

SPH 495 A Su 24: Public Health Internship

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SPH 495: Public Health-Global Health Internship

Summer 2024

Instructor Information

- **Instructor:** Maria Blancas (she/her/ella), PhD, MPH
- **Email:** mblancas@uedu or through the Canvas message system. In general, you can expect to hear back from me within two business days, so if I have not responded in that window, feel free to email me again.
- **Office Hours:** By appointment. In general, I am available to meet many Mondays before or after class; I also encourage you to email to set up an appointment in person, on Zoom, or by telephone if that day/time does not work well for you.

Class Meeting Time & Location

This course will meet for 50 minutes weekly, to share updates and to support each other in final project development.

UPDATED: Wednesdays at 10 am in Hans Rosling Center G120 (same location as the PHGH advisors).

Some dates may change.

Land Acknowledgement

We acknowledge that we live, study, and work on the unceded ancestral lands of the Coast Salish people, the land which touches the shared waters of all tribes and bands within the dx^wdəwʔabš (Duwamish), dx^wsəq^wəb (Suquamish), dx^wlilap (Tulalip), and bæqəlšul (Muckleshoot) nations, and pay our respects to elders past and present. We make this acknowledgment as one part of our commitment to working to create inclusive and respectful partnerships that honor Indigenous cultures, histories, identities, knowledge, and sociopolitical realities that dismantle ongoing legacies of settler colonialism and that recognize the hundreds of Indigenous nations who continue to resist, live, and uphold their sacred relations across their lands.

Course Description

This is a credit/no credit course in which students can earn academic credit for integrating an internship experience with academic work. This experience is both practical and educational, and up to 5 credits may be earned. The internship sites can be local, state or federal public health agency, a not-for-profit organization or a private sector company, where the students will have a supervised experience in observing or applying public health practice and/or public health programming. The only prerequisite for the course is the successful completion of SPH 380. This course provides the foundation necessary to be able to use your public health lens to complete the assignments associated with this course.

Course Learning Objectives

After completing this course, students will be able to:

- Understand the context in which public health work takes place and apply theoretical concepts from the classroom to the realities of the field.
- Reflect on and explore the impact of identity and privilege on community work. Understand that individual identity intersects with other identities to impact community work, both within organizations and in larger community settings.
- Communicate, network, and work effectively with public health professionals
- Think critically about the role of agencies/not-for-profits/companies in defining and addressing public health problems
- Identify, analyze, and effectively communicate about a public health issue

Required Textbooks & Readings

No textbook; readings are posted on CANVAS, additional readings are dependent on your final project choices.

Grading

Credit/No Credit. To get credit you must complete all the assignments, discussion boards, and the final project.

Course Credits

Credits for this course are variable. Students are eligible to earn 1-5 credits of SPH 495 per quarter (repeatable up to 15 credits) and may apply a max of five credits of SPH 495 towards the Public Health-Global Health Major.

Minimum hour requirements per credit based on a 10-week quarter

<u>Credits</u>	<u>Hours/Wk</u>	<u>Total Hours</u>
1	3	30
2	6	60
3	9	90
4	12	120
5	15	150

Academic Project Descriptions

The Academic Project Descriptions should be of interest to the student, related to the work being done at the site, and commensurate with the number of credits undertaken for SPH 495. Final Academic Projects must also be linked to the organization's mission and/or current goals/projects. Additionally, the project must reflect the student's professional development goals at the site and in the PH-GH Major. The goal of the academic project is to intentionally connect academic content learned in the PH-GH Major with public health practice experience gained during the Internship experience. Successful completion of academic projects must include research that utilizes peer-reviewed journal articles and should encompass primary/community-based sources (gray literature) as well as broader resources such as interviews, community guidelines, reports, speeches, op-eds, etc.

You have the creative freedom to design a project that meets the goals above and is meaningful to you. *Examples of past projects include posters, oral presentations to stakeholders/organizations, policy/issue briefs, short reports, photovoice projects, and multimedia presentations.*

Homework/discussion boards

There will be a weekly homework assignment; most will be discussion boards, and you are expected to read and comment on your classmates' posts. Please note that responding to at least one classmate's post is required to receive a complete on the discussion boards. Please also be aware that using AI/chatbots is not allowed for any assignments, except where noted in the syllabus.

Late assignment policy

The expectation is that assignments will be turned in on time, but I fully understand that our lives may be upended (often without notice) by illness, personal crises, familial responsibilities, job commitments, unexpected opportunities, etc. A 24-hour grace period is allowed for one of the Discussion Board Activities, without prior notification to the instructor. If you need an extension, please reach out to schedule a new deadline with the instructor. *Lack of planning does not constitute an emergency, but know that there is grace and flexibility if you find yourself in an unexpected situation. Assignments will be accepted up to one week past the due date.*

EXTENSION REQUESTS:

Any requests for extensions must be submitted in writing at least 12 hours before the assignment deadline. Provided your request is made in advance and contains the following information, it will be approved. I trust that your request is made with good reason, and I will not ask you to provide any personal information or rationale. Please submit the following: name, name of assignment, assignment due date, and requested date of submission.

Student Responsibilities

This course offers you an opportunity to engage more deeply with your internship experience and to participate in peer support and mentorship activities with fellow students. Your responsibility as a student is to actively engage in class-related activities, discussions, and creative activities. I encourage you to communicate with me frequently, both in class and out of class, regarding successes and challenges with your internship. Additionally, feel free to share ways in which I can improve your experience in this course and how it complements your experiential learning journey through the Major.

Course Meeting Schedule & Assignments

Week	Topic(s) & Resources	Assignments & Activities (Tentative)
1: June 17	Meet and greet, orientation (https://canvas.uw.edu/courses/1731014/modules/3076384)	Discussion Board Post & Comment on your colleagues' post (https://canvas.uw.edu/courses/1731014/assignments/9407462) Due Friday, 6/21/24 at 5 pm
2: June 24	Intersectionality and Privilege in Community Work (https://canvas.uw.edu/courses/1731014/modules/3076385)	Personal Reflective Assignment (https://canvas.uw.edu/courses/1731014/assignments/9407463) Due Friday, 6/28/24 at 5 pm
3: July 1	Project Brainstorming and Project Management (https://canvas.uw.edu/courses/1731014/modules/3076386)	Discussion Board Post & Comment on your colleagues' post (https://canvas.uw.edu/courses/1731014/assignments/9407457) Due Friday, 7/5/24 at 5 pm
4: July 8	Effective Communication and Collaboration in Public Health (https://canvas.uw.edu/courses/1731014/modules/3076389)	Discussion Board Post & Comment on your colleagues' post (https://canvas.uw.edu/courses/1731014/discussion_topics/9005962) Due Friday, 7/12/24 at 5 pm
5: July 15	Critically Examining Organizational Roles And Stakeholders (https://canvas.uw.edu/courses/1731014/modules/3076390)	Discussion Board Post & Comment on your colleagues' post (https://canvas.uw.edu/courses/1731014/assignments/9407464) Due Friday, 7/19/24 at 5 pm
6: July 22	Holistic Application Packages (https://canvas.uw.edu/courses/1731014/modules/3076392)	Discussion Board Post & Comment on your colleagues' post (https://canvas.uw.edu/courses/1731014/assignments/9407455) Due Friday, 7/26/24 at 5 pm
7: July 29	NACE and CEPH Competencies (https://canvas.uw.edu/courses/1731014/modules/3076393)	Discussion Board Post & Comment on your colleagues' post (https://canvas.uw.edu/courses/1731014/assignments/9407465)

Due Friday, 8/2/24 at 5 pm

8:

August

5

Resume Review & Mock Interview

[Discussion Board Post & Comment on your colleagues' post \(https://canvas.uw.edu/courses/1731014/assignments/9407465\)](https://canvas.uw.edu/courses/1731014/assignments/9407465)

Due Friday, 8/9/24 at 5 pm

9:

August

12

**Final Academic Project Presentations
In class**

Upload your final academic project presentation & the self and supervisor internship evaluation.

Due Friday, 8/16/24 at 5 pm

Communication Skills

Communication through writing and speaking is an important transferable skill for all career pathways. Establishing a strong foundation in communication skills will help you be successful throughout your future course work and career. Therefore, this course includes assignments with the goal of helping you identify areas of strength and improvement in your communication. If you feel that you could benefit from additional opportunities to improve your writing skills in particular, a list of resources at the UW and others accessible online can be found on the SPH website at <https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf> [↗](https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf).

Important Policies & Resources

ILLNESS PROTOCOL

If you feel ill or exhibit respiratory or other symptoms, you should not come to class. Seek medical attention if necessary and notify your instructor(s) as soon as possible by email. [UW Environmental Health & Safety](https://www.ehs.washington.edu/covid-19-prevention-and-response/face-covering-policy) [↗](https://www.ehs.washington.edu/covid-19-prevention-and-response/face-covering-policy) recommends that you wear a well fitting mask while you are symptomatic

Additional recommendations include getting your [annual flu shot \(https://wellbeing.uw.edu/flu-vaccination/\)](https://wellbeing.uw.edu/flu-vaccination/) and getting boosted with the updated COVID vaccines (available [at clinics and pharmacies, as well as through UW Medicine](https://www.washington.edu/coronavirus/vaccines/) [↗](https://www.washington.edu/coronavirus/vaccines/) and local health agencies).

Please check your email and CANVAS announcements daily BEFORE coming to class. If we need to conduct class remotely because the instructor or a guest speaker is unable to attend in person, we will send all registered students an email and/or post a CANVAS announcement with a Zoom link for remote instruction or a plan for making up the class.

Academic Integrity

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity.

The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, unauthorized use of artificial intelligence (AI) tools, and other misconduct are serious violations of the University of Washington [Student Conduct Code \(WAC 478-121\)](https://apps.leg.wa.gov/WAC/default.aspx?cite=478-121) [↗](https://apps.leg.wa.gov/WAC/default.aspx?cite=478-121). We expect you to know and follow the university's policies on cheating and plagiarism, and the SPH Academic Integrity Policy. Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington [Community Standards and Student Conduct](https://www.washington.edu/cssc/) [↗](https://www.washington.edu/cssc/).

Certain assignments in this course direct you to use AI tools for specific purposes and with specific directions. On those assignments, you may use AI tools as directed. On all other assignments, you are not permitted to turn in any work that is created,

completely or partially, by AI tools or another AI tool. Submissions may be checked for possible AI use using AI detectors. Unauthorized use may result in a failing grade or a request to resubmit.

Access and Accommodations

Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at disability.uw.edu [\(https://depts.washington.edu/uwdrs/\)](https://depts.washington.edu/uwdrs/).

Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/)

[\(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/).

[\(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](https://registrar.washington.edu/students/religious-accommodations-request/)

[\(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

[\(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

Inclusion & Diversity

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. In SPH, we are expected:

1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status and veteran status.
2. To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.
3. To encourage students with concerns about classroom climate to talk to their instructor, adviser, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program's director.

Classroom Climate

We are co-creators of our learning environment. It is our collective responsibility to develop a supportive learning environment for everyone. Listening with respect and an open mind, striving to understand others' views, and articulating your own point of view will help foster the creation of this environment. We engage our differences with the intent to build community, not to put down the other and distance our self from the other. Being mindful to not monopolize discussion and/or interrupt others will also help foster a dialogic environment.

The following guidelines can add to the richness of our discussion:

- We assume that persons are always doing the best that they can, including the persons in this learning environment.
- We acknowledge that systematic oppression exists based on privileged positions and specific to race, gender, class, religion, sexual orientation, and other social variables and identities.
- We posit that assigning blame to persons in socially marginal positions is counter-productive to our practice. We can learn much about the dominant culture by looking at how it constructs the lives of those on its social margins.
- While we may question or take issue with another class member's ideology, we will not demean, devalue, or attempt to humiliate another person based on her/his experiences, value system, or construction of meaning.

- We have a professional obligation to actively challenge myths and stereotypes about our own groups and other groups so we can break down the walls that prohibit group cooperation and growth.

[Adapted from Lynn Weber Cannon (1990). Fostering positive race, class and gender dynamics in the classroom. *Women Studies Quarterly*, 1 & 2, 126-134.]

We are a learning community. As such, we are expected to engage with difference. Part of functioning as a learning community is to engage in dialogue in respectful ways that supports learning for all of us and that holds us accountable to each other. Our learning community asks us to trust and take risks in being vulnerable.

Here are some guidelines that we try to use in our learning process:

- LISTEN WELL and be present to each member of our group and class.
- Assume that I might miss things others see and see things others miss.
- Raise my views in such a way that I encourage others to raise theirs.
- Inquire into others' views while inviting them to inquire into mine.
- Extend the same listening to others I would wish them to extend to me.
- Surface my feelings in such a way that I make it easier for others to surface theirs.
- Regard my views as a perspective onto the world, not the world itself.
- Beware of either-or thinking.
- Beware of my assumptions of others and their motivations.
- Test my assumptions about how and why people say or do things.
- Be authentic in my engagement with all members of our class.

Pronouns

We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We cannot assume we know someone's gender just by looking at them. So we invite everyone to share their pronouns.

Bias Concerns

The Office of the Dean has a [student concern policy](https://sph.washington.edu/students/student-concern-policy), a faculty concern policy and standard HR procedures for staff concerns. Our 2018 climate survey states that most people in SPH do not report bias incidents because they do not know where to go. Students are encouraged to report any incidents of bias to someone they feel comfortable with, including instructors, advisers, or department staff. They can email dcinfo@uw.edu for immediate follow up. Bias concerns can be anonymously and confidentially reported at this link <https://sph.washington.edu/about/diversity/bias-concerns>. Data is collected by the Assistant Dean for EDI and the Director of Program Operations for Student and Academic Services and tracked for resolution and areas are identified for further training.


Sexual Harassment






Sexual harassment is a form of harassment based on the recipient's sex that is characterized by:

1. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature by a person who has authority over the recipient when:
 - Submission to such conduct is an implicit or explicit condition of the individual's employment, academic status, or ability to use University facilities and services, or
 - Submission to or rejection of the conduct affects tangible aspects of the individual's employment, academic status, or use of university facilities.
2. Unwelcome and unsolicited language or conduct that creates an intimidating, hostile, or offensive working or learning environment, or has the purpose or effect of unreasonably interfering with an individual's academic or work performance.

If you believe that you are being harassed, or have observed harassment, you can report it to SPH using the [bias concerns link](https://sph.washington.edu/about/diversity/bias-concerns). The University also has designated offices to help you: [SafeCampus](https://www.washington.edu/safecampus/); [Office of the Ombud](https://www.washington.edu/ombud/); [Title IX Investigation Office](https://www.washington.edu/titleix/report/); and [University Complaint Investigation and Resolution Office](https://www.washington.edu/compliance/uciro/).

Course Summary:

Date	Details	Due
Thu Mar 28, 2024	 How can your resume or CV be improved? https://canvas.uw.edu/courses/1731014/assignments/9407460	due by 11:59pm
Fri Jun 21, 2024	 SPH 495 A Su 24: Public Health Internship https://canvas.uw.edu/calendar?event_id=3771737&include_contexts=course_1731014	10am to 11am
Fri Jun 21, 2024	 Week 1: About Your Internship Site https://canvas.uw.edu/courses/1731014/assignments/9407458	due by 5pm
Wed Jun 26, 2024	 Week 1: About Your Internship Site https://canvas.uw.edu/courses/1731014/assignments/9407462	due by 5pm
Wed Jun 26, 2024	 SPH 495 A Su 24: Public Health Internship https://canvas.uw.edu/calendar?event_id=3774161&include_contexts=course_1731014	10am to 11am
Mon Jul 1, 2024	 Week 2: Reflective Assignment https://canvas.uw.edu/courses/1731014/assignments/9407463	due by 11:59pm
Wed Jul 3, 2024	 SPH 495 A Su 24: Public Health Internship https://canvas.uw.edu/calendar?event_id=3774162&include_contexts=course_1731014	10am to 11am
Mon Jul 8, 2024	 Week 3: Project Planning https://canvas.uw.edu/courses/1731014/assignments/9407457	due by 11:59pm
Wed Jul 10, 2024	 SPH 495 A Su 24: Public Health Internship https://canvas.uw.edu/calendar?event_id=3774163&include_contexts=course_1731014	10am to 11am
Fri Jul 12, 2024	 Week 5: Exploring Internship Deliverable https://canvas.uw.edu/courses/1731014/assignments/9407464	due by 11:59pm
Mon Jul 15, 2024	 Week 4: Communication Style https://canvas.uw.edu/courses/1731014/assignments/9407456	due by 11:59pm
Wed Jul 17, 2024	 SPH 495 A Su 24: Public Health Internship https://canvas.uw.edu/calendar?event_id=3774164&include_contexts=course_1731014	10am to 11am
Fri Jul 19, 2024	 Week 6: Application https://canvas.uw.edu/courses/1731014/assignments/9407455	due by 11:59pm
Wed Jul 24, 2024	 SPH 495 A Su 24: Public Health Internship https://canvas.uw.edu/calendar?event_id=3774165&include_contexts=course_1731014	10am to 11am
Fri Jul 26, 2024	 Week 7: NACE Competencies Reflection	due by 11:59pm

Date	Details	Due
	(https://canvas.uw.edu/courses/1731014/assignments/9407465)	
Wed Jul 31, 2024	 SPH 495 A Su 24: Public Health Internship (https://canvas.uw.edu/calendar?event_id=3774166&include_contexts=course_1731014)	10am to 11am
Wed Aug 7, 2024	 SPH 495 A Su 24: Public Health Internship (https://canvas.uw.edu/calendar?event_id=3774167&include_contexts=course_1731014)	10am to 11am
Wed Aug 14, 2024	 SPH 495 A Su 24: Public Health Internship (https://canvas.uw.edu/calendar?event_id=3774168&include_contexts=course_1731014)	10am to 11am
Fri Aug 16, 2024	 Final Academic Project (https://canvas.uw.edu/courses/1731014/assignments/9407459)	due by 11:59am
	 Internship Evaluations (https://canvas.uw.edu/courses/1731014/assignments/9407461)	due by 11:59pm