WatCV Example Syllabi

Community Development, Engagement and Advocacy
HLTH 305
Winter Term 2017 University of Waterloo

Time/Location: Tue/Thu 10-11:20 / BMH 1016
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Office Hours: Mon: 9:30-11 am/Tue: 1-2 pm/LHN 3721

Course Outline:

In this course, we will learn about community engagement in public health. We will explore the changing nature and meaning of communities in today's world and the challenges posed by these changes to public health policy and practice. We will also learn to identify structural, institutional and interpersonal factors that impact public health work in the community. Utilizing case-studies approach, we will consider how public health work can empower and enrich communities. This course will focus on experiential, hands-on learning and will provide us with an opportunity to develop professional skills and experience community work.

Learning Outcomes:

By the end of the course you will be able to:

1. Identify structural, institutional, and historical forces that may impact communities
2. Be able to communicate, advocate, and work collaboratively with community members to enhance public health initiatives
3. Design and carry out community engagement activities
4. Understand the challenges faced by some communities and identify the ways in which these challenges can be addressed and resolved in respectful and empowering manner
5. Develop or improve the following professional skills: initiative, responsibility, leadership, teamwork, conflict resolution, problem solving, decision-making, and written and oral communication.

In Class activities (50%):

The in-class activities will provide you with an opportunity to demonstrate your knowledge of the assigned readings and to apply this knowledge to public health practice. Below is a description of the work that you will be doing in class:

In-class quizzes (25%) – on the dates indicated in course schedule (see below), we will begin the class with a short, 10-minute quiz that will test your knowledge of the assigned readings. You will have an opportunity to write 6 quizzes. Five best marks will be used to calculate your total for the in-class quizzes (5% per quiz).

Group work and other in-class activities (15%) – the goal of in-class activities is to provide you with an opportunity to apply the learned material to everyday life situations and to develop your interpersonal and communication skills. During the second week of the course, you will sign up for a group that represents a specific community. Using case study format, we will learn how to apply theories and models we study in class to real-life situations. There are total of 7 group activities assigned for this course, each evaluated as 2% for a total of 14%. Your group will receive 1.5-2% if your work shows critical thinking and knowledge of the material. The mark of 1-1.5% will be assigned for work that has been completed but does not show in-depth thinking. You will receive up to 1% for the mediocre work. Any in-class activities missed for medical reasons will be replaced with a short, 1-page written memo that will be submitted for evaluation. Please see schedule below for the dates on which we will have group activities. Please note that additional 1% will be given for a WatCV in-class activity on Oct. 12.

Evaluation of presentations (10%) – during the last two weeks of classes, students will present their community engagement projects to the class. You will be asked to provide constructive and informative feedback for students' presentations. The template for evaluation will be provided in class.

WatCV Assignments (20%):

In this course, we integrate WatCV to help you identify and reflect on professional skills that you will acquire and/or improve while taking this course. This course is designed to develop a number of professional skills that are identified as key skills and competencies by potential employers.

Professional Skills embedded in this course

Personal Attributes	Presentational and relational skills	Metacognitive skills
Initiative	Interpersonal skills	Critical thinking
Work ethics	Teamwork	Decision making
Leadership	Oral and written communication	Problem solving

WatCV assignments are designed for you to develop a career-oriented portfolio, using format of reflection that resembles the job interview process. The WatCV assignments are completed using STAR (Situation or Task/my Actions/Result) format and focus not only on **what** is the skill that you developed, but also on **how** you achieved this skill. They are submitted as an ePortofolio and are graded as an application for work that would have been received by your potential employer. More information about WatCV (including workshops) will be given in class and is available on LEARN. You would need to submit 3 assignments:

Assignment 1 (5%) - Due Mon, Sep 25 @ 10 am via LEARN – you will be asked to submit 500-700 word reflection that clearly demonstrates how you successfully used a professional skill in this course so far. For example, you can identify a **teamwork** skill as a one that you developed by **getting** an input from all group members before **presenting** your ideas to the class. In addition to this reflection, you will submit a supporting digital artifact that demonstrates your professional behavior. The submission will be done using WatCV ePortfolio template. The instructions for Assignment 1 will be given in class and are available on LEARN.

Assignment 2 (6%) – Due Thu, Oct. 19 @ 10 am via LEARN – you will add to your WatCV portfolio a **second professional skill** that you developed in this course. You will:

- Write a 500-700 words reflection that clearly demonstrates which professional skill you used in the course
- Select a supporting digital artifact that gives evidence of **one** professional behaviour related to this skill
- Submit a **draft of Assignment 2 on Thu, Oct. 12 @ 10 am via LEARN for 1%** of the mark to receive peer feedback. This draft will be used for peer evaluation
- Give peer feedback on other students' submission in class on **Oct. 12.** You will receive 1% for in-class participation for providing feedback to your peer.
- Revise and resubmit Assignment 2

Assignment 3 (8%) – Due Tue, Dec. 5 @ 10 am via LEARN – you will add to your WatCV portfolio 500-750 word reflection on a **third professional skill** that you developed in this course and accompany it with a digital artifact.

Please note: A complete set of instructions, including student-written examples and instructions on how to create an ePortfolio is available on LEARN (WatCV tab in Content). Instructions on how to complete each assignment will also be given in class.

Community Engagement Project (30%):

The goal of this project is to provide you with an opportunity to experience community work and to develop your written and oral communication skills, as well as teamwork, leadership, initiative, responsibility, and problem-solving skills. You will form groups of 3-4 students to work collaboratively on designing and implementing a community based activity. You need to identify a project that can be carried out by you in a relatively short period of time (see class schedule). You can utilize your personal networks, your knowledge of your own community, or online space to work on your project. The outcome of this activity can be anything from a well-

designed pamphlet to a community-organized meeting or a viable twitter account/Facebook page. The community engagement project will be summarized in two parts:

Final Project Report (20%) Due Tue, Nov. 21st @ 10 am on LEARN – your group will submit a final report of 8-10 pages that will include the following components:

- **Executive summary (8%)** – a brief summary of the project, which will provide a rationale for the project, goals, activities, and outcomes (1 page).
- **Introduction (7%)** – the rationale and the goals of the project, brief outline of community in which the intervention took place, and anticipated outcomes (1/2 – 1 page)
- **Background (20%)** – background on the community, including demographic information and community ecology (2-3 pages)
- **Intervention (40%)** – rationale for the proposed intervention and activity including a background on the activity and step-by-step implementation process (3 - 4 pages)
- **Reflection/Lessons learned (15%)** – identify what has worked or has not worked and how this intervention/activity could have been implemented in other setting(s) to improve public health (1-2 pages)
- **Summary (5%)** – summarize your work and identify what you have accomplished, how this advances public health, and future direction for research/ intervention (1/2-1 page)
- **Style/References (5%)** – your paper should have a title and reference page. Ensure that your style/grammar/sentencing/wording is correct. Include references in APA format. You are welcome to use academic and grey literature but you need to ensure that you have at least **3 academic** references per **1** group member (e.g. total of 12 references for the group of 4 students).

Please note: You are encouraged to meet with the instructor throughout the course to discuss the nature of your activity. During the second part of the course, we will have a designated class time to discuss the activity and/or receive feedback on your assignment.

Class Presentation (10%) – your group will summarize your project in a 10-minute presentation to the class. The goal of the presentation is to provide you with an opportunity to demonstrate your critical thinking and oral communication skills and allow other students to learn about your project. The sign-up sheet for presentations will be circulated in class.

The Digital Design Profession
DAC (Digital Arts Communication) 400
Winter 2017
Thursdays 4:30-7:20 p.m., ML 117

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Office Hours: by appointment
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"Designers don't *think* their way forward; designers *build* their way forward."
Designing Your Life, Bill Burnett and Dave Evans

Course Goals, Format, and Resources
Goal: DAC 400/ENGL 403 teaches students to apply design thinking strategies and tools to their most pressing, post-university challenges: finding the right job, building the most successful career, living the most satisfying life possible.

Format: This experiential course focuses on design thinking as a creative framework for exploring the "wicked problem" of your-life-as-designed. Workshops, group discussions, and written exercises and reflections will support students' discoveries, that are then presented formally in four ways: a career and competency eportfolio, a life design interview experience, a behaviour-based interview (BBI) experience, and an 'odyssey years' plan. Students will research design careers and conduct 'life design' and job interviews.

Resources: Design professionals will be available to support student research and interviews. As well, to provide a systematic and comprehensive method of design thinking for this challenge, the course requires students to read *Designing Your Life*, by Bill Burnett and Dave Evans, both professors at Stanford University's d.school, and instructors of the most popular course on Stanford's campus, Designing Your Life.

Learning Objectives
At the end of this course, students will develop a design perspective, master a set of design thinking tools, and be able to apply these to a wide range of life-design problems.

More specifically, upon completing this course, students will be able to demonstrate, and articulate several professional skills:

- Work approach skills, such as taking initiative and responsibility, by meeting all the participation requirements of the course;

- Interpersonal skills, such as leadership and teamwork, by contributing as a Life Design Team member;

Required Readings
Designing Your Life: ow to Build a Well-Lived, Joyful Life by William Burnett, and David J. Evans

Other required readings are posted in LEARN> Readings.

DAC 400 WatCV Assignment 2

In this assignment, you will add to your WatCV ePortfolio by effectively representing a **second professional skill** to potential future employers. To add to your ePortfolio, you will:

- write a 500-750 word reflection that clearly demonstrates how you successfully used a professional skill you used when you were completing ONE of these assignments:

  - **Good Times Journal (3 weeks logging + reflections) OR**
  - **WatCV 1 ePortfolio (its ePortfolio design + reflection) OR**
  - **Odyssey Years Plan (the plan + reflection)**

Choose one based on:
- the most enriching to your learning in this course so far OR
- the one that has the skills that you'd like to reflect on OR
- the one that has the skills that you most relate to most easily

- select a supporting digital artifact that gives evidence of the professional behaviour related to that skill;
- present your reflection and documentation in the Assignment 2 area of your ePortfolio;
- give and receive peer feedback on your first draft of Assignment 2;
- revise and resubmit Assignment 2.

STEPS:

Step 1. Read the "Professional Skills Used in Situations and Tasks in Good Times Journal, WatCV 1 eportfolio, and Odyssey Years Plan Assignments" below.

Step 2. Choose a **situation** you faced *or* a **task** you had to accomplish to complete the assignment.

Step 3. Choose *__one specific skill__* you used from the list at the end of this document.

Step 4. Refer to the Tables of Professional Skills and Behaviours, and choose *__one specific behaviour__* you used **related to the skill you have chosen**.

Step 5. Read the feedback you received on Assignment 1 in the Assignment 1 WatCV Rubric.

Step 6. Re-read the Student Models to help you use your Assignment 1 feedback to write an even better reflection.

Step 7. Write your reflection according to STAR Format. You may write directly in the Assignment 2 reflection text box in your WatCV ePortfolio, or you can paste your reflection into the Assignment 2 reflection textbox from another document.

Step 8. Label and **boldface** the sections of your reflection to announce the content: **Situation** (or Task), **My Actions**, **Result.** B**oldface** the professional **skill** and **behaviour** you used.

Step 9. Select/create a Supporting Digital Artifact that gives evidence of your professional **behaviour.**

Step 10. Drag and drop your supporting digital artifact into the Assignment 2 digital artifact placeholder in your WatCV ePortfolio.

Step 11. Fill in the Skill Spotlight text box for Assignment 2.

Step 12. Proofread your entire WatCV Assignment 2 submission, including your Assignment 2 reflection, your Assignment 2 supporting digital artifact, and your Assignment 2 Skill Spotlight.

Step 13. Open the WatCV Assignment 2 Draft Dropbox in LEARN. Submit Assignment 2 Draft by providing a link to the URL for your ePortfolio in the "Comments" box, as well as uploading one screenshot of your landing page AND one screenshot of your project page with your full reflection. **Check your Course Syllabus for the deadline.**

Step 14. Participate in the required In-class Peer Review Activity. See Course Syllabus for schedule.

Step 15. Revise Assignment 2 based on the feedback you received in your In-class Peer Review activity.

Step 16. Open the WatCV Assignment 2 Revised Dropbox in LEARN. Submit Assignment 2 Revised by providing a link to the URL for your ePortfolio in the "Comments" box, as well as uploading one screenshot of your landing page AND one screenshot of your project page with your full reflection (you may need to take multiple screenshots if it does not fit in one). **Check your Course Syllabus for the deadline.**

==**Professional Skills Used in Situations and Tasks for Good Times Journal, WatCV 1 ePortfolio, Odyssey Plan Assignments**==

Note examples of the Skills and Tasks you deployed in these 3 Assignments.

In the **situations** you faced while you were working on your Good Times Journal (logging + reflection), WatCV 1 (ePorfolio design + reflection), and the Odyssey Plan Assignments (plan + reflection, you developed, *in particular*, your **decision-making**, **critical thinking, oral and written communication** skills.

- You used **decision-making** when you weighed the *pros and cons* of the best, among several possible:
  - Good Time Journal activities to log over 3 weeks;
  - ePortfolio banner, digital artifacts, and situation to write about;
  - 3 lives to map.

OR when you *gathered and took into account the information* you needed to complete the pieces of these assignments.

- You used **critical thinking** when you *understood the connections between ideas* in writing your reflection pieces for each of these assignments (e.g., you extracted the pattern of your preferences by week 3 of the Good Times Journal or you developed ideas inside the STAR template (skill + behaviour + actions) to articulate fully a skill you developed or you understood how developing parallel possible lives can enrich a more diverse set of ideas for life planning.

To accomplish the **tasks** required to complete your Good Times Journal and Odyssey Plans, you used **oral** and **written communication** skills.

- You used **oral communication** when you discussed the Good Time Journals or Odyssey Plans with your Design Your Life team members. For example, you practiced active listening when you asked questions to prompt further details about their choices, preferences, ideas, activities, and you were conscious of responding to the interviewees' answers in an interested way by saying back to them what you understood.
- You used **written communication** to write effective reflections in all three assignments. For example, you have organized the content of your document so that a reader could follow it easily, and you used appropriately professional language.