

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6601: Seminar in Contemporary Public Health Issues (1 credit hour)**  
**Semester: Fall 2019**  
Delivery Format: (*Online*)  
E-Learning in Canvas

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## **PREREQUISITES**

Permission of MPH Program

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## **PURPOSE AND OUTCOME**

### **Course Overview**

The special project serves as the basis of a written report and an oral or poster presentation as well as the culminating experience of the MPH program. It should be a substantial project which involves identification of a question/problem/issue, review of relevant literature, application of appropriate public health methods, description of results, discussion, and identification of strengths and weaknesses. If a student is part of a team working on a large project, the student's special project is the piece for which s/he is responsible. Students will present their special project on Public Health Day, which is scheduled every semester (fall, spring, and summer). Students are expected to use the special project presentation to demonstrate mastery of the broad field of public health and to articulate how MPH competencies and concentration competencies are strengthened by the project.

### **Relation to Program Outcomes**

CEPH 2011 Accreditation Criteria - Culminating Experience. "All graduate professional degree programs, both professional public health and other professional degree programs...shall assure that each student demonstrates skills and integration of knowledge through a culminating experience."

### **Course Objectives and/or Goals**

Upon completion of this course, students will be able to:

1. Explain the interrelationships among the five core areas of public health;
2. Document and discuss public health accomplishments, including achievement of MPH and concentration competencies;
3. Design and carry out an individual special project and complete a special project report.
4. Interact professionally with faculty, staff, and peers in a variety of formal and informal settings; and
5. Present a complete project undertaken during the internship in written and oral/poster presentation form, thus strengthening competence in communication.

### **Required Before Enrolling in Course (on campus seminars)**

The following seminars are required for all MPH Students

- Honor & Conduct Code Review, Public Health Competencies
- Internship and Special Project: Site Selection & Project Development
- Common Reader Book Discussion
- Afternoon of Learning
- IPLH—Session 1
- IPLH—Session 2

- IPLH—Session 3
- Internship Final Preparation
- 3—Optional Seminars

### Registration

Upon completion of the required 16 hours of professional development, students register for one credit of PHC 6601 during the last semester in the MPH Program. Each student's faculty advisor serves as the instructor of record.

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

<i>Due Date</i>	<i>Requirements</i>	<i>Complete</i>	<i>Incomplete</i>
9/06/2019	Presentation Format Request		
9/20/2019	Special Project Background --Draft		
10/04/2019	Special Project Methods--Draft		
10/04/2019	Faculty Advisor Correspondence Email		
10/11/2019	Mid-Semester Preceptor Evaluation (sent to preceptor by program staff)		
10/18/2019	Special Project Implications--Draft		
<b>10/25/2019</b>	<b>Near Final Draft</b>		
11/13/2019	Abstract Due (posted on Canvas)		
<b>11/15/2019</b>	<b>PUBLIC HEALTH DAY</b>		
11/15/2019	Submit presentation in Canvas		
12/04/2019	Time Log and Factual Report		
12/04/2019	Final Preceptor Evaluation (sent to preceptor by program staff)		
12/04/2019	Evaluation by Intern		
12/04/2019	Faculty Advisor Evaluation		

## Course Materials and Technology

*Text: None Required*

*Additional Readings: No Required*

*Additional Technologies: Access to UFL E-Learning/Canvas*

## Technical Support

For technical support for the materials posted in the course e-Learning site, activities, and assessments, please post in the appropriate discussion or contact the designated person.

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

Phone Number: (352) 392-HELP (4357) Option 2

Email: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)

Webpage with Chat: [UF Computing Help Desk](#)

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

#### Special Project Paper

. The special project paper includes an in-depth, scholarly discussion of the manner in which 2 core MPH competencies and 3 concentration competencies are involved in the project. Students are expected to use this opportunity to demonstrate their mastery of the broad field of public health. **Written reports should be 15-20 double spaced** pages (APA Style), exclusive of graphics and references. **The faculty advisor must approve the near final draft no later than November 1, 2019.** Students must submit their drafts and final paper to the Assignment link on the eLearning PHC 6601 course site at <http://lss.at.ufl.edu>. This submission will validate the originality of the paper. Students should make all resubmissions of their paper via this same link.

#### Public Health Day Presentation

Poster presentations are only available for campus presentations. Students presenting remotely will have their abstracts printed by the program and distributed at the presentation session.

Students will receive their schedule at minimum of one week before Public Health Day. An oral or poster presentation based on the paper is made during a Public Health Day in the first month of the student's final semester in the program. The dates of Public Health Days are announced at the beginning of the semester, and specific times for each presentation are posted in advance of the presentations. **Students will select their preferred presentation method – oral or poster – by September 6, 2019.** Students are expected to discuss with their faculty advisor the best format in which to present their project. Students will inform the MPH internship coordinator via a doodle poll link provided. These oral/poster and written reports constitute the culminating experience and the final comprehensive examination for the MPH program. Students should expect to present in the presentation method they selected via the Doodle Poll, unless otherwise instructed. **Students are required to upload their presentation (power point or poster) and an abstract (two days) prior to Public Health day. On Public Health Day students are required to bring 15-20 copies of the abstract with them for distribution to the audience.**

**The two presentation methods require a number of different skills, thus seminar sessions on various presentation skills are required during the semester before the internship begins.**

Before Public Health Days, students will practice their presentations with the Internship Coordinator or Academic Assistant (online students). Supervisors of these practice sessions will provide feedback on the content as well as presentation style and delivery methods. Remote presenters will also be given technical guidance and support during the practice session.

Students are expected to consult with their faculty advisors at least once every other week and with their preceptors weekly as they develop their reports. At a minimum, students should have a meeting with the faculty monthly to evaluate progress and decide on subsequent meetings. It is also recommended that students practice their presentation with their faculty advisor.

All students and preceptors are invited to attend Public Health Day. Two faculty members will attend each oral or poster presentation and provide feedback to the student and faculty advisor.

Two faculty members representing different concentrations assess the quality of the presentation's content. In general, the project itself should demonstrate your ability to apply one or more of your concentration competencies. Your ability to integrate the MPH core competencies should be evident throughout the paper and presentation. For example, a project may involve biostatistical analysis and an epidemiological research design to produce results that will inform policy decisions.

### Oral Presentations

**Each student is allocated 20 minutes: 15 minutes for the formal presentation, followed by a 5 minute question and answer period.** The Background portion should only last for about 2-3 minutes of the 15-minute presentation. The background may be discussed in more detail in the paper, but the presentation should focus primarily on the Methods, Results, Discussion and Implication. Make sure that at least a slide or 2 in the presentation list those MPH competencies and concentration competencies that are demonstrated or addressed in the special project work plan.

### Poster Presentation Requirements

**Students who conduct poster presentations will be assigned a specific time period during which they will be available to discuss the poster and the larger project in detail with faculty and fellow students.** Each poster presenter should be prepared to provide a brief 5 minute presentation for faculty reviewers and fellow students. All portions of the paper should be represented on the poster. Make sure you include the MPH competencies and concentration competencies that are demonstrated or addressed in the special project work plan on the second (back page) of the abstract.

### Remote Presentation Requirements

If you are an online MPH student and want to present your presentation online versus on the UF campus or a campus student with permission to present remotely:

1. Students must attend 3 live, online sessions during Public Health Week. Students will be given options for the first two sessions but will be assigned a presentation time on Public Health Day based on faculty availability
  - a. One 1-hour practice session (early that week)
  - b. One ½-hour recording session (middle of the week)
  - c. One ½-hour Public Health Day session (on Friday, Public Health Day)
2. Students must have a strong, reliable Internet signal that is hard-wired to the modem to avoid Internet interference
3. Students must have a working webcam and headset style microphone and speaker set
4. Students should attend all 3 live online sessions on the same computer, in the same location, with the same equipment for each session

- Detailed online presentation requirements and procedures will be available in the Online MPH PHC 6601 course site in eLearning.

### Content of Paper and Presentation

The written and oral/poster reports should include the following content as appropriate to the topic:

#### Background

- Summary of critical literature
- Rationale and/or need for the project
- Objectives or specific aims

#### Description of methods

- Hypotheses (if necessary)
- Specific identification of methods used in needs assessments, policy analysis, epidemiological analysis, financial management, program planning, evaluation, etc., noting how methods of concentrations other than your own were used
- Justification of methods
- Stakeholder involvement, as appropriate

#### Results

- Description of findings/outcomes
- Relationship of findings to objectives, aims, or hypotheses
- Appropriate use of tables, charts, and other graphics
- Interpretation of findings

#### Discussion

- Relationship of findings to literature cited in the summary of critical literature
- Strengths and limitations
- Generalizability

#### Implications

- Implications for research and/or practice
- Relationship of this project to the internship experience (if applicable)
- MPH and concentration competencies strengthened by this project
- Lessons learned from this project/recommendations for future projects

### Grading

The course uses the standard letter grade format of the University of Florida. In order to receive a grade for the course, students **MUST** meet all requirements identified above. A letter grade is derived from submission of a special project paper (50%), completion of an oral/poster presentation (50%).

Portions of the paper submitted on Canvas by the due dates are graded as complete or incomplete. If graded as incomplete, faculty will provide feedback and suggested changes. Students are required to review the feedback and make revisions based on suggested changes, and resubmit that portion of the paper.

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

<i>Points earned</i>												
<i>Letter Grade</i>	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. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program does not use C- grades.

**Letter grade to grade point conversions are fixed by UF and cannot be changed.**

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	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

For greater detail on the meaning of letter grades and university policies related to them, see the [Grading and Grade Policies](#) posted by the Registrar's Office.

### Exam Policy

#### Policy Related to Make up Exams or Other Work

#### Policy Related to Technical Issues

Any requests for make-ups due to technical issues **must** be accompanied by the ticket number received from the UF Computing Help Desk created 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.

#### Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences. For greater detail on excused absences, see the [Attendance Policies](#) posted by the Registrar's Office.

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## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Communication Guidelines

Students are expected to discuss with their faculty advisor the best format in which to present their project. Students are expected to consult with their faculty advisors at least once every other week and with their preceptors weekly as they develop their reports. At a minimum, students should have a meeting with the faculty monthly to evaluate progress and decide on subsequent meetings. It is also recommended that students practice their presentation with their faculty advisor.

### 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 Codes](#) information at the Dean of Students Office website or the [Academic Expectations](#) information at the Graduate School website for additional details.

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

### **Faculty Advisor Evaluation Process**

Students are expected to provide feedback on the quality of advising during their time in the MPH program. The evaluation is completed via Qualtrics. This survey is shared using aggregate data, it is not shared individually. The Internship Coordinator is the only person who has access to your responses.

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## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the [Dean of Students Office Disability Resource Center](#) (DRC) within the first week of class. The DRC will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. 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. Online and in person assistance is available.

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 [Student Health Care Center](#) website.

Crisis intervention is always available 24/7 from the [Alachua County Crisis Center](#) at (352) 264-6789.

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.

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## **INCLUSIVE LEARNING ENVIRONMENT**

Public health and health professions are based on 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.