



MPH Faculty Mentor Guide

2022-2023

Rev 02/02/2023

Table of Contents

	Page
Section I: UCI Graduate Mentoring and Advising Policy	1
Introduction	1
Faculty Role in Mentoring Relationship	1
Student Role in Mentoring Relationship	2
Section II: MPH Faculty Mentor Information	3
Overview of the MPH Faculty Mentor Role	3
Mentor Expectations and Resources During Students' First Years	3
Creating a Positive Mentoring Relationship	3
Ways to Connect With Your Mentee	3
Student Scenarios and Resources	3
Mentor Expectations During Students' Second Years	4
Time Commitment	5
Section III: MPH Integrative Learning Experience	6
CEPH Criterion: D7. MPH Integrative Learning Experience	6
Appendix	

SECTION I: UCI GRADUATE MENTORING AND ADVISING POLICY

Excerpts below are taken from the UCI Graduate Mentoring and Advising Policy which was approved by the Graduate Council on 4/13/17. The full policy can be found in the [Graduate Academic Policies and Procedures](#).

INTRODUCTION

A mentor-mentee relationship is based on trust and discretion. Good mentoring involves treating students respectfully and fairly, providing reliable guidance, and serving as a role model for upholding the highest ethical standards. The Graduate Council recognizes that faculty mentoring of graduate students, both academic and professional, is a necessary and integral part of the graduate experience. There is a distinction to make between being a mentor and being an advisor—a mentor is someone who is attentive to the professional future of the student, while an advisor is someone who directs the student on what steps are needed to graduate. Both, however, exhibit characteristics that span beyond formal classroom instruction and can be found in one individual together or distributed across multiple supporters.

Because disciplines and programs face their own unique challenges, we recommend that each graduate program define their own best practices in terms of mentoring and develop their own set of guidelines for both faculty and graduate students. Understanding that both the mentor and mentee play an active role in this relationship is a vital first step; both should be aware of the following guiding principles regarding this relationship:

- Mentors and students should discuss and come to a clear understanding of their expectations, clearly defining roles and responsibilities.
- Either party has the right to terminate the mentoring relationship if not seen as satisfactory, despite genuine attempts at conflict resolution. However, departments may require students to have a primary faculty advisor at all times to remain in the program.
- The relationship should enable shared decision-making regarding the mentee's professional development, incorporating both individuals' points of view.
- Meetings should be held in an appropriate environment where both parties feel they can speak freely.
- Commitments made should be honored. Both parties should be considerate of each other's time and provide as much notice as possible when cancelling or rescheduling meetings.
- Information shared in mentoring meetings is subject to standard rules of professional confidence.

Faculty Role in Mentoring Relationship

Regardless of the program or department-specific model, it is expected that each student receives advising and mentoring. It is the responsibility of each graduate program's faculty to advise and monitor the academic progress while encouraging the

professional development of each student. Faculty should be attentive to the future of their students and serve as advocates on their behalf when appropriate.

- Mentors provide constructive advice and guide the professional development of students.
- Mentors affirm students' pursuit of health and wellness, as well as professional skills beyond research which are necessary to career success.
- Mentors encourage students' participation in appropriate professional meetings of national and regional groups and societies.
- Mentors share their resources and networks, as appropriate, to facilitate interaction with other scholars, both on campus and in the wider professional community.
- Mentors assist with applications for research funding, fellowship applications, and other applications specific to the program or discipline.
- Mentors provide career guidance, assistance in the preparation of a CV and/or resume, coaching for job interviews, and writing letters of recommendation in a timely manner.
- Mentors recognize that there are a variety of career options available to their students and encourage students to explore multiple career paths.

Student Role in Mentoring Relationship

It is essential that graduate students see themselves as partners in the mentoring relationship. As mentees, graduate students should:

- Be aware of their own mentoring needs and how they can change through their graduate tenure. Changes should be discussed with their faculty advisor and/or mentor in a timely manner.
- Proactively seek out mentorship; be aware of advertised workshops and resources. Keep in mind that one faculty advisor may not be able to satisfy all needs.
- Recognize that their mentoring needs must respect their mentor's other responsibilities and time commitments.
- Be aware of, and meet, the deadlines associated with the degree program and develop a plan to accommodate to them.
- Maintain and seek regular communication with their mentor(s), especially their primary faculty advisor.
- It is the responsibility of each graduate student to establish an advisee/advisor relationship.

SECTION II: MPH FACULTY MENTOR INFORMATION

OVERVIEW OF THE MPH FACULTY MENTOR ROLE

Thank you for your support and dedication to our MPH students and the UCI Program in Public Health, MPH Program. This handbook is designed to provide information about your role as a Faculty Mentor including specific expectations, time commitment and resources.

Mentor Expectations and Resources During Students' First Years

Faculty mentors will be paired with student mentees as the students begin their program (Fall Quarter, 1st year). In general, mentors and mentees will meet at least twice per quarter in the first year (Fall, Winter, Spring) to discuss topics such as program progression, elective course selection, and student career goals. These meetings can take place in person or via Zoom. If a mentor has more than one first year mentee, the mentor may meet with all mentees in a group session.

Creating a Positive Mentoring Relationship

- Set clear expectations and goals. Support and challenge your mentees.
- Maintain an open line of communication.
- Encourage collaboration and teamwork.
- Extend positivity and celebrate wins
- Be compassionate and empathetic. The better you understand them, the better you will be able to guide them to achieve their goals
- Create opportunities for growth and development.

Ways to Connect With Your Mentee

- Share your experiences and insights. Students are looking at the path ahead and hearing the perspective of someone who has already traveled that path is very valuable. Share experiences of your graduate studies and how you found your passion and career trajectory.
- Ask questions. Ask open ended questions to start the conversation and learn where you may be able to provide guidance and support. Questions like, "how is the quarter going for you?" "What classes are you finding most interesting? Most challenging?" "What brought you to the MPH Program?" "Have you thought about electives and what other areas of interest you want to study while at UCI?" These are just some examples.
- Be available to your mentees for additional meetings or email correspondence to respond to questions or to provide requested advice and guidance.
- If you come across information or a resource that you think may be helpful for your mentees, feel free to share via email. For example, you could share news of a new data website resource or recently released public health report.

Student Scenarios and Resources

- Your first-year students may have questions about their course sequencing and which electives they should consider. Help to demystify the graduate school

experience. It can be intimidating for first-year students. Provide whatever guidance you are comfortable providing and refer the student the MPH Advisor for specifics on sequencing and elective offerings. For example, if your student's emphasis area is Epidemiology but they have expressed interest in Environmental Health, you may want to explore this interest with the student and suggest they think about taking some environmental health courses to fulfill their elective requirements. The MPH Advisor can then work with the student to look at options.

- Your first-year students may have questions about career opportunities or future graduate study opportunities. Offer whatever guidance you are comfortable providing and feel free to also refer students the MPH Advisor and MPH Program and Practice Director as additional resources for guidance and support.
- For students who may express to you mental health or other support needs, please reach out to Student Affairs for resources and support. Student Affairs has information on the myriad support services available to students from the Counseling Center, Campus Social Work, and Student Health Center, among many others.
- You are not in this alone as a mentor. If you do not know the answer to a student's question or do not know the best advice to give reach out to your colleagues for guidance and support. You can also reach out the Student Affairs team and the MPH Program and Practice Director. If you do not know the answer, someone in that group will or will know the best way to get an answer.

Mentor Expectations During Students' Second Years

Faculty mentors should be a resource to their mentees during their practicum experience, generally completed in the second year of the Program. In the Fall quarter of the second year, mentees will work to secure a practicum site for their internship. In Winter and Spring quarters, the students will complete their practicum hours, submit work products from their practicum experience, develop and present a poster about their experience and complete the Integrative Learning Experience (high quality written product). This guide outlines Faculty mentor guidelines and expectations during the second-year practicum experience and includes samples of required paperwork/milestones.

Beginning in Winter 2023, the MPH practicum experience now includes a course component for the students. The practicum course faculty will be the students' main resource and support for the practicum related assignments. Faculty mentors will no longer need to sign off on the practicum site or the assignments (proposal, practicum report, poster).

To meet CEPH accreditation requirements, in Winter 2023, the practicum will now include an Integrative Learning Experience (ILE) component. Mentors will be responsible for grading their mentee's ILE. Information about the ILE can be found in Section III of this guide.

As a mentor you will:

1. Provide support to your mentees who may seek your input or suggestions during the process of determining a Practicum Site.
2. Be available for meetings/check-ins with your mentees as they complete their Practicum experience.
3. Assist mentees in their career explorations.
4. Use a provided rubric to grade mentees' Integrative Learning Experience and communicate grade to the Practicum faculty.

*As a mentor you will **not**:*

1. Be required to find a practicum site for your mentees. This is the student's responsibility.
2. Be required to approve or grade the practicum work plan/proposal, practicum work products, or poster although students may appreciate guidance and/or feedback on these items.
3. Be the only source of support to students during their practicum experience.

Time Commitment

Year 1 Time Commitment

Mentors should plan to meet with their mentees at least twice per quarter, or more as needed. These meetings can include conversations about research interests, coursework challenges, fit with emphasis or anything else the Mentor or Mentee wish to discuss.

Year 2 Time Commitment

There is a minimal time commitment in the Fall and Winter quarter. Students are expected to attend a brief practicum orientation. Mentors should be available to meet with their mentees during the Fall quarter to support them as they explore and secure a practicum site. Once a student has fully secured their practicum site during the Fall quarter, the student may want to meet with their mentor to talk more about their practicum project and brainstorm ideas for work products.

The students will spend much of the Spring quarter working on their Integrative Learning Experience and may need mentor input as they develop and draft that. Mentors will be responsible for grading the ILE at the end of the Spring quarter. Students must submit the completed ILE to their mentors no later than the Friday of finals week. Mentors must complete the grading rubric and submit that to the practicum faculty at least one day before Spring grades are due.

SECTION III: MPH INTEGRATIVE LEARNING EXPERIENCE

The MPH Integrative Learning Experience is a curricular component required by the Council on Education for Public Health (CEPH). For the 2022-2023 academic year, the ILE has been integrated into the practicum course (PubHlth 295 Graduate Practicum and Culminating Experience in Public Health). The ILE is a high-quality written product that allows the student to synthesize their foundational and emphasis knowledge and demonstrate mastery of at least 3 chosen MPH competencies.

The ILE report will be reviewed and evaluated by both the course faculty and each student's faculty mentor at the end of the Spring quarter. The practicum course faculty will create the ILE assignment and guide the students in completing this high quality written product. Assignment information and a grading rubric will be developed by the practicum course faculty and provided to faculty mentors. Students will submit the ILE to both their course faculty and their mentors. Faculty mentors will complete the provided grading rubric and submit it to the course faculty upon completion.

CEPH Criterion: D7. MPH Integrative Learning Experience

MPH students complete an integrative learning experience (ILE) that demonstrates synthesis of foundational and concentration competencies. Students in consultation with faculty select foundational and concentration-specific competencies appropriate to the student's educational and professional goals; demonstrating synthesis and integration requires more than one foundational and one concentration competency.

The ILE represents a culminating experience and may take many forms, such as a practice-based project, essay-based comprehensive exam, capstone course, integrative seminar, etc. Regardless of form, the student produces a high-quality written product that is appropriate for the student's educational and professional objectives. Written products might include the following: program evaluation report, training manual, policy statement, take-home comprehensive essay exam, legislative testimony with accompanying supporting research, etc. A poster presentation is not an acceptable high-quality written product. Ideally, the written product is developed and delivered in a manner that is useful to external stakeholders, such as non-profit or governmental organizations.

Professional certification exams (e.g., CPH, CHES/MCHES, REHS, RHIA) may serve as an element of the ILE but are not in and of themselves sufficient to satisfy this criterion.

The ILE is completed at or near the end of the program of study (e.g., in the final year or term). The experience may be group-based or individual. In group-based experiences, the school or program documents that the experience provides opportunities for individualized assessment of outcomes.

The school or program identifies assessment methods that ensure that at least one faculty member reviews each student's performance in the ILE and ensures that the

experience addresses the selected foundational and concentration-specific competencies. Faculty assessment may be supplemented with assessments from other qualified individuals (e.g., preceptors).

Combined (dual, joint, concurrent) degree students should have opportunities to incorporate their learning from both degree programs in a unique integrative experience.

[CEPH 2021 Accreditation Criteria](#)

APPENDICES

Appendix A: PubHlth 295 Syllabus

Course Syllabus
PH295 – Graduate Practicum and Culminating Experience in Public Health
Winter: January 11 – March 15, 2023
Spring: April 5 – June 7, 2023

Class Schedule: Wednesdays from 1-3pm

Class Location: ONLINE

Canvas Website: https://canvas.eee.uci.edu/courses/sis_course_id:CourseSpace-Section-W23-81501

Zoom Link: <https://uci.zoom.us/j/94007300367?pwd=L1pIQSs5NU55TERNWjQ0aHk3b2hKUT09>

Instructor:

Name: Dylan Roby (he/him) and Sean Arayasirikul (they/them)

Email: droby@hs.uci.edu / sarayasi@hs.uci.edu

Office Hours: There are required weekly group or individual consultations during Weeks 2 through 9, individual meetings with instructors are by appointment

Teaching Assistant:

Name: TBA

Email:

Office Hours:

I. COURSE DESCRIPTION

This course is designed to do two things: (1) support students in choosing an individually fulfilling career path in public health by reflecting on and integrating their MPH training and professional experience, and (2) provide a practical, culminating, integrative experience for MPH students in partnership with public health or health care organizations that draws on students' training in the core areas of public health, their additional required course work in their emphases, and their experience gained in the field prior to their graduation. The course deliverables will be based upon agreements between the student and the preceptor from their host organization, overseen by the instructors.

II. LEARNING OBJECTIVES AND RELATED COMPETENCIES AND COMPONENTS

[The Council on Education for Public Health](#) (CEPH) assures quality in public health education and training to achieve excellence in practice, research, and service, through collaboration with organizational and community partners. Upon successful completion of the course, students will be able to:

1. Demonstrate sufficient knowledge of the core public health areas in a professional setting
 2. Work in interdisciplinary teams in public health-related organizations, drawing from their experiences in the classroom and practicum placements
 3. Reflect on their goals, knowledge, and skills to identify and pursue an appropriate career path within public health
 4. Apply professional writing and communications skills to apply for appropriate positions in public health organizations
-

Course Learning Objectives	<u>Foundational Learning Objectives and Competencies</u>	Course Component (Lesson, Assignment, Assessment)
Demonstrate sufficient knowledge of the core public health areas in a professional setting	#9 Design a population-based policy, program, project, or intervention #22. Apply a systems thinking tool to visually represent a public health issue in a format other than a standard narrative	Assignment 2 – Work Plan Assignment 7 – Poster Presentation
Work in interdisciplinary and inter-professional teams in public health-related organizations, drawing from their experiences in the classroom and practicum placements	#21 Integrate perspectives from other sections and/or professions to promote and advance population health #16 Apply leadership and/or management principles to address a relevant issue	Assignment 2 – Work Plan Assignment 4 – Artifact 1 Assignment 5 – Artifact 2 Assignment 6 - Informational Interviews Assignment 8 - ILE
Reflect on their goals, knowledge, and skills to identify and pursue an appropriate career path within public health	#16 Apply leadership and/or management principles to address a relevant issue	Assignment 8 - ILE
Apply professional writing and communications skills to apply for appropriate positions in public health organizations	#18 Select communication strategies for different audiences and sectors #19 Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation	Assignment 1 – Avoid Plagiarism Activity Assignment 3 – Cover Letter and Resume

In addition, students will choose 5 other distinct competencies not listed above (in the WORK PLAN) that they will satisfy through the course in partnership with their preceptor, based upon the organization's needs and the required tasks and projects each student might be involved in within their site. For example, someone tasked with analyzing data and presenting it for a report to organizational leadership might identify competency #3 (Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate) and competency #4 (Interpret results of data analysis for public health research, policy or practice) as core competencies related to their practicum placement.

III. COURSE MATERIALS

There is no textbook for this course. All reading assignments will be posted to the Canvas website.

IV. TECHNOLOGY REQUIREMENTS

-
- Access to the EEE+ Canvas Course Space

Students are expected to log in to Canvas every day. It is your responsibility to become familiar with the [Canvas features](#) because the course materials and assignments will be delivered via the [EEE+ Canvas](#) system. Please visit the [Canvas student support](#) page if you need help. You can also contact the OIT Help Desk at oit@uci.edu or call (949) 824-2222 for assistance.

- Update Canvas Settings and Notifications

UCI students are given a [UCI Gmail account](#), but it may not be accessible in certain countries. Therefore, you must update the Canvas [settings](#) and [notifications](#) to ensure you receive important messages and announcements. Click on “[settings](#)” to add another email address and/or a cell phone number to receive notifications. Click on “[notifications](#)” to configure how you receive Canvas notifications.

- Computer and Internet Connection (Virtual)

You will need to have access to a computer with an Internet connection to study remotely this quarter. You will need a computer with a built-in webcam **or** webcam **or** [earbud headphones and a microphone](#) to [participate in a voice chat](#) meeting. You can also join the meeting via the [zoom app](#) installed on a Smartphone.

V. ASSIGNMENT DESCRIPTIONS & GRADING METHODS

1. Class Participation/Discussion (20%)

Students are required to attend synchronous virtual weekly lectures, discussions, and professional development events. Readings should be done **before** the class for which they are assigned. All students are expected to contribute regularly and productively. In addition, students will be expected to choose and attend three or more advising sessions based on their desired career path. The group advising sessions will be broken up into:

- a. During Weeks 2 and 3 of the Winter quarter, Drs. Arayasirikul and Roby will offer two additional hour-long sessions per week (for a total of 4 over the 2-week period) to discuss different career options and foci. Students are REQUIRED to choose one session in Week 2 or Week 3 but are allowed to join all four if they would like to. For example, the group advising groups might focus on: (1) health policy, (2) data analysis and research, (3) health education and promotion, and (4) service provision in health and social services. We will poll students at the beginning of the quarter to identify the four initial groupings.
- b. During Weeks 4 through 8 of the Winter quarter, Drs. Arayasirikul and Roby will hold individual office hours with each student. Students are REQUIRED to sign off for an appointment time, and the focus will be on career planning and professional preparation.
- c. During Weeks 9 and 10 of the Winter quarter, Drs. Arayasirikul and Roby will offer two additional hour-long sessions per week (for a total of 4 over the 2-week period) to discuss different career options and foci. Students are REQUIRED to choose one session

in Week 9 or Week 10 to attend but are allowed to join all four or change topic area (from weeks 2 and 3) if they would like to.

2. Practicum-Related Assignments (50%)

a. Assignment 2 – Work Plan (10%)

Please fill out the work plan template with your preceptor. It will include a short summary of the planned project, an explanation of methods used to complete the project, a timeline, and a list of deliverables (2 of which will be used as artifacts for Assignments 4 and 5).

b. Assignment 4 – Artifact 1 (10%)

Please work with your preceptor to choose a specific deliverable based on your practicum activities and work plan. For example, if you are designing a new program for your site to address a health problem in a specific community, you might submit as an artifact the data tables you created for your preceptor to summarize the problem and identify which groups in the community were affected most. Or, if the preceptor requested a Disparity Impact Assessment, you could submit that written document as the artifact. Because Assignment 4 is earlier in the quarter and practicum, something more formative or exploratory is appropriate.

c. Assignment 5 – Artifact 2 (10%)

Please work with your preceptor to choose a specific deliverable based on the practicum activities and work plan. It is most appropriate to select a product you might have created during the latter half of your practicum. For example, if you are designing educational materials to promote hand washing prior to surgery at a local hospital, you could submit copies of the materials that are posted in the hospital hallways as your artifact. However, discussion of why the materials were designed in a certain way or a critique of the use of a print informational campaign might be reserved for your poster presentation (Assignment 7). Artifact 2 should not be a new version of Artifact 1, or largely based on Artifact 1.

d. Assignment 6 – Informational Interviews (10%)

Please submit a list of the individuals you spoke to in relationship to your practicum. You must interview at least four people, with one coming from outside of public health (clinician, social programs, public administration). We prefer that the interviews are done with people within your host organization, but if that is not possible, please talk to the instructors about other people who might be a good fit based on your career goals. Your reflections from the interviews will be included in your ILE document, so make sure you are able to take notes or reflect on your interviews after they occur rather than waiting until the ILE is due.

e. Assignment 7 – Poster Presentation (10%)

The poster presentation will be a one-page, 36 x 60 formatted poster to be presented in a public event at the end of the Spring quarter. The poster should include details on your

practicum, your overall project, the two artifacts (Assignments 4 and 5) you chose to submit from your practicum, and an analysis of your progress on the 5 CEPH competencies you chose to address in your Work Plan.

3. Career-Related Assignments (10%)

a. Assignment 1 – Avoiding Plagiarism

During class during Week 1, students will participate in a paired activity to paraphrase three direct quotations from published literature. They will then be asked to independently synthesize those paraphrased items into one paragraph with a reference page and submit it to CANVAS via the Assignments tab. The assignment is due January 18th by 1pm.

b. Assignment 3 – Cover Letter and Resume

Students will prepare a cover letter and resume for a hypothetical application to a relevant job posting. The cover letter and resume will follow best practices for style, content, and applicability to the job posting they are responding to. Guidance will be provided by the UCI Division of Career Pathways team and the instructors. The assignment is due March 15th at 1pm.

4. Assignment 8 - ILE (20%)

This is a reflective and analytical 5-10 page writing assignment based upon your summative experience in the MPH program at UC Irvine, including your core courses, emphasis courses, and practicum experience. In this assignment, you will summarize your career goal, share findings and reflections from your informational interviews, identify key areas of personal and professional development during the MPH, and identify key gaps in your personal and professional development that you would like to address. In addition, every ILE should include a section that is externally-facing, informing stakeholders of how public health training and public health as a field needs to change or adapt to the current environment (i.e., this could involve a discussion of integration with social supports and other “non-health” activities).

VII. COURSE POLICIES

- **Netiquette for Remote Learning**

“[Netiquette](#)” is network etiquette, the dos and don’ts of online communication. Netiquette covers both common courtesy online and the informal “rules of the road” of cyberspace. All students are expected to follow the [Netiquette Guidelines for Remote Learning](#).

- **Class Withdrawal Policy**

It is your responsibility to officially drop/withdraw from any courses before the deadline posted by the University’s registrar’s office. Please refer to UCI’s academic calendar <http://www.reg.uci.edu/enrollment/withdrawals/> for the withdrawal policy, procedure, and refund schedule.

- **Academic Integrity**

UCI is an institution of learning, research, and scholarship that is strengthened by an environment of integrity. As members of the academic community, students are responsible for maintaining this environment, subscribe to academic integrity, and accept individual responsibility for their work and actions. Violations of academic integrity are unacceptable and will not be tolerated because they devalue the entire community's teaching and learning experience. Observing honesty in ideas, words, actions, and work is a principle to which all community members are required to subscribe. For more information, please visit <https://aisc.uci.edu/students/academic-integrity/index.php>

- **Diversity Statement**

The University of California, Irvine, per applicable Federal and State law and University policy, does not discriminate based on race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities.

- **Disability Statement**

The University of California, Irvine, is committed to providing a barrier-free environment for learning and an electronic environment accessible to everyone, including individuals with disabilities. If you have a disability and feel you need accommodations in this program or a course, please contact the [Disability Services Center](#) (DSC). DSC-approved accommodations will be provided for students who present a Faculty Notification Letter from the DSC.

- **Copyrights**

This course is provided by the University of California, which has [policies regarding copyright](#). Materials used in connection with this course may be subject to copyright protection. Refer to the information provided in each video/file/module/unit for copyright information for each work. The course content-related video/file/module/unit was created to be used in compliance with the TEACH Act. 17 USC §110(2).

VIII. STUDENT SUPPORT RESOURCES

- **UCI Learn Anywhere**

Remote learning resources for UCI students provided by DTEI and OIT are available at <https://sites.uci.edu/learnanywhere/>.

- **Technical Support**

Contact the OIT helpdesk at oit@uci.edu or call (949) 824-2222 for all technical support and training needs.

- **UCI Wellness, Health, and Counseling**

For more information, please visit <https://studentaffairs.uci.edu/>.

- **The Learning & Academic Resource Center (LARC)**

Online Tutoring is available. Please visit [LARC's website](#) for details.

- **Wellness Consulting Services**

Visit the UCI Counseling Center website at <http://www.counseling.uci.edu/>.

IX. COURSE CALENDAR

Date	Part	Session	Description	Activities	Faculty
1/11	1	Introductions	Faculty and Students introduce themselves and their site		Dylan and Sean
	2	The Practicum – Roles, Responsibilities, Expectations, and Upcoming Tasks	Faculty will describe the practicum, how to work with preceptors, what we expect students to get out of it, and the assignments in the course	Assignment 1 - Activity on paraphrasing and avoiding plagiarism, competencies self-assessment and reflection	Dylan
1/18	1	Career Options and Pathways		Assignment 1 DUE by 1pm	Dylan and Sean
	2	Group Activity on Types of Positions	Students broken into affinity groups based on interest, we give them example job descriptions and they discuss roles/skills/qualifications/salary expectations and needs	Group Worksheet	Dylan
1/25	1	Non-Profit Panel	TBN	Students submit questions for panelists	Dylan and Sean
	2	Considerations for Practicum Proposal	Faculty lead discussion of proposed topics and provide guidance on how to work with preceptors, thinking about objectives and deliverables, etc.	Work Plan Draft submitted	Dylan and Sean
2/1	1	Policy Panel	TBN	Students submit questions for panelists	Dylan
	2	Practicum Debrief – Organizational Culture and Expectations			Dylan and Sean
2/8	1	Governmental Public	TBN		Dylan

		Health Roles Panel			
	2	Practicum Debrief – Problems and Solutions		Assignment 2 – WORK PLAN due	Dylan
2/15	1	Building Resiliency to get to the finish line	Self-Care and setting boundaries, internal and external locus of control		Sean
	2	Practicum Debrief – Informational Interviews			Dylan and Sean
2/22	1	Consulting Panel	TBN		Dylan
	2	Practicum Debrief – This is Public Health?			Sean
3/1	1	Planning your Job Search (UCI Division of Career Pathways)			Dylan
	2	Group Activity: Job Search			Dylan
3/8	1	Crafting a Cover Letter (UCI Division of Career Pathways)		Send out job descriptions and students craft cover letter and resume specific to JD	Dylan
	2	Developing a Rock Star Resume (UCI Division of Career Pathways)		Watch video/recording in advance?	Dylan
3/15	1	Interviewing Skills (UCI Division of Career Pathways)		Assignment 3 - Cover Letter and Resume DUE	Dylan
	2	Practicum Debrief – Role Models			Dylan
Finals and Spring Break					
4/5	1	Panel TBD		Assignment 4 – Artifact 1	Dylan and Sean
	2	Practicum Debrief – Updates and Future Plans			Dylan and Sean
4/12	1	Interviewing Skills (UCI Division of Career Pathways)			Dylan
	2	Practicum Debrief – Wrapping up			Dylan and

					Sean
4/19	1	Mock Interviews			Dylan
	2	Case Interviews – How are they Different			Dylan
4/26	1	Navigating Salary Negotiations			Dylan
	2	Partnered Activity – prioritizing components of a job offer			Dylan
5/3	1	Honing your Public Health Voice and Leadership			Sean
	2	Mentorship	What to look for, what is effective, how to establish relationships and reciprocate		Dylan and Sean
5/10	1	Work Style, Communication Style, Emotional Intelligence			Sean
	2	Panel on Health tech and Data Analysis			Dylan and Sean
5/17	1	Designing your Poster			Dylan
	2	Preparing the ILE			Dylan
5/24	1	Networking and building professional relationships		Assignment 5 – Artifact 2	Dylan and Sean
	2	Reflecting on importance of interdisciplinary collaboration in public health			Sean
5/31	1	Panel TBD		Assignment 6 – List of Informational Interviews	Dylan and Sean
	2	MPH Debrief – Gaps in skills, knowledge, coursework, networks, opportunities			Dylan and Sean
6/7	1	Career development after graduation – promotions, raises, changing course, additional schooling, etc.			Dylan and Sean

FINALS WEEK (DATE TBD) – POSTER PRESENTATION (Assignment 7)

LAST DAY OF FINALS WEEK – ILE (Assignment 8) DUE