special needs must meet with me to determine what accommodations are required to successfully complete the course requirements. However, any student who needs special assistance is encouraged to meet with me during office hours. I want all of you to be successful in my class and I am here to help you.

6. Out of respect to the professor, your classmates, and the academic integrity of the College of Charleston, appropriate attire must be worn at all times and cover the private areas of your body. You are expected to conform to the College’s code of conduct at all times. Thus, any behavior or attire that detracts from learning will result in your immediate dismissal from the classroom.
Description of Assignments:

Cover Letter and Resume
Submit a current resume highlighting your college activities. Evaluation will be based on: Visual Impact, Format, Contact information, Education, Experience, Honors/Activities/Skills, Power Word usage, Writing Mechanics, and the Cover Letter. Please submit your Cover Letter and Resume Assignment in class on 1/30/2013 and in the course Dropbox by midnight on 1/30/2013.

A rubric will be provided.

Writing Assignment #1
Students will be asked to write a short paper discussing what they have learned during their time in the public health program and how they will apply this to their future in the field. It is intended that this paper eventually serve one of two purposes: (1) as a template for a personal statement for graduate school applications; (2) as the basis for a cover letter to be used in job applications. This paper must be two pages in length, double-spaced, using 1” margins. The paper must be typed using 12-point Times New Roman or Arial font. Further instructions and guidelines will be provided in class on 2/06/2013. Please submit Writing Assignment #1 in the course Dropbox by midnight on 2/13/2013.

Writing Assignment #2
After engaging in a series of writing workshops, students will be rewriting, restructuring, and editing Writing Assignment #1. Students will be assessed on their ability to apply the theories and practices discussed in the writing workshops. Further instructions and guidelines will be provided. Please submit Writing Assignment #2 in the course Dropbox by midnight on 4/03/2013.

Oral Presentation
The student will give a formal oral presentation to fellow capstone seminar students and available faculty based on their independent study or internship and practicum experience courses (HEAL 401 or HEAL 403). The presentation will conform to the format of a presentation delivered at the annual meetings of the American Public Health Association (APHA), and will be approximately 5 minutes in length and delivered on 4/24/2013 and 4/27/2013.

Specifically, the presentation should consist of the following components:
1. Introduction to the problem or issue
2. Explanation of the methods used to research the topic
3. Summary of the results or findings
4. Conclusions as to the public health implications of the results
5. Recommendations for practical applications or further research
### Assignment Evaluation Scale:

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<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>...........................300</td>
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<tr>
<td>Resume</td>
<td>................................100</td>
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<tr>
<td>Writing Assignment #1</td>
<td>.......................200</td>
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<tr>
<td>Writing Assignment #2</td>
<td>.................200</td>
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<tr>
<td>Oral Presentation</td>
<td>................................200</td>
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**Total.........................................1000**
THIS SCHEDULE IS FLEXIBLE AND MAY CHANGE AS THE SEMESTER PROGRESSES OR ACCORDING TO STUDENT NEED/ENROLLMENT

COURSE OUTLINE

<table>
<thead>
<tr>
<th>DATE</th>
<th>SEMINAR ACTIVITY</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>1/09</td>
<td>Course Introduction</td>
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<td>1/16</td>
<td>Career Center Presentation</td>
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<td>1/23</td>
<td>Cover Letter &amp; Resume Review/Guidance</td>
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<td>1/30</td>
<td>CHES Review and Mock Interviews</td>
<td>Draft Cover Letter &amp; Resume</td>
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**PART 2: APPLYING WHAT YOU HAVE LEARNED IN THE PUBLIC HEALTH PROGRAM**

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<th>DATE</th>
<th>SEMINAR ACTIVITY</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>2/06</td>
<td>What To Do Now?; Discussing Writing Assignment #1</td>
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<tr>
<td>2/13</td>
<td>“Public Health in the Real World”</td>
<td>Writing Assignment #1</td>
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<tr>
<td>2/20</td>
<td>Pursuing the Paths You Have Chosen</td>
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<td>2/27</td>
<td>Panel Discussion</td>
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**PART 3: PROMOTING OUTSTANDING WRITING FOR EDUCATION AND RESEARCH**

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<th>DATE</th>
<th>SEMINAR ACTIVITY</th>
<th>ASSIGNMENTS DUE</th>
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<tr>
<td>3/06</td>
<td>No Class: Spring Break!</td>
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<tr>
<td>3/13</td>
<td>Writing Workshop: Clarity</td>
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<tr>
<td>3/20</td>
<td>Writing Workshop: Organization /Grammar</td>
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<tr>
<td>3/27</td>
<td>Writing Workshop: Proofreading/Editing</td>
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**PART 4: ORAL PRESENTATIONS: PREPARING FOR PROFESSIONAL AUDIENCES IN PUBLIC HEALTH**

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<th>DATE</th>
<th>SEMINAR ACTIVITY</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>4/03</td>
<td>Presentation Review/Guidance</td>
<td>Writing Assignment #2</td>
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<td>4/10</td>
<td>Panel Discussion</td>
<td>Draft Presentation Slides</td>
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<td>4/17</td>
<td>Oral Presentations</td>
<td>Oral Presentation</td>
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<tr>
<td>4/24</td>
<td>Oral Presentations</td>
<td>Oral Presentation</td>
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**Make-Up Activities:** Make-up activities will be given at the discretion of the professor and are decided upon individually. If there is an emergency or you are ill the day of an exam, it is your responsibility to get in touch with me as soon as possible. According to the College Bulletin, it is in your best interest to contact the Dean of Students and bring documentation in the case of an emergency or prolonged illness.

**Attendance:** Students are expected to attend class every day and have all reading materials completed so that he or she can contribute fully to class discussions. *Your attendance is REQUIRED. Students who have four unexcused absences will be withdrawn from the course.*

**Honor Code:** Each student is required to complete the various assignments individually unless it is noted otherwise in the syllabus. Please see the current Student Handbook - (Academic Honor System) for a description of the College's Honor System, which will be enforced in this class.

**ADA Policy:** The College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act that stipulates no student shall be denied access to an education solely by reason of a handicap. Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services, (843) 953-1431 or me so that such accommodation may be arranged.