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HSC 315:
Public Health
6/3/19

AGENDA

Course Logistics

- **Course Websites**
- **Participation**
- **Assignments**
- **How and When to Submit Deliverables**
- **Lectures vs Tutorial Sessions**

Key Topics

- **Problem-Based Learning**
- **Effective Teamwork**
- **Career Planning Framework**

COURSE WEBSITES

HSC 315 uses **two websites** for class communication and assessment

PBL Course Site

▸ **Course Materials**

▸ **Announcements**

▸ **Schedule Updates**

▸ **Readings**

▸ **Instructor Contact Information**

▸ **Updated every week**

Blackboard

▸ **Submission of Assignments**

▸ **Posting of Grades**

▸ **Specific Resources for Tutorial Sessions**

▸ **Communication from Tutorial Session Instructors**

HSC PBL Website:
https://csapps.csueastbay.edu/problembasedlearning/index.html

PARTICIPATION

# **Participation** is evaluated in **three ways** in HSC 315

Lectures

▸ Questions will be posed to class to seek feedback and assess clarity

▸ Responses will be collected throughout lecture session

Tutorial Sessions

▸ In-class exercises will be administered and collected by tutorial session instructors to assess attendance and progress

▸ Assigned homework will be submitted in tutorial sessions (including those from lecture)

Teamwork

▸ Each major assignment in this course has a component assessing individual contributions to team functioning

▸ Individual performance will be compared to team average

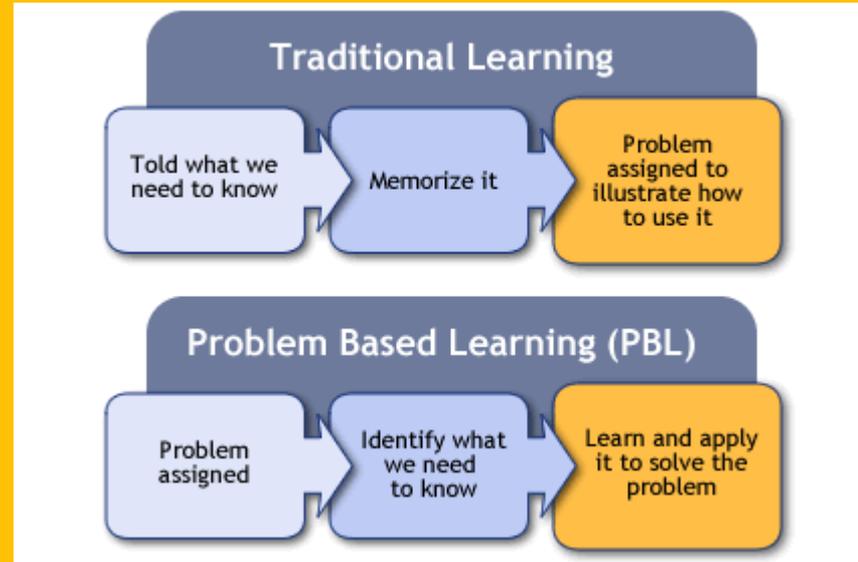▸ Impact of team contribution score increases in subsequent assignments
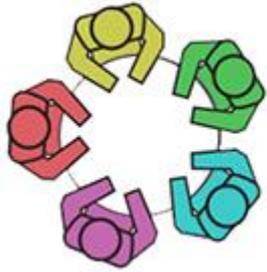
Students in each tutorial session should be expecting a CATME survey later this week.

Each student should complete this survey by the deadline indicated in the e-mail.

PROBLEM-BASED LEARNING (PBL)

Presentation of Problem → Identification of Problem → Brainstorming and Construction of Hypotheses → Attempt to Solve Problem with Available Knowledge

Work in Classroom

Elicitation/ Prioritization of (New) Learning Issues ← Planning of Group Work ← Self-directed Work ← Sharing of Knowledge and Group Discussion

Application of Knowledge to Solve Problem → Suitable Solution? → Presentation of results → Evaluation of Process and Self- and Peer Evaluation

No

Yes
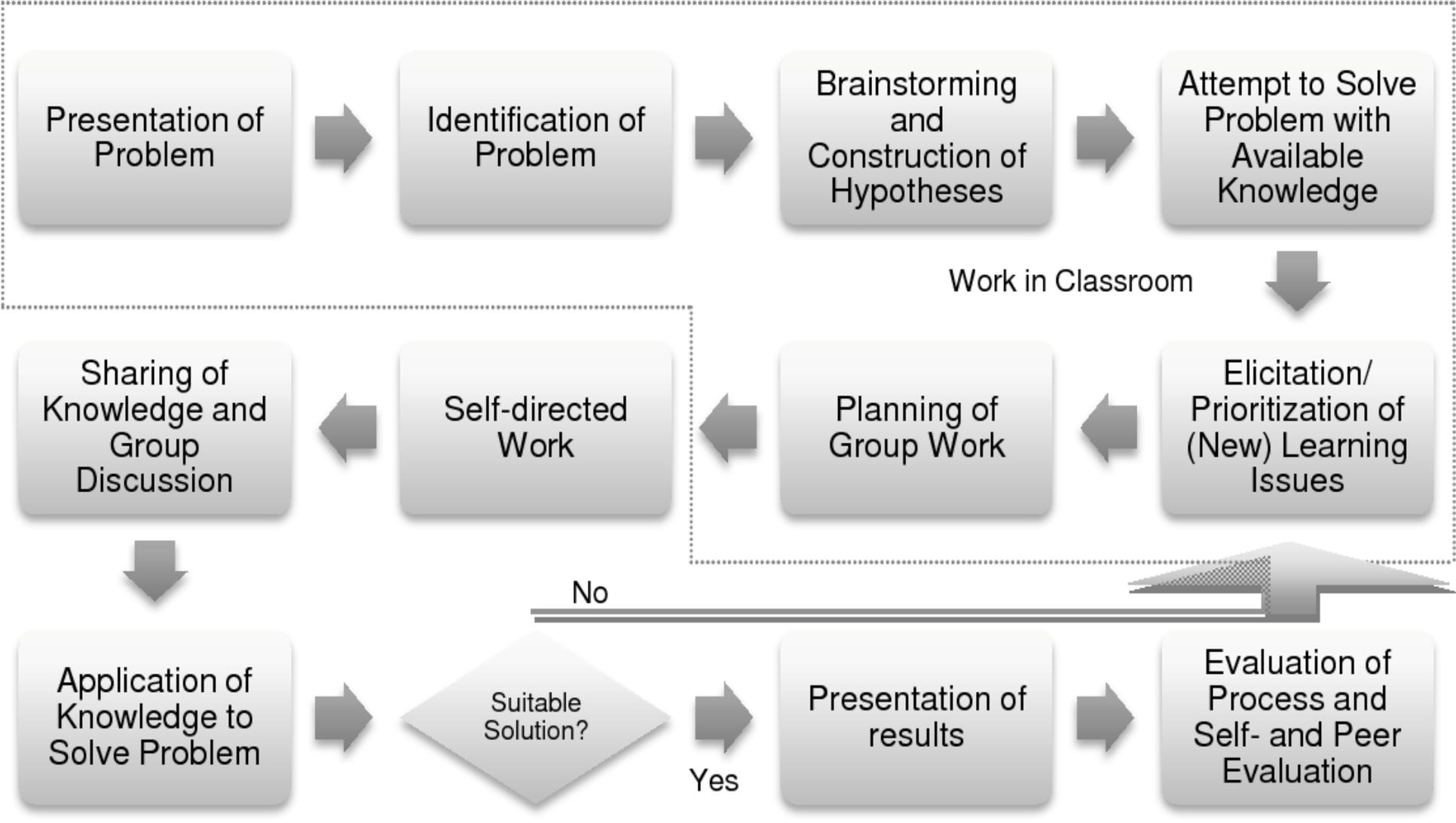
- Encourages higher order critical thinking and de-emphasizes memorization
- **Learning is relevant to the real world**
- Increases motivation to learn in order to arrive at a solution.
- **Provides additional opportunities for students to work collaboratively and practice communication and social skills**
- **Learning is student-centered.** *The instructor acts as a facilitator or learning coach*
- Students learn how to learn.

PBL Benefits for Student Education and Career Development

LECTURES & TUTORIAL SESSIONS

PBL as an **Iterative Process**

LECTURES

- **Problem Definition & Refinement**

- **Filling in Gaps in Conceptual & Methodological Knowledge**
- **Understanding & Accessing Credible Sources of Information**

TUTORIAL SESSIONS

- **In teams, students deconstruct problem to explore solutions**
- **Each individual assesses what they know and can contribute to desired objective(s): both with process and outcome**
- **Each team identifies what is still collectively unknown**
- **Tutorial session instructor facilitates process of generating evidence-based and feasible solutions and monitoring gaps in understanding and application of information / knowledge**

"

"I can do things you cannot, you can do things I cannot: together we can do great things."

-Mother Teresa

TEAM WORK

TEAM WORK is essential to success in HSC 315

▸ The problem is complex and dynamic
▸ There is no "one" or "right" answer
▸ Feasible and defensible solutions will require diversity of knowledge, perspectives, and approaches
▸ "Real-world" understandings are key to development of major assignments
▸ <u>Considerable time will be spent in tutorial sessions identifying individual and team strengths, and assuming various roles in group settings</u>

Project Roles (External)

Role name	Function
Leader/Editor:	This student is in charge of organizing the final product of the project, be it a paper, a presentation, etc. That doesn't mean technical details, but of making sure that the project meets the standards set out by the instructor (often as a rubric), plus any extras stipulated by the group. These standards generally include punctuality and completeness.
Recorder/Secretary:	This person takes notes whenever the group meets and keeps track of group data/sources/etc. This person distributes these notes to the rest of the group highlighting sections relevant for their parts of the project.
Checker:	Someone needs to double-check data, bibliographic sources, or graphics for accuracy and correctness.
Spokesperson/Press Secretary/Webmaster:	This person would be responsible for the technical details of the final product and would be ready to summarize the group's progress and findings to the instructor and to other groups.

Group Roles (Internal)

Role name	Function
Facilitator/Encourager:	This student gets discussion moving and keeps it moving, often by asking the other group members questions, sometimes about what they've just been saying.
Timekeeper:	Someone needs to make sure that the group stays on track and gets through a reasonable amount of material in the given time period.
Summarizer:	Every so often (perhaps once per question for a list of questions, or at the end for one question), this student provides a summary of the discussion for other students to approve or amend.
Reflector:	This student will listen to what others say and explain it back in his or her own words, asking the original speaker if the interpretation is correct.
Elaborator:	This person seeks connections between the current discussion and past topics or overall course themes.

CAREER DEVELOPMENT FRAMEWORK

"To Build the Life You Want, Create the Work You Love" -Martha Sinetar
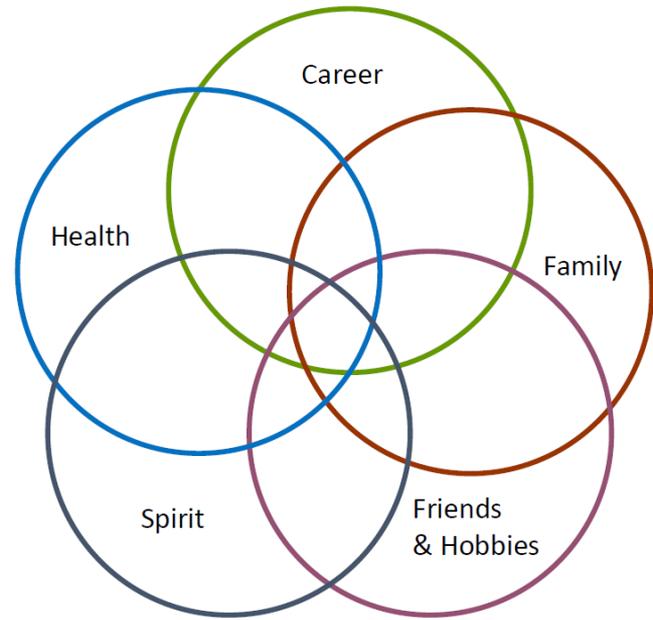
**CAREER DEVELOPMENT** is a journey with a goal, not an immediate endpoint

A good career development plan acknowledges that individuals have other priorities of equal or greater importance.

Such considerations must be incorporated into an action plan

INTROSPECTIVE EXERCISE:
What are your VALUES?

▸ **What do you care about?**

▸ **What do you enjoy doing?**

▸ **What are you against?**

▸ **What physical and social interactions do you desire?**

▸ **What impact do you wish to have on society?**

  ▹ **In what settings or environments would you thrive in doing so?**

  ▹ **What reward or recognition do you want (or need) for your efforts?**

  ▹ **How do you deal with criticism?**

  ▹ **How would you know if you were successful?**

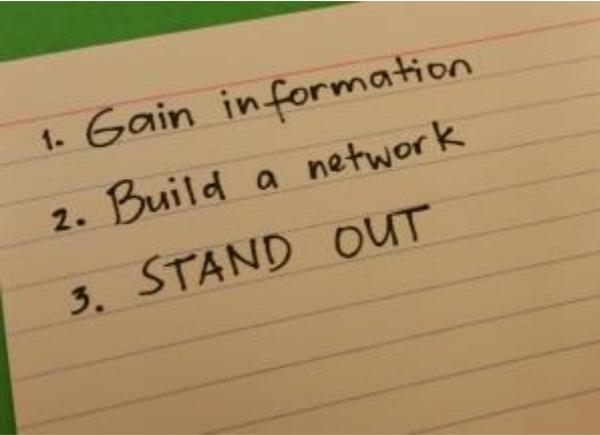*Actions!*

PRACTICES

PRINCIPLES
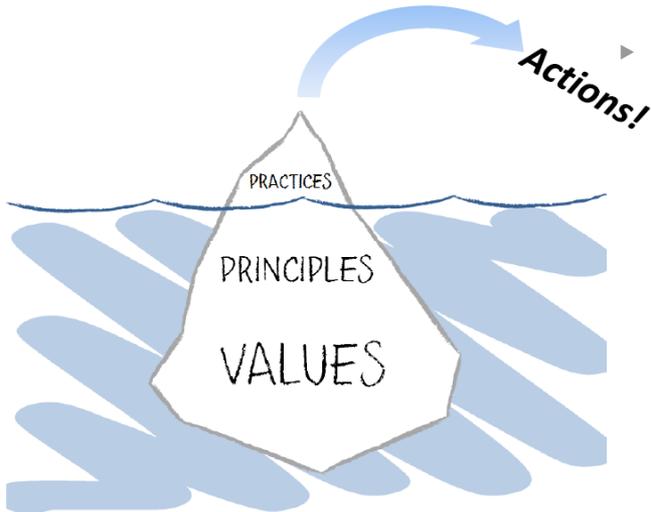
VALUES

ACTION PLAN:
Creating a Career Roadmap

▸ **Define values and relative importance to other priorities and desires**

▸ **Identify career paths that align with personal values and professional expectations**

▸ **Assess attributes, skills, and experiences for relevance and importance to entry into labor market**

▸ **Explore opportunities in target destination to gain practical understandings of potential health professions and current issues in the field; use these activities to promote yourself**

▸ **Connect and engage with appropriate stakeholders to develop and refine career paths; be open to what could be, not what is**

CAREER ROADMAP

MILESTONE 1 ASSESS
MILESTONE 2 EXPLORE
MILESTONE 3 PROMOTE
MILESTONE 4 CONNECT
MILESTONE 5 ENGAGE
MILESTONE 6 ARRIVAL

ACTION PLAN:
Strategies for Career Development

▸ **Become 3-Dimensional**

▸ **Maximize role as a college student being proactive about career**
  ▹ **Authentic & Sustained Mentorship**
  ▹ **Informational Interviews**
  ▹ **Professional Associations**
  ▹ **Volunteering / Internships**
  ▹ **Networking & Visibility**
  ▹ **Developing & Sustaining Relationships with Stakeholders**
    ▹ **College Professors**
    ▹ **Job Supervisors**
    ▹ Volunteer Coordinators

▸ **It is important to engage in these BEFORE something is needed**

ACTION PLAN: Developing an Evidence Base with a Career Portfolio

- A Career Portfolio serves as important documentary evidence of your skills and abilities as well as growth, advancement, and evolution as a professional

- Allows student to define narrative through statements, resume, recommendations and references

- Artifacts of academic work, experiential activities, and recognitions of skills/contributions support assertions & aspirations

- Starting early is important!
  - **Vision Statement (draft due this week)**
    - Updated resume
    - Strategic selection of deliverables
    - Archive of awards/recognitions

Discomfort & Flexibility

Breaking your own mold can only make you stronger and more confident to reach higher levels in your professional and personal life.

To grow, you have to embrace the discomfort. The transition will be uncomfortable and scary, but that's the nature of the beast.

Stretch yourself. You might just like what's possible.

-Elizabeth Lombardi

Leveling the
PLAYING FIELD

Our university is the most racially and ethnically diverse campus in the continental United States, and 61% of our undergraduate students are the first in their families to earn a college degree. Our students are also highly diverse in terms of age, ability status, parenting experience, immigration background, sexual orientation, gender, religion, and much more. Though the diversity of our campus provides ample opportunities for faculty, staff, and students to be exposed to multiple perspectives, we have learned that intentional efforts are required to build an inclusive, accessible, and responsive community.
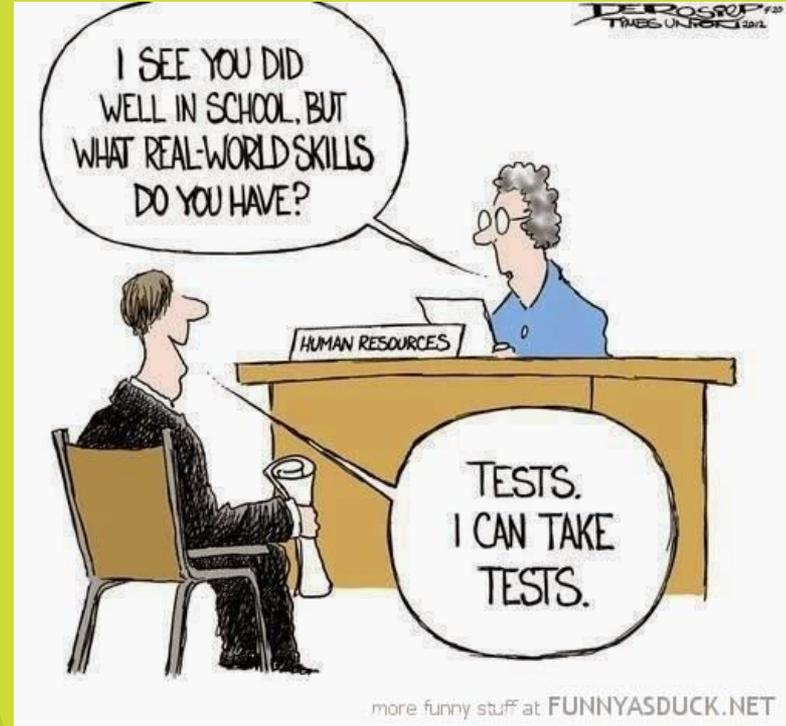
Lecture on 6/10/19

Introduction to Problem

Gathering Data

Characterizing Population Risks