

University of Florida
College of Public Health & Health Professions Syllabus
PHC 6940: Master of Public Health Capstone (3 credit hours)
Semester: Summer 2020 (5/11/20 – 8/14/20)
Delivery Format: Online Asynchronous

Instructor Name: Erik Black, PhD, MPH
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Office Hours: By appointment
Preferred Course Communications (e.g. email, office phone): UF email

Prerequisites

PHC 6050 Statistical Methods for Health Sciences or PHC 6052 Introduction to Biostatistical Methods
PHC 6001 Principles of Epidemiology in Public Health
PHC 6313 Environmental Health Concepts in Public Health
HSA 6114 U.S. Health Care System
PHC 6410 Psychological, Behavioral, and Social Issues in Public Health

PURPOSE AND OUTCOME

Course Overview

This course serves as the required integrative learning experience for students in the MPH program. Students will demonstrate synthesis of foundational and concentration competencies through an individual or group project that addresses the needs of a public health agency. Students will produce a high-quality written report for their agency.

Course Organization

The MPH program will request proposals from community public health agencies who are interested in working with an individual student or a student group in the Capstone course to complete a project. In the semester prior to the course, students will be assigned to project groups based on the needs of the organizations and the individual MPH competencies that need to be met by the students. In addition to working on their capstone projects, students will engage in career and professional development activities through readings, lectures, and guest speakers.

Relation to Program Outcomes

CEPH Criterion D7. MPH Integrative Learning Experience

Students will work with course instructors to identify MPH foundational and concentration-specific competencies that apply to their portion of the group project and that meet their educational and professional goals.

Course Objectives and/or Goals

- Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making (*D2-2.16*)
- Apply negotiation and mediation skills to address organizational or community challenges (*D2-2.17*)
- Select communication strategies for different audiences and sectors (*D2-2.18*)

- Communicate audience-appropriate public health content, both in writing and through oral presentation (*D2-2.19*)
- Generate a project for a public health agency by applying public health knowledge gained in core and concentration-specific coursework
- Develop a presentation to disseminate the results of the project
- Compose a written report of the project results

Instructional Methods

Required Text: *Essentials of Leadership in Public Health*. Louis Rowitz, PhD. Jones & Bartlett Learning; 1st edition (March 16, 2017). ISBN-10: 1284111482. Available in paperback or as an e-book. Please work to obtain this book as soon as possible.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Topic(s)	Assignments Due / Learning Materials
1 – May 11-18	Introduction and MOU <ol style="list-style-type: none"> 1. Course overview 2. Meetings with preceptors 	Assignment(s) Due Introductions due by 5/18/20 Memorandum of understanding due on 5/18/20 Learning Materials <u>Readings</u> Begin readings for next week
2 – May 19-25	Leadership <ol style="list-style-type: none"> 1. Leadership in public health 	Assignment(s) Due Work plan due by 5/25/20 Progress Report #1 due 5/25/20 Learning Materials <u>Video Presentations</u> Harvard University Voices in Leadership - Howard Koh, Leadership in Public Service UNC Public Health - The Dean's Lecture Series - James Marks, MD, MPH, Wayne Gretzky and the Future of Public Health Leadership <u>Readings</u> Public Health Leadership in the 21 st Century; 2005; White Paper from the Center for Public Leadership Essentials of Leadership in Public Health Ch. 1: The Management and Leadership continuum; Essentials of Leadership in Public Health Ch.2: Public Health and Adaptive Leadership

Week	Topic(s)	Assignments Due / Learning Materials
3 – May 26 – June 1	Capstone Project <ol style="list-style-type: none"> How to search the Literature Conducting a Literature Review 	Assignment(s) Due Learning Materials <u>Readings</u> Starr, P. (2009). Professionalization and public health: historical legacies, continuing dilemmas. <i>Journal of Public Health Management and Practice</i> , 15(6), S26-S30.
4 – June 2 - 8	Leadership <ol style="list-style-type: none"> Conflict Management Professionalism 	Assignment(s) Due Weekly reflection #1 due 6/8/20 Learning Materials <u>Video Lecture</u> (n.d.). William Ury: The walk from "no" to "yes" TED Talk. Retrieved from https://www.ted.com/talks/william_ury_the_walk_from_no_to_yes <u>Readings</u> (n.d.). Internal 'dysfunction' poses threats to WHO mission Devex. Retrieved from https://www.devex.com/news/internal-dysfunction-poses-threats-to-who-mission-91991 Essentials of Leadership in Public Health Ch. 3: The Six Levels of Leadership
5 – June 9 - 15	Leadership <ol style="list-style-type: none"> Negotiation and Mediation 	Assignment(s) Due Progress Report # 2 due 6/15/20 Weekly reflection #2 due 6/15/20 Learning Materials <u>Video Lecture</u> (n.d.). Negotiated Change During and Beyond the COVID-19 Pandemic - PON - Program on Negotiation at Harvard Law School. Retrieved from https://www.pon.harvard.edu/daily/teaching-negotiation-daily/negotiated-change-during-and-beyond-the-covid-19-pandemic/ <u>Readings</u> Essentials of Leadership in Public Health Ch. 4: Leadership at the Personal Level
6 – June 16 - 19	Professionalism <ol style="list-style-type: none"> Job Searches and Career Expectations Networking 	Assignment(s) Due Weekly reflection #3 due 6/19/20 Learning Materials <u>Lectures</u> Guest Speaker: Rachel Koepsel, Career Connections Center Liaison for PPHP
June 22 - 26	Summer Break	

Week	Topic(s)	Assignments Due / Learning Materials
7 – June 29 – July 6	Professionalism 1. Presentation Skills Workshop	Assignment(s) Due Progress Report # 3 due 7/6/20 Op-Ed Due 7/6/20 Formative Peer Evaluations/Self Evaluation due on 7/6/20 Learning Materials <u>Readings</u> (n.d.). Effective Presentations: A Toolkit for Engaging Audiences Northwest Center for Public Health Practice. Retrieved from http://www.nwcphp.org/training/effective-presentations-a-toolkit-for-engaging-audiences
8 – July 7 – July 13	Professionalism 1. Communicating Effectively with Diverse Groups	Assignment(s) Due Weekly reflection #4 due 7/13/20 Learning Materials <u>Readings</u> (n.d.). Effective Presentations: A Toolkit for Engaging Audiences Northwest Center for Public Health Practice. Retrieved from http://www.nwcphp.org/training/effective-presentations-a-toolkit-for-engaging-audiences
9 – July 14 – 20	Capstone Presentations	Assignment(s) Due Progress Report #4 Due 7/20/20 Capstone Presentation, Virtual Public Health Day: July 17, 2020
10 – July 21 – 27	Leadership 1. Leadership at All Levels	Assignment(s) Due Weekly reflection #5 due 7/27/20 Learning Materials <u>Readings</u> Essentials of Leadership in Public Health Ch. 6: Leadership at the Team Level Essentials of Leadership in Public Health: Ch. 8 Leadership at the Organizational Level Essentials of Leadership in Public Health: Ch. 10 Leadership at the Community Level
11 – July 28 – August 3	Leadership 1. Translating Data to Action 2. Fostering Collaboration 3. Guiding Decision Making	Assignment(s) Due Progress Report #5 due 8/3/20 Learning Materials <u>Readings</u> Gratton, L., & Erickson, T. J. (2007). Eight ways to build collaborative teams. <i>Harvard business review</i> , 85(11), 100.
12 – August 4 – 7	Capstone Project 1. Work on Capstone Written Report	Assignment(s) Due Capstone written report due 8/7/20 Learning Materials N/A

Course Materials and Technology

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments (Rubrics for each assignment can be found by clicking on the 'assignment' in Canvas)

Introduction (Due by 5/18/20, 1% of final grade)

Briefly introduce yourself to your peers and instructor via the introductions discussion board. Where do you live, what do you do (or want to do). What about public health is most interesting to you.

Memorandum of Understanding (MOU) (Due on 5/18/20, 4% of final grade)

The MOU is a document that will be created, based on a template provided, by the individual students/student teams with their preceptors' input. This document will outline the expectations of both the preceptor and each team member with regard to individual and group behavior. The document will also outline expectations for communication among group members and with the preceptor and the instructor. The MOU will be submitted as an assignment in the Canvas course site.

Work Plan (Due on 5/25/2020, 10% of final grade)

Students/student teams will create a work plan to detail their approach to completing the Capstone project. The work plan will include the deliverables and due dates for those deliverables. It will also identify the individuals responsible for those deliverables. Any modifications to the work plan should be approved by the preceptor and instructor throughout the semester. The work plan will be submitted as an assignment in the Canvas course site.

Semi-Weekly Reflections (Due Select Mondays, 20% of final grade)

Throughout the semester, you will write five reflections (≤300 words) associated with the course content.. The weekly reflections will be submitted as assignments in the Canvas course site.

Check-Ins (Due Select Mondays, 5% of final grade).

You will provide a brief progress report on your capstone project. Your progress will be evaluated based on your proposed work plan. Deviations from the work plan should be addressed in the weekly reflections.

Op-Ed (Due on 7/6/2020, 10% of final grade)

Write a brief (≤500 words) op-ed/letter to the editor about a public health topic of importance to you and your local community (eg. Blood lead screening in children, bicycle safety, access to early childhood education/interventions). Target a local newspaper or other community resource that disseminates media for the general public, write your Op-Ed based upon their guidelines. You do not have to submit your Op-Ed for publication in the media source you select, although it is encouraged. Remember, if you live outside of Gainesville, target a media source that is local to you. Remember, the length of your Op-Ed will be dictated by the guidelines of the publication. Sometimes it's more challenging to write less than to write more.

Suggested Alachua County media:

https://www.alligator.org/site/forms/online_services/letter/

<https://www.gainesville.com/article/LK/99999999/NEWS/399999997/GS/>

Formative Peer Evaluations/Self Evaluation (Due on 7/6/2020, 5% of final grade)

Students will complete a brief (≤ 100 word) mid-semester peer evaluation (you will be challenged to find a format that works for you) of their group members and/or themselves (for example, if I have two teammates, I will provide feedback to my teammates and myself...three total evaluations, each (≤ 100 words)). This will provide constructive feedback that students can use to enhance their performance. The formative evaluation will be submitted as an assignment in the Canvas course site.

Presentation of Final Project (Public Health Day) (Due on 7/17/2020, 20% of final grade)

Students will present the outcomes of the capstone project at the end of the semester. The presentations will be open to all faculty and students. Individuals or groups will present for 20 minutes with an additional five minute question and answer session.

Capstone Report (Due on 8/7/20, 25% of final grade)

Students will create a high-quality written report detailing the capstone project. The report will include an updated copy of the work plan, a background section, methods, results, discussion, and a reflection on the process of completing the project. The capstone report will be submitted as an assignment in the Canvas course site.

Individual Written Portion of Group Report (Applies to those working in groups only)

Each group member must be responsible for their own portion of the final group report. The individual written report will consist of that portion of the group report plus a personal reflection on the process of completing the project and peer feedback for group members.

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Introduction	5/18/2020	1%
Memorandum of Understanding	5/18/2020	4%
Work Plan	5/25/2020	10%
Weekly Reflections	Multiple dates see CANVAS	20% (5 each at 4%)
Progress Reports	Multiple dates see CANVAS	5% (5 each at 1%)
Formative Peer Evaluations/Self Evaluation	7/6/2020	5%
Op-Ed	7/6/2020	10%
Presentation of Final Project	7/17/2020	20%
Individual Written Capstone Report	8/10/2020	25%

Point system used (i.e., how do course points translate into letter grades).

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	W F	I	N G	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Assignment Policy

Policy Related to Make up Exams or Other Work

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Opportunities to make up assignments will only be given in the event that the absence was an excused one, per the **Policy Related to Class Attendance** (see below) or at the discretion of the instructor. Illness should be documented by a healthcare provider. If you are unable to submit an assignment on time, it is your responsibility to contact the instructor by email as soon as possible to request an alternate arrangement and due date. If an alternate arrangement is not requested or offered then no credit will be given for the assignment. Any approved make-up assignments should be submitted to the instructor through UF email.

Policy Related to Required Class Attendance

Attendance is required for all class sessions. Exceptions are made per the University's policy, including "illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved." The UF attendance policy may be viewed at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

If you need to miss class then you should contact the instructor as soon as possible to cite the reason for the absence. Each unexcused absence will result in a deduction of 1% per class period from the overall course average. Unexcused habitual lateness (arriving to class more than 5 minutes late, three or more times during the semester) will result in a deduction of 0.25% per incident from the overall course average. Students who habitually leave class early (leaving class before the class period is done, three or more times during the semester) will incur a deduction of 0.25% per incident from the overall course average.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Students are expected to arrive on time to class and remain throughout the scheduled class time. If you need to arrive late or leave early for any reason, please inform the instructor prior to class. You may use your laptop or cellphone in the classroom but use should be limited to viewing materials related to the course and taking notes. Cheating and plagiarism will not be tolerated and will result in consequences up to and including failure of the course per the UF Honor Code. Disruptive classroom behavior will not be tolerated and may result in a Conduct Code violation. See the Academic Integrity section of this syllabus and the UF Student Conduct & Honor Codes for details: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Communication Guidelines

The best way to communicate with me is by email through the UF email system. Please give me up to 24 hours during the work week to respond to your email, although I usually reply much sooner. I sometimes check email on the weekend but I do not guarantee that I'll respond during that time. Email correspondence should follow the etiquette of business emails (see UF's Netiquette Guide for Online Courses for guidance at <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>). If you would like to meet in person

outside of office hours then please make an appointment to see me; this ensures that we will have an uninterrupted time to meet.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are not permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm>

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center:
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the

Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu
