

Date: Wed, 5/1/24

To: SPH Faculty & Staff

Subject: Instructor(s) Needed for SPH 391/2: Public Health Service Learning I/II, SPH 396: Intensive Public Health Service Learning, and SPH 491/2/6: Public Health Capstone in AY 24-25

Message:

Dear colleagues,

The Public Health-Global Health Major is recruiting instructor(s) for SPH 391/2: Public Health Service Learning I/II in WIN 2025 and SPR 2025 and SPH 396: Intensive Public Health Service Learning in SPR 2025. The position supports up to 30% FTE. We are also recruiting for SPH 491: Public Health Capstone I offered in WIN 2025, SPH 492: Public Health Capstone II offered in SPR 2025, and SPH 496: Public Health Capstone offered AUT 2024, WIN 2025, and SPR 2025. The position supports up to 25% FTE. These openings are for an instructor(s) who can begin in AUT 2024. The new hire(s) will work with Anjolie Ganti, Associate Director of Experiential Learning and a highly-competent instructional team who have taught experiential learning courses for the last few years.

The Public Health-Global Health Major posts teaching openings across the School, as it is a school-wide program. Competitive candidates are expected to have the following: practical experience in public health; experience in/with community-based organizations; teaching competency at the undergraduate level; evidence of an understanding for and commitment to supporting, teaching, and mentoring diverse students and first-generation college students; and strong interpersonal communication skills and a willingness to learn how to teach from an anti-oppression lens. I have included more details below. I would appreciate it if you could post within your departments and programs as per your protocols when new teaching opportunities arise. If you have specific people you think would be a good fit, please encourage them to contact me at bbaquero@uw.edu.

Best,
Barbara

BB/jhk

About the Major

The Public Health-Global Health Major is a School-wide, interdisciplinary liberal education program with approximately 600 students who have a variety of academic and professional goals. High-impact active learning is a cornerstone of our program; as such, we have prioritized service learning as a mandatory requirement for all our students.

Transitioning to a revised curriculum

The Public Health-Global Health Major is undergoing a curricular revision by moving the service learning/capstone experience from the end of the Major to much closer to the beginning of the Major. The capstone courses SPH 491/492/496 will be offered for the last time in AY 24-25 for current students. Simultaneously, we will initiate the revised service learning series of courses SPH 391/392/396 in WIN 2025 for students who begin the major in AUT 2024. The revised series is very similar to the 400-series; however, an additional credit has been added to make room for professional development workshops, ensuring that all students have this content before the summer of their final undergraduate year. Please contact Joe Harper Kowalczyk (joehk@uw.edu) for more details on our curricular revisions.

Position: Undergraduate Instructor(s) for SPH 391/392/396: Public Health Service Learning, Public Health-Global Health Major, School of Public Health

The courses are six credits and will be offered in WIN 2025 and SPR 2025. The position supports up to 30% FTE. This opening is for an instructor(s) who can begin in WIN 2025. The hired instructor will work with Anjulie Ganti, Director of Experiential Learning, and the instructional team to coordinate responsibilities for the course. Please see below for course offerings.

WIN 2025	SPR 2025
*SPH 391 (3 CR) ~150 enrollment	*SPH 392 (3 CR) ~150 enrollment
	SPH 396 (6 CR) ~50 enrollment

*Please note that SPH 391 and SPH 392 are paired courses. Students who choose this pathway to complete their service learning requirement will remain with the same section/community partner and project.

About SPH 391/392/396

Public Health Service Learning is an experiential learning course where students complete onsite shifts or projects in or for community-based, public health-related settings. Past settings have included: non-profits, governmental public health, health boards and museums. In the classroom, students learn about equity-centered public health theories and frameworks and, through their assignments, demonstrate their understanding of how structural oppression shows up in public health practice and in the health and wellness of populations. In this “theory-to-practice” course, students gain both the soft skills needed to work in a multitude of fields as well as “hard” skills such as interviewing, report writing, and problem solving. Students

focus on how to use their equity lens as advocates, allies and, when authentic for them, as co-conspirators via reflective practice. Community partners will be linked to a specific discussion section based on either: the services provided by the placement site; the population served; or the public health issue addressed. Community partners will be invited to give guest lectures to enrich student understanding of the course material as well as their service-learning work. These sessions, depending on the preference of the community partner, might be offered either in-person or virtually. As well, in this new course, students will receive 5-7 professional development workshops to support gaining an internship or jobs over the summer and during their senior year. See specific course learning objectives below.

Additional PH-GH Major Instructor Responsibilities

In addition to teaching, instructors in the Public Health-Global Health Major are expected to hold office hours and make themselves available to meet with students as needed; convey student issues to program staff for problem solving and program improvement; course and program assessment; attend PH-GH Major instructors meetings; contribute to mission of the PH-GH Major through opportunities such as admissions, honors, strategic planning, policy development, SPH Undergraduate Symposium, among others.

Qualifications

Candidates are expected to possess the following:

- An advanced degree in public health or related field;
- Evidence of at least 12 months practical experience in a public health field;
- Familiarity with and commitment to the mission and values of public health and global health;
- Experience in community work or community-based organizations;
- Experience with and enthusiasm for undergraduate education and education pedagogy;
- Evidence of an understanding for and commitment to supporting teaching and mentoring diverse students and first-generation college students; and
- Evidence of strong interpersonal communication skills

Course Learning Objectives:

After completing both SPH 391 and 392 or SPH 396, students will be able to:

- Identify the impacts of institutionalized, interpersonal and internalized oppression on population health.
- Describe public health theories and frameworks that center equity in their approach to addressing population health.
- Relate equity centered theories to the health and wellness of populations served by the community partner.
- Discuss how internalized and interpersonal oppression impacts one's professional development goals.
- Articulate the health and wellness needs of populations served by the community partner.
- Demonstrate through written assignments their ability to connect theories learned in class to public health practice.

- Analyze the impacts of system oppression and devise ways to address these impacts via their service learning projects and activities.
- Compare and contrast how equity centered theories can be used to reflect upon population health.
- Research and analyze the role, structure and function of, and the population served by, a community/public health agency.
- Develop professional and relational skills to position themselves to work with public health practitioners.
- Integrate the application and public health theories and frameworks in service-learning projects and activities in partnership with public health practitioners and community facing organizations.
- Utilize an anti-racist lens when evaluating how to work in partnership with a community and/or public health organization that centers equity in its approach to addressing public health.
- Evaluate their own professional and relational skill sets, facilitating their future career goals.

Position: Undergraduate Instructor(s) for SPH 491/492/496: Public Health Capstone, Public Health-Global Health Major, School of Public Health

The position supports up to 25% FTE. This opening is for an instructor(s) who can begin in AUT 2024. The hired instructor will work with Anjolie Ganti, Director of Experiential Learning, and the instructional team to coordinate responsibilities for the course. Please see below for course offerings.

AUT 2024	WIN 2025	SPR 2025
SPH 496 (6 CR) ~60 enrollment	SPH 496 (6 CR) ~105 enrollment	SPH 496 (6 CR) ~40 enrollment
	*SPH 491 (2 CR) ~80 enrollment	*SPH 492 (3 CR) ~80 enrollment

*Please note that SPH 491 and SPH 492 are paired courses. Students who choose this pathway to complete their service learning requirement will remain with the same section/community partner and project.

About SPH 491/492/496

Public Health Capstone is the culmination of the PH-GH Major. This course uses service learning pedagogy to help students integrate their learning over the duration of their time in the Major. Students complete onsite shifts or projects in or for community-based, public health-related settings. Past settings have included: non-profits, governmental public health, health boards and museums. In the classroom, students learn about equity-centered public health theories and frameworks and through their assignments demonstrate their understanding

of how structural oppression shows up in public health practice and in the health and wellness of populations. In this “theory-to-practice” course, students gain both the soft skills needed to work in a multitude of fields as well as “hard” skills such as interviewing, report writing, and problem solving. Students focus on how to use their equity lens as advocates, allies and, when authentic for them, as co-conspirators via reflective practice. Community partners will be linked to a specific discussion section based on either: the services provided by the placement site; the population served; or the public health issue addressed. Community partners will be invited to give guest lectures to enrich student understanding of the course material as well as their service-learning work. These sessions, depending on the preference of the community partner, might be offered either in-person or virtually. See specific course learning objectives below.

Additional PH-GH Major Instructor Responsibilities

In addition to teaching, instructors in the Public Health-Global Health Major are expected to hold office hours and make themselves available to meet with students as needed; convey student issues to program staff for problem solving and program improvement; course and program assessment; attend PH-GH Major instructors meetings; contribute to mission of the PH-GH Major through opportunities such as admissions, honors, strategic planning, policy development, SPH Undergraduate Symposium, among others.

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Candidates are expected to possess the following:

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- Evidence of at least 12 months practical experience in a public health field;
- Familiarity with and commitment to the mission and values of public health and global health;
- Experience in community work or community-based organizations;
- Experience with and enthusiasm for undergraduate education and education pedagogy;
- Evidence of an understanding for and commitment to supporting teaching and mentoring diverse students and first-generation college students; and
- Evidence of strong interpersonal communication skills

Course Learning Objectives

SPH 491/492/496: Public Health Capstone

1. Identify and reflect upon institutionalized, interpersonal and internalized oppression and its impact on population level health
2. Understand and apply PH theories and frameworks that center equity in their approach to addressing population health
3. Analyze the systemic causes and impacts of a public health problem on a population
4. Research and understand the role, structure and function of, and the population served by a community/public health agency.
5. Systematically apply prior PH knowledge in partnership with a community and/or public health organization
6. Work in partnership with a community and/or public health organization to create a project that centers equity in its approach to addressing a PH issue

The UW School of Public Health is committed to a diverse academic community. We view diversity as essential to our mission, you can learn more [here](#). The University of Washington faculty engage in teaching, research, and service. The University of Washington is an affirmative action and equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, age, protected veteran or disabled status, or genetic information.

Inquiries and Applications

Please submit an application, a letter addressing your interest and experience alignment, and a CV via the [PH-GH Service Learning Course Application Google Form](#) by Fri, 5/17/24. ****Note that you must be signed into a Google account (UW or preferred Gmail account) in order to submit this application**** If you're having problems, please contact joehk@uw.edu.