Instructor: Chelsea L. Demarest, MPH

Office: Room 222, Silcox Physical Education and Health Center

E-mail: DEMARESTCL@COFC.EDU
*All emails must include “HEALTH_230” in the subject line.
*Emails with an incorrect subject line will NOT be answered.

Phone: (843) 953-6094

Course Meeting Time:
Days: Monday
Time: 4:00-5:15
Location: PCTR
Room: 409

Office Hours: Tuesday & Thursday 2:00-3:45PM
*Or by appointment

Course Catalog Description

This seminar will use case studies and research articles to apply the competencies and sub-competencies associated with the entry-level CHES certification exam. Students will meet once a week for one hour.

Pre-or co-requisites: HEAL 395, HEAL 460

Course Materials

- Readings and materials as assigned.
• **OAKS:** I will use OAKS to post lectures, announcements, additional required readings, articles, assignment instructions, rubrics, and grades. Please plan to check your account regularly.

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**Student Learning Outcomes:**
- Students will research an assigned public health professional development topic, as assigned by me. They will build and develop 20-minute informative and evidence-based oral presentation. All students are expected to receive at least a 75% on this assignment.
- Students will prepare a high quality resume and cover letter, and personal statement, to be used to secure post-graduate employment and/or entrance into a graduate/professional academic program. All students are expected to receive at least a 75% on this assignment.
- Students will design and execute a robust LinkedIn social media page to be used to build a professional social network. All students are expected to receive at least a 75% on this assignment.

**Overarching Learning Objective:** 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.

**CEPH Competency Addressed:** 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.

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**Evaluation**

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Personal Statement Writing Assignment</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Resume</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Professional Statement &amp; Networking</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td></td>
<td>100</td>
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<tr>
<td>Book Report</td>
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<td>100</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>500</strong></td>
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**Attendance/Participation:** Attendance and participation are the first requirements for successful completion of this course and the means to receive optimal benefit for your time. Students must be in attendance (on time to class) and actively engage during the class period. For each missed class period, five points will be deducted from the final total points. Each student is allowed to miss one class period without penalty to their grade. Classroom doors will be shut and locked two minutes after class starts. If you enter class after the door has shut you will be counted as absent.

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**Assignment and Exam Descriptions**
Meet and Greet Assignment
Your meet and greet assignment is due by Friday January 29th at Noon. It is your responsibility to come by during office hours or schedule an appointment outside of office hours to meet. If you would like to schedule an appointment to meet outside of office hours please email me with the dates and times you are free this week. Your meet and greet should take no longer than ten minutes. If you do not complete your office hours meet and greet assignment by the due date you will have twenty points deducted from your total points.

Personal Statement Writing Assignment (100 points)
After engaging in a series of writing workshops, 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; and (2) as a writing sample to be submitted in conjunction with job applications. The paper must follow the Format Standards for Written Work. Further instructions and guidelines will be provided in class.

Resume (100 points)
After engaging in a series of professional development workshops, students will be asked to submit a current resume highlighting their academic, professional, and personal achievements. The resume must follow the Format Standards for Written Work. Further instructions and guidelines will be provided in class.

Professional Statement & Networking (100 points)
This assignment will involve distilling the information included in your resume, cover letter, and writing assignment into a pithy professional statement summarizing what you have done and what you plan to do in the field of public health. This statement must be less than or equal to 200 words in length and must follow the Format Standards for Written Work. Your statement must also include a “professional headshot.” In addition to this written statement, students will be required to create (or update) a LinkedIn page to use for professional networking. Further instructions and guidelines will be provided in class. With permission of the relevant students, the top five (or so) statements may be placed on the Public Health Web page and/or Public Health Facebook page and submitted to the Marketing Department at the College of Charleston for use in spreading the word about our Public Health Program.

Oral Presentation (100 points)
Students will work in small groups (assigned on OAKS) to give a formal oral presentation based on topics determined by Ms. Demarest. Presentations should be between 18-20 minutes on the assigned topic. All group members must be dressed in business casual attire. Please review the videos on OAKS that review business casual.

Book Report (100 Points)
Students will be required to read two professional development books included in the list below.

Professional Development
Pick one book from this list:
- Nice Girls Still Don’t Get the Corner Office (Lois P. Frankel)
- The Confidence Code (Katy Kay and Claire Shipman)
- Lean In (Sheryl Sandberg)
- How to Win Friends and Include People (Dale Carnegie)
- The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change (Stephen Covey)
- Drive: The Surprising Truth about What Motivates Us (Daniel H. Pink)
- Quiet: The Power of Introverts in a World that Can’t Stop Talking (Susan Cain)

Etiquette:
All students must read:
- The Etiquette Advantage in Business, Third Edition: Personal Skills for Professional Success (Peter Post)

After reading both books. Students are asked to write a one page report on each book. The report should discuss how the information in the book can be applied to help further your personal and professional development.

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### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>A-</td>
<td>88-89</td>
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<tr>
<td>B+</td>
<td>85-87</td>
</tr>
<tr>
<td>B.</td>
<td>80-84</td>
</tr>
<tr>
<td>B-</td>
<td>78-79</td>
</tr>
<tr>
<td>C+</td>
<td>75-77</td>
</tr>
<tr>
<td>C</td>
<td>70-74</td>
</tr>
<tr>
<td>C-</td>
<td>68-69</td>
</tr>
<tr>
<td>D+</td>
<td>66-67</td>
</tr>
<tr>
<td>D</td>
<td>64-65</td>
</tr>
<tr>
<td>D-</td>
<td>62-63</td>
</tr>
<tr>
<td>F</td>
<td>Less than 62</td>
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</tbody>
</table>

I adhere to the following descriptions of grade achievements:
- Grade A+, A, A-: Denotes excellent mastery of the subject and outstanding scholarship (far above class average).
- Grade B+, B, B-: Denotes good mastery of the subject and good scholarship (above class average).
- Grade C+, C, C-: Denotes acceptable mastery of the subject and usual achievement expected (at the class average).
- Grade D+, D, D-: Denotes borderline understanding of the subject, marginal performance, and does not represent satisfactory progress toward a degree (below the class average).
- Grade F: Denotes failure to understand the subject and unsatisfactory performance (far below the class average).

### Grading Criteria
The following characteristics will be assessed when grading written work:

- Accuracy of content
- Evidence of strategic, in-depth thinking and analysis, especially related to Public Health principles
- Mechanics (e.g., grammar, spelling, punctuation)
- Organization of ideas and writing quality
- Conformance to standards covered in class and assignment instructions
- Creativity
- Professional appearance

Format Standards for Written Work

Follow these guidelines in order to avoid point deductions on written assignments.

- Submit work in black ink, and use double-space unless otherwise noted. Use 1–inch margins, and 12-point typeface (Times New Roman or Arial).
- Use page numbers if more than one page.
- Do not use a detailed header. Your first and last name on the first page of the document is sufficient.
- Edit and proofread all work. Do not solely rely on spell and grammar check.
- Always keep a copy of your work.
- References are required in work that includes citations, quotes, or other people’s ideas. APA (American Psychological Association) referencing preferred: http://www.apastyle.org.

Center for Student Learning: I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Activity</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1/11</td>
<td>Course Introduction</td>
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<tr>
<td>1/25</td>
<td>Writing with Clarity</td>
<td>Personal Statement Draft</td>
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<tr>
<td>2/1</td>
<td>Organization and Grammar</td>
<td></td>
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<tr>
<td>2/8</td>
<td>Proofreading and Editing</td>
<td></td>
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<tr>
<td>2/15</td>
<td>Developing a Resume</td>
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<tr>
<td>2/22</td>
<td>Business Etiquette and Interview Strategies</td>
<td>Personal Statement Final Due</td>
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<tr>
<td>2/29</td>
<td>Networking Activity and Class Potluck</td>
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<tr>
<td>3/14</td>
<td>Seeking Letters of Recommendation and References</td>
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<td></td>
<td>Professional Statements</td>
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Tentative Course Calendar
**Classroom Respect:** In order to facilitate a classroom conducive for learning, students must give each other optimum respect in terms of showing consideration for others’ opinions and feedback, appreciating each other’s questions, and affording each other a quiet venue to learn during instruction as well as student and guest presentations. During class time, please do not: talk out of turn, text message, sleep, use your computer/tablet/phone for personal activities (e.g., emailing, chatting, using the Internet for non-class-related information, etc.), listen to your iPod, or intentionally disrupt class. Classroom respect also includes coming to class on time and not leaving class early. Because this class begins with important announcements, tardiness will not be tolerated. Class will begin on time and the door will be closed during all presentations. Do not, under any circumstances, disrupt peer presentations. Your participation grade for the course will be lowered if these policies are not followed.

**Assignments:** Assignments are due at their specified Dropbox times. No late assignments will be accepted. You are responsible for keeping a copy of your work. An accident to your original is not my responsibility.

**Absences:** Attendance is expected and essential to succeed in this course. While attendance is not taken every class, there are many days in which attendance is measured through participation activities, which may not be made up unless a documented excuse is provided. Since you are all adults, I understand that you may need to miss class for a variety of reasons (e.g., illness, personal day, weddings, birthdays, family obligations, vacation, etc.). When you miss a class, you are responsible for obtaining notes, assignments, announcements, schedule changes, etc. from a classmate. Do not email me to ask what you missed. Please submit your documentation to the Absence Memo office so that I can receive official notice.

**Questions about Grades:** If you would like to ask about a grade, please meet with me outside of class time, as I do not discuss grades via email or during class. Please do not approach me with grade questions during class, or before/after class as I prepare and pack up. If you have a question about a grade, you have 48 hours after the assignment is returned to you to contact me, or the grade stands. Your question must be stated in writing citing your position and why you feel the mark is incorrect. I reserve the right to lower grades if previously undetected mistakes are discovered at any point in the semester. Do not ask for extra points or to have assignments re-graded. It is unfair to your peers and unprofessional to ask for credit you have not earned.

**Technology and Social Media:** It is expected students will turn off and/or silence all electronic devices during class time. Personal use of these items is not permitted until class has ended. You are welcome to
use iPads/tablets and/or laptops to take notes or conduct research for the class. I may also ask that you use such devices during class to locate information. I reserve the right to restrict use of these items if I feel students are not using this equipment for class purposes. You are not required to extend (nor will I accept) social networking site requests (e.g., Facebook, Instagram) from current students during the semester (though they may do so after graduation). I will, however, accept any LinkedIn requests at any time.

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**Statement Regarding Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The College abides by section 504 of the Rehabilitation Act of 1973 and the ADA, which stipulates that 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 accommodation, please see an administrator at the Center of Disability Services/SNAP at (843) 953-1431 or talk to me so accommodations may be arranged.

**College of Charleston Honor Code and Academic Integrity:** Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

**Copyright and Plagiarism:** Please note that all materials used in this course are copyrighted. This includes, but is not limited to, handouts (i.e., syllabus, in-class materials, quizzes, exams, and other
forms). Therefore, no student has the right to copy the handouts, unless permission is expressly granted. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, and/or writings of another person. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. All plagiarism cases will be handled on a case-by-case basis.

**SNAP Accommodations:** Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged. The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed. This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. 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/SNAP, (843) 953-1431 or me so that such accommodation may be arranged.

**Other Accommodations:** Any student who needs special arrangements as a result of religious holidays or university-sponsored events, etc. will be addressed as needed.

**Changes to Syllabus:** The schedule, policies, and procedures listed in this syllabus are subject to change, at the discretion of the professor. Fair notice will be given to students. No changes will be implemented retroactively.