

# Career Exploration and Internship Planning – ENV H 480

Course website: <https://canvas.uw.edu/courses/1065280>

Fall Quarter 2016

Credits: 1

Class time: Wednesdays, 3:30-4:20 p.m. Room T-474 Health Sciences Center

## INSTRUCTORS

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## COURSE DESCRIPTION

This course is intended to expose DEOHS undergraduate students to a broad range of environmental and occupational research, practice, and policy areas in order to assist them with career exploring and planning within the Environmental Health major. It also serves as an introduction and orientation to the EH internships. The format for this class includes group discussions, short lectures, guest panelists, and strong student involvement. Students should come to class prepared to share questions, ideas, and experiences with their classmates.

## LEARNING OBJECTIVES:

It is intended that at the completion of this course, each student will be able to:

- Develop an overview of the environmental and occupational health sciences field, and evaluate their personal career values, interests and skills to assess fit for a range of possible career paths.
- Create and implement a career plan to prepare for their identified career goals. Identify actions to take in areas of their environmental health education, including research, and internship / experiential learning.
- Identify, apply for, and successfully obtain and hold a summer internship.
- Understand workplace expectations, communicate professionally, and identify and solve workplace conflicts.
- Design a targeted resume and cover letter and understand how to adapt it to different positions.
- Understand the different types of interview questions and craft focused answers in response.
- Construct a professional network.

## SCHEDULE OF TOPICS AND READINGS:

Week	Date	Topic	Due
1	Sept 28	Introductions and Career Planning	
2	Oct 5	Career Values and Career Field Overview	<a href="#">Reflection #1</a> (Note: reflections are due the night before class) Choose a career to present to your classmates on Oct 12
3	Oct 12	Careers in Occupational Health Panel	<a href="#">Reflection #2</a> (Note: reflections are due the night before class)
4	Oct 19	Careers in Environmental Health Panel	<a href="#">Reflection #3</a> (Note: reflections are due the night before class)
5	Oct 26	Job and Internship Search Strategies	<a href="#">Reflection #4</a> (Note: reflections are due the night before class)
6	Nov 2	Internship student panel	<a href="#">Internship Application Spreadsheet</a> Question for Panelists
7	Nov 9	Resumes and cover letters week 1	<a href="#">Resume draft 1</a> <a href="#">Reflection #5</a> (Note: reflections are due the night before class)
8	Nov 16	Resumes and cover letters week 2	<a href="#">Resume draft 2</a>
9	Nov 23	Networking and Informational Interviews	<a href="#">Cover Letter Draft</a>
10	Nov 30	Interviewing	
11	Dec 7	Professional Communication and Problem-Solving	<a href="#">Informational Interview</a>
12	Dec 15	Finals	<b>Final Project</b> The final project includes: <ul style="list-style-type: none"> <li>• <a href="#">Internship posting</a></li> <li>• Targeted <a href="#">cover letter</a> and <a href="#">resume</a></li> <li>• <a href="#">List of anticipated interview questions and 3 drafted STAR method interview answers</a></li> <li>• <a href="#">Mock Interview</a></li> </ul>

## ASSIGNMENTS:

Individual assignments are given point values relative to a total 200 points for the quarter. All assignments must be typewritten -- and submitted on-line using the Catalyst drop-box, or via email to the instructor.

### Reflections (10 points each, 50 points total)

**Note: reflections are due the night before class.** Reflections should take approximately 5-10 minutes to complete on canvas. They include short answers and submission of either “lingering questions” or questions for upcoming panels

### Internship Application Spreadsheet (10 points)

Create a google drive spreadsheet to organize your internship/job search

### Resume Drafts (20 points each, 40 points total)

Create first and second drafts of a one-page resume incorporating class discussions and activities

### Cover Letter Draft (20 points)

Write a 3-4 paragraph cover letter targeted toward a particular position

### Informational Interview (20 points)

Complete a 20-30 minute informational interview with someone in environmental or occupational health and submit your interview notes

### Final (50 points)

The final project includes:

- [Internship posting](#) (5 points)
- Targeted [cover letter](#) and [resume](#) (15 points)
- [List of anticipated interview questions and 3 drafted STAR method interview answers](#) (20 points)
- [Mock Interview](#) (10 points)

Assignment	Points	Percentage of Total Grade
Reflections 1-5	10 points each	25%
Internship Application Spreadsheet	10 points	5%
Resume drafts -2	20 points each	20%
Cover Letter Draft	20 points	10%
Informational Interview	30 points	15%
Final	50 points	25%

## Course policies and values

- **Inclusiveness:** Diverse backgrounds, embodiments, and experiences are essential to the critical thinking endeavor at the heart of university education. Therefore, we expect you to follow the UW Student Conduct Code in your interactions with your colleagues and instructors in this course by respecting the many social and cultural differences among us. We encourage students to talk to your faculty member and/or the program director if you have concerns about classroom climate.
- **Grading:** The environmental health undergraduate seminar course is graded “Credit/ No Credit”. Credit is based on consistent participation in discussion, and reflections/assignments.
- **Attendance:** Students are expected to attend the undergraduate seminar each week and to be fully engaged in the course presentations and discussions. If, for some legitimate reason, a student is not able to attend one or more of the seminars, s/he may be permitted to substitute another on-campus seminar or event that is related to the field of study. Contact professor for prior approval.
- **Access and Accommodations:** We welcome the opportunity to work with students with disabilities and to help them be successful in this class. Your experience in this class is important to us, and 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 experience barriers based on a disability or temporary health condition, please seek a meeting with Disability Resources for Students (DRS) to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206- 543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu)
- **UW Academic Integrity Statement:** 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, and other misconduct are serious violations of the University of Washington Student Conduct Code (WAC 478-120). 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 website.