PH 489- Public Health Undergraduate Capstone Seminar  
Fall 2016 Syllabus  
University of Hawai‘i at Mānoa  
Office of Public Health Studies • Department of Public Health Sciences

Instructor Name: Denise Nelson-Hurwitz, PhD  
Phone: (808) 956-3089 (office) or 754-5288 (cellular)  
Email: denisene@hawaii.edu  
Course Website: https://laulima.hawaii.edu/portal  
Office Location: BioMed D-203  
Office Hours: By appointment only  
Please schedule appointments using the Appointy system: http://phadvising.appointy.com

Section: 001  
Meeting Time: Mondays, 12:30pm – 3:20pm  
Classroom: Sakamaki Room D-103

Course Description  
This course is taken near the completion of the Bachelor of Arts degree in Public Health and focuses on integration of public health knowledge, skills, and practice acquired during the bachelor’s degree course of study. Students will be involved in assessing their level of achievement of educational degree objectives, prepare for graduation and future professional goals, and additionally will reflect on, finalize, and present their applied learning experience projects.

Student Learning Objectives for the Course
• Review, discuss, and integrate key terms, functions, knowledge, skills, and areas in public health.  
• Compile, write and present final applied learning papers and final oral presentations according to department’s guidelines and requirements.  
• Distinguish and critique the level of achievement in competency acquisition that helped complete the undergraduate course of study for the BA degree  
• Assess, analyze and evaluate the importance of major areas of public health and develop an understanding of how these areas of public health work together, and with other disciplines, in practice to better serve the health of populations.  
• Review, summarize, and apply the essential public health aspects, jobs and careers that will equip public health professionals to work at protecting and promoting the health of the public  
• Analyze and evaluate the role of public health in relation to other areas of health care


Various assigned readings and articles as posted on Laulima (https://laulima.hawaii.edu/portal)

Course Schedule  (Class dates, topics, and assignments)  

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 8/22 | Course Introductions and Orientation  
Discussion: Overview of Expectations for completing BA Public Health degree & Review of BA Competencies  
Discussion: Informal student presentations of Applied Learning Experiences, Wrapping up projects, & Moving forward | |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 8/29   | Lecture/Discussion: Post-BA Graduation Plans & Applying for Graduate School  
Discussion: WHO Director Speech Assignment  
Prep for Deliberative Democracy (DD) Synthesis Scenario Activity #1 | Applied Learning Experience (APLE) Updated Abstracts Due              |
| 9/5    | NO CLASS: Labor Day                                                    | -                                                                    |
| 9/12   | PH Graduate Student Profile: Anaeliz “Mina” Colon (MPH-HPM Student)   | - Applied Learning Reflection Paper Due  
- WHO Director Speech Due                                              |
| 9/19   | PH Graduate Student Profile: Maya Uemoto, MPH (DrPH Student)           | APLE Updated Significance Due                                         |
| 9/26   | PH Graduate Student Profile: TBA                                       | - APLE Updated Introduction Due  
- Please bring C.V. to class                                             |
| 10/3   | PH Graduate Student Profile: TBA                                       | - Resume or C.V. Due  
- APLE Updated Methodology Due                                          |
| 10/10  | PH Graduate Student Profile: TBA                                       | APLE Draft Results/Outcomes Due                                      |
| 10/17  | PH Graduate Student Profile: TBA                                       | Poster Draft Due                                                      |
| 10/24  | DD Synthesis Scenario Activity #3: Aging & Fall Prevention Activity: Prep for DD #4 & Prepare Sustainability Survey | Kupuna KII Due                                                        |
| 10/31  | Lecture/Discussion: Writing Manuscripts and Publishing in Public Health | APLE Draft Discussion Due                                             |
| 11/7   | DD Synthesis Scenario Activity #4: Sustainability & Renewable Energy   | - Final Poster Due  
- Sustainability Survey Data Due                                       |
| 11/14  | Discussion: Future of Public Health in Hawaii  
Presentation Practice: Poster Presentations | Bring 2 Future of Local Public Health News Articles to class             |
| 11/21  | Activity: Options in Career Planning  
**Guests: Career Panel- Public Health Community Professionals** | APLE Draft Conclusions & PH Implications Due                          |
| 11/28  | **Individual Meetings**                                                |                                                                    |
| 12/1   | OPHS Undergraduate Summit 4pm-6pm  
(Required attendance 5pm-6pm)                                            |                                                                    |
| 12/5   | Discussion: Course & Undergraduate Program Evaluation                  |                                                                    |
| 12/12  | Assigned Final Exam Date/Time                                           | Final Applied Learning Experience Reports Due                         |

**Course Policies**

1. **Do the assignments on-time.** All students are expected to read the assigned articles/documents on Laulima by the respective dates of discussion, and complete all course assignments at undergraduate-level proficiency. Maximum benefit from this class can be achieved only if you attend class, complete the readings, assignments,
and projects as they are assigned, and actively participate in the class discussions. It is the student’s professional responsibility to be aware of the assignment deadlines and make the instructor aware of any reasons why you may not be able to meet them before the deadline passes. Your grade for the course can, and will, be affected by late work. Points will be deducted for late assignments, especially if the no communication has been made before the deadline passes.

2. **Show up on time and participate.** All students are expected to show up on time and attend all classes. Since so much "in-class" learning and participation will be occurring, missing a class means missing critical knowledge, activities, and experiences that are difficult to re-create. In this course, each class builds on previous class content and prepares the student for future classes. If a student misses a class they are encouraged to set up an appointment to review missed course material with the instructor before the next class session. If more than one classes is missed, it could affect the student’s grade for the overall course. It is the student’s professional responsibility to notify the instructor of any anticipated absences in advance.

3. **Use the proper format.** All written assignments must be typed with student’s name, course number, and date all listed at the top of the page of the assignment. Handwritten assignments are not acceptable. Do not use separate title page for any assignments other than your final paper. When necessary please use APA format (double-spaced, 1-inch margins, 11 or 12-point font, and with proper citations and parenthetical references). Submit all assignments by the due date through the drop box system in Laulima system at https://laulima.hawaii.edu/portal. Please ensure that your document is Microsoft Word compatible. You should also have access to your assignments, either electronically or printed out, for review during class.

4. **Grades.** Final grades are based on completed assignments, prompt class attendance, and participation. All assignments must be completed for a passing grade. There will be no extra credit assignments. Submit all assignments through the drop box system in Laulima system at https://laulima.hawaii.edu/portal. Assignments must be submitted prior to class time on the due date to receive full credit for the assignment. Points will be deducted for late assignments. Grades can and will be affected by late work.

5. **Use references wisely.** Original written work is expected with appropriate citation of references. All references need to have author, title, year, publishers, place of publishers, journal name, volume and issue number, and page numbers. All written work must follow APA (American Psychological Association) citation and referencing style.

6. **Conduct Code—Do original work.** Plagiarism is unacceptable and will result in a failing grade for the assignment and possibly for the course, depending on the extent of the violation. Please be familiar with the University of Hawai’i Student Conduct Code, available online, at the Office of Student Affairs at the Student Services.

7. **Syllabus may be revised as needed.** The course schedule and assignments may need to be revised and some topics re-scheduled depending on the availability of guest speakers, pace of the learning, size of class, and the needs of the students.

8. **Appointments with instructor.** Students are required to meet with the course instructor once during the semester to discuss individual projects. In addition to this, students are welcomed and encouraged to meet with the course instructor to review their progress, or clarify course assignments and expectations. Please set up appointments through the Appointy online system or contact the instructor before or after class, by phone, or by email to set up appointments.

9. **Demonstration of Professionalism.** Students are expected to conduct themselves with a high level of professionalism throughout the course.
Description of Course Assignments:

Applied Learning Reflection Paper: A three to four page paper, double-spaced, written by the student about the Applied Learning Experience, specifically how the learning experience related to the application and refinement of their public health knowledge, attitudes, and skills. The paper should also include a reflection of the student’s experiences working with their mentor and host organization, and discuss how the student was “of service” to a population or organization.

World Health Organization (WHO) Director Speech: Prepare and deliver a 3-4 minute speech convincing an audience why you should be the next director of the World Health Organization (WHO). This exercise is intended to encourage you to promote your new and developed PH skills as a future BA graduate, and also to practice professional oral communication skills. Notecards or a hard copy printout of the speech may be used during presentation. You will be graded on the composition of the written speech (due September 12th to your Laulima Dropbox as a MS Word file) and the professional delivery of the speech to the class during the first 15 minutes of class on a randomly assigned class date on September 12th or later.

Resume or Curriculum Vitae (C.V.): Develop a full, professional resume or C.V. based on 9/23 workshop guidelines.

Final Applied Learning Poster Presentation at Public Health Undergraduate Summit: Required public poster presentation of final applied learning project at the Public Health Undergraduate Summit, held on Thursday, December 1st by the Office of Public Health Studies in the BioMed Building D-Courtyard. Your attendance and presentation is required from 5pm-6pm, and is strongly encouraged from 4pm-5pm, (the PH 480 students will be presenting their APLE project proposal posters at this time).

Final Applied Learning Project Report: A final written project report for applied learning experience project. Components of the proposal should include, as appropriate, the following: title page, abstract, significance, introduction (including state of academic literature & background), methodology, results/outcomes, discussion, conclusions/public health implications, biosketch, and references. It is expected that completed reports will range from 15-20 pages, but should not exceed 25 pages, (excluding references). Length will depend largely on the type of project conducted. All papers should be properly APA formatted. Any research tools developed or summarized data collected may be included as appendices as appropriate.

Grading Scale for Class Assignments:

<table>
<thead>
<tr>
<th>Grading Points</th>
<th>Total Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance/Participation/Reading</td>
<td>40</td>
<td>16%</td>
</tr>
<tr>
<td>Deliberative Democracies (10 points each)</td>
<td>40</td>
<td>16%</td>
</tr>
<tr>
<td>Applied Learning Reflection Paper</td>
<td>20</td>
<td>8%</td>
</tr>
<tr>
<td>WHO Director Speech Composition and Delivery</td>
<td>10</td>
<td>4%</td>
</tr>
<tr>
<td>Resume or Curriculum Vitae (C.V.)</td>
<td>10</td>
<td>4%</td>
</tr>
<tr>
<td>Final Applied Learning Poster (5 points for draft poster submission)</td>
<td>30</td>
<td>12%</td>
</tr>
<tr>
<td>Final Applied Learning Poster Presentation at OPHS Undergraduate Summit</td>
<td>30</td>
<td>12%</td>
</tr>
<tr>
<td>Final Applied Learning Written Project Report (5 points per section draft)</td>
<td>70</td>
<td>28%</td>
</tr>
</tbody>
</table>

Grading Scale: This course will use the “+ / -” grading system

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent, distinctive work. Demonstrates sophisticated understanding: Nuanced and insightful account, powerful and effective application of concepts, frameworks and theories discussed in class and articulated in written work. [97-100, A+; 93-96, A; 90-92, A-]</td>
</tr>
<tr>
<td>B</td>
<td>Above average work. Demonstrates accomplished understanding: Thorough, well-documented account; adequate and apt application of concepts, frameworks and theories discussed in class and articulated in written work. [87-89, B+; 83-86, B; 80-82, B-]</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>C</td>
<td>Average work, sufficient, but not distinctive. Acceptable view with some misconceptions or oversight; not fully supported; acceptable but limited application of concepts, frameworks and theories discussed in class. [77-79, C+; 73-76, C; 70-72, C-]</td>
</tr>
<tr>
<td>D</td>
<td>Poor, insufficient work. Naïve or inadequate understanding: simplistic account and use of concepts, frameworks and theories discussed in class. Unable to articulate thoughts and ideas in written work. [67-69, D+; 63-66, D; 60-62, D-]</td>
</tr>
<tr>
<td>F</td>
<td>Unacceptable work</td>
</tr>
</tbody>
</table>

**University Policies for Opportunity and Accommodation:**

**Equal Opportunity and Affirmative Policy**

The University of Hawai‘i is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, status as a covered veteran, pregnancy, and domestic or sexual violence victim status. This policy covers admission and access to and participation, treatment, and employment in the University’s programs and activities. For more information on equal opportunity and affirmative action policies and complaint procedures for the UH Mānoa Campus, contact:

- **Students:** Lori Ideta, Assistant Vice Chancellor & Dean of Students, EEO/AA, Title IX & ADA Coordinator Ph.-956-3290 (V/T); Email ideta@hawaii.edu
- **Employees:** Mie Watanabe, EEO/AA Director, Title IX & ADA Coordinator Ph. 956-7077; Email -eoo@hawaii.edu
- **Students with Disabilities:** Ann Ito, KOKUA Program Director Ph. 956-7511 (V/T); Email kokua@hawaii.edu

**Accommodations**

A student who may need an accommodation based on the impact of a disability is invited to contact me privately within the first weeks of the course. I would be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at 808-956-7511 or 808-956-7612 (voice/text) in room 013 of the Queen Liliuokalani Center for Student Services.

For counseling-related services, please contact the UHM Counseling Center at 808-956-7927, or visit their website: [http://manoa.hawaii.edu/counseling/](http://manoa.hawaii.edu/counseling/)

**B.A. Public Health Competencies Addressed**

**Role and Importance of Data in Public Health**

3. Review fundamental statistical concepts and apply them in elementary research analyses.

**Project Implementation**

1. Explore the fundamental concepts and features of a public health-related project.
2. Use information literacy skills such as locating and evaluating pertinent public health information
3. Generate research questions, analyze and present data, and interpret and discuss findings.
4. Exhibit critical thinking and analytical abilities, including the capacities to engage in inductive and deductive thinking, quantitative reason, and to construct sound arguments.

**Health Communication**

1. Apply abstract reasoning and critical thinking skills to communicate public health research and practice to public and professional audiences.
2. Demonstrate effective written communication skills
3. Demonstrate effective public speaking skills during classroom discussions and presentations
UH Mānoa Institutional Learning Objectives for Undergraduate Students

1. Know – Breadth and Depth of Knowledge
   1b. Specialized study in an academic field (Public Health)

2. Do – Intellectual and Practical Skills
   2a. Think critically and creatively
       • Solving challenging & complex problems
       • Applying questioning and reasoning
       • Generating and exploring new questions
       • Being information literate
   2b. Conduct Research
       • Conceptualize problems and asking research questions
       • Analyzing research data
       • Applying research designs
       • Engaging in self-directed inquiry
       • Using library and information systems
   2c. Communicate & Report
       • Written and oral communication
       • Listening

3. Value – Personal and Social Responsibility
   3a. Continuous learning and personal growth
       • Self-assessment/ reflection/ discipline
       • Intellectual curiosity
       • Habits of scholarly inquiry
   3b. Respect for people and cultures, in particular Hawaiian culture
       • Respect for differences in cultural and personal identity
       • Social justice
       • Cultural awareness
Sakamaki Innovation Zone (SIZ) Student Guidelines
D101, D102, D103

**SIZ IS DESIGNED FOR AGILE TECHNOLOGY**

BYOD / BRING YOUR OWN DEVICE

In Fall 2011, the Office of Faculty Development and Academic Support (OFDAS) organized focus groups of Mānoa faculty to brainstorm the kinds of spaces and features that would facilitate engaged, rigorous, and innovative sets of teaching practices and learning outcomes. Common thematics and innovative insights were collated to guide the development of the Sakamaki Innovation Zone (SIZ). Design and pedagogical challenges involved aligned design with agile teaching practices. Since its Spring 2014 opening, responses of prior colleagues and students in SIZ have impacted on the arrangement of furniture and equipment in the three spaces, and have generated the guidelines you find here. Please respect the grounded considerations that have gone into what follows. Mahalo.

**Collegial Behavior in the Zone:**

- Upon entry, please remove shoes outside D101, D102, D103. These are the only classrooms on campus currently designed for the floor to be used for sitting and working;

- Although they are also public spaces, the outdoor courtyard tables and chairs were created as extensions of the three Innovation Zone classrooms:
  - When you remain after class to continue discussions with your teacher and other students, and if there is a class immediately following yours, we hope you will enjoy moving to the outdoor courtyard tables and chairs. A class immediately following will need time to set up for hand-held devices and laptops, so be thoughtful of one another and head to the courtyard to extend discussions;
  - Eating or drinking in the Courtyard, water only in classrooms; and,
  - Expect to wait in courtyard till your teacher arrives and opens your classroom. Teachers have been instructed to leave the rooms empty when they exit.

- Rubbish cans are located outside the rooms. No rubbish enters or remains in the classrooms

**Writing Surfaces**

Multiple wall writing spaces were incorporated specifically for student use. Kuleana—*responsibility*—for use during and cleaning at end of class rests with students as well as faculty. Please remove the residue left by your writing. Faculty and students ahead of you are expected to do the same on your behalf:

- Three types of surfaces: sliding panels (recycled resin acrylic) along windows, white boards on backside of credenza monitors, and large walls (not small wall spaces next to doors and windows);
- Writing supplies provided and stored on or in media credenza. Slide out shelf or open inside lower credenza cabinet on the HDTV side.
  - Use only the provided dry erase markers.
  - Use erasers for light clean up – no use of spray cleaner with erasers.
  - Clean up at end of class with spray cleaner and micro cloths provided.
  - Wall writing requires end of class clean up with spray and micro cloths.

Also:

- Clipboards are stored in credenza for use by students to support writing in areas without tables. Feel free to use, and leave behind for others.
Windows
- If the handle on any window is even cracked open, air conditioning system shuts off.
- AC will not turn back on until all windows are closed.
- Make sure windows by your seat are secure, even if you didn’t open them.

Electrical Outlets
- There are just a few electrical wall outlets for faculty & students to use.
- Media credenza has four outlets below slide out shelf on the HDTV side.
- Floor boxes with electrical outlets are scattered around the room. If you use these outlets, be mindful of cords and unclosed top of box as tripping hazards. Please close box flat on floor!

Media Credenza
- Remote control for the TV is attached to right side of credenza with Velcro.
- VGA cable with audio & HDMI cable are provided beneath slide out shelf to attach laptop.
- Use the remote control (INPUT button) to select between HDMI (INPUT 1) and VGA (PC IN) cable.
- Laptop resolution should not exceed 1920 x 1080 (HDTV does not support higher resolutions).
- If computer display appears cut off, use remote control’s “View Mode” button to set selection to “Dot by Dot.”

Data Projector (D102, D103 only)
- Remote control for the data projector located in a basket below the projection screen switch.
- VGA cable with audio and HDMI cable is provided in corner of room to attach laptop. Please coil & return cable.
- An AppleTV has been installed for those Mac, iPad, iPhone, or Window users (with the Air Parrot app, $10) to connect wirelessly through AirPlay. AirPlay passwords -- D102 (zoot1439) and D103 (arco8079)
- If you do not see your computer/iPad display on the screen once you’ve attached the proper cable or enabled AirPlay, use the SOURCE button on the remote to switch inputs.
- Adaptors to VGA or HDMI cables available through CIS, maximum 24-hour checkout.

Smart Interactive Display (D101 only)
- A VGA cable & HDMI cable is available to connect your laptop.
- Use the INPUT button located on the Smart Interactive Display pen tray to select input; HMDI cable (HDMI 1), AppleTV (HDMI 2), and VGA cable (VGA 1)
- While the SMART interactive display can support higher resolutions for best image quality, laptops should be set to 1280x800.
- The USB cable bundled with both the HDMI & VGA cable is necessary in order to use the SMART Notebook software. The USB bundled with the VGA cable also carries audio to the projector.
- Adaptors to the VGA or HDMI cables are available through CIS for a maximum 24-hour checkout.
- AppleTV - HDMI2 input (Password “lend3546”).
- Do not use the SMART interactive board as a marker board.