I. Course Overview
This course serves as the required integrative learning experience (ILE) for MPH students. Through their work in this course, students will demonstrate synthesis of foundational and concentration competencies through an individual project that addresses a public health need. Students will produce several project deliverables including a professionally written report. During the course, students will also become proficient in competencies related to leadership and professionalism.

Relation to Program Outcomes
CEPH Criterion D7. MPH Integrative Learning Experience
MPH students complete an integrative learning experience (ILE) that demonstrates synthesis of foundational and concentration competencies. Students in consultation with their faculty advisor and/or instructor select foundational and concentration-specific competencies appropriate to the student’s educational and professional goals; and identify a suitable Capstone project addressing the identified MPH competencies.

Course Objectives
- Explain basic principles and tools of budget and resources management (D2-2.10)
- 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)
- Create 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

Course Materials
This course will use the Canvas CMS. If you experience technical difficulties, please contact the UF Help Desk (learning-support@ufl.edu; 352-392-HELP – select option 2).
UF Internet (eduroam) is available at thousands of locations worldwide! UF students can access eduroam (highspeed WiFi) for free with their GatorLink log-in credentials. The eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide. Many of these locations are in open spaces and/or large communal rooms, so you can get online while physically distancing and following CDC guidelines in an air-conditioned space. Access is available in rural areas, too! Here's a link to all the eduroam sites.


Articles will be added throughout the semester as well (provided through Canvas weekly pages).

II. Course Requirements & Expectations

Overview of Assignments & Deadlines

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Introductions</td>
<td>2%</td>
<td>January 19</td>
</tr>
<tr>
<td>Capstone Project Deliverables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Project Proposal</td>
<td>6%</td>
<td>January 25</td>
</tr>
<tr>
<td>2. Work Plan</td>
<td>4%</td>
<td>February 2</td>
</tr>
<tr>
<td>3. Project Introduction/Background (Final Draft)</td>
<td>8%</td>
<td>February 24</td>
</tr>
<tr>
<td>4. Progress Update #1</td>
<td>5%</td>
<td>March 10</td>
</tr>
<tr>
<td>5. Progress Update #2</td>
<td>5%</td>
<td>March 24</td>
</tr>
<tr>
<td>6. Final Project Presentation</td>
<td>25%</td>
<td>April 2, 2021</td>
</tr>
<tr>
<td>7. Final Capstone Report</td>
<td>30%</td>
<td>April 16, 2021</td>
</tr>
</tbody>
</table>

| Professionalism and Other Activities     | 15%    | varies       |
| Total                                    | 100%   |              |

Grading Scale

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>93-100</th>
<th>90-92</th>
<th>87-89</th>
<th>83-86</th>
<th>80-82</th>
<th>77-79</th>
<th>73-76</th>
<th>70-72</th>
<th>67-69</th>
<th>63-66</th>
<th>60-62</th>
<th>Below 60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>E</td>
</tr>
<tr>
<td>Grade Points</td>
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<td>3.67</td>
<td>3.33</td>
<td>3.0</td>
<td>2.67</td>
<td>2.33</td>
<td>2.0</td>
<td>1.67</td>
<td>1.33</td>
<td>1.0</td>
<td>.67</td>
<td>0</td>
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</table>

Please be aware grades of C- (or below) is not acceptable for graduate students. Graduate students’ GPA must be at least 3.0 in all graduate courses (≥5000 level). A grade of C will count toward the graduate degree only there are sufficient credits in graduate courses been earned with a B+ or higher.

Information on current UF grading policies can be found at: https://catalog.ufl.edu/graduate/regulations/

Description of Course Assignments

- **Overview of the Capstone Project:** Each student will identify a project that has a scope of work that can be completed in one semester. To optimize the student’s public health experience in our program, we strongly recommended that the project be related to, emanate from, or culminate the efforts and work of the Applied Practice Experience. Projects should be
specific to the student’s MPH track, but they may take on several different structures and formats based on the specific experiences. Completed projects should demonstrate acquisition of MPH general and track-specific competencies. There are several project deliverables required through the semester (see 1 through 7 below). Examples of projects include but are not limited to:

- **Program project grant** for a public health program, such as a disease prevention or health promotion intervention. The proposal will include background on the public health problem; needs assessment; theoretical foundation for and description of the intervention; implementation plan; and evaluation plan.

- **Data analysis and report** using secondary data. Students would research background information, develop the research question(s) and study design, develop an analysis plan, perform the analyses, interpret the results, and discuss the results with specific attention to implications for the field.

- **Community (needs, context, or situation) assessment** describing the social, economic, and environmental status of a community. Such a project would provide a description of the local and national data resources, as well as social indicators; development of tools to collect information from the community; implementation of the data collection methods; analysis and synthesis of the data collected; and implications.

- **Program evaluation** of an existing health program. Students would identify the primary evaluation questions and evaluation methods, collect the data, analyze the data and justify conclusions, and write a final evaluation report.

- **Training manual/curriculum** for an existing program that serves a public health need. Training curricula can address a variety of topics. A typical manual will include an introduction (purpose, audience, outline, who uses the manual and how), learning objectives, instructional methods, educational content (typically divided into modules or sections), assessment methods.

- **Health policy statement assessment.** This project could involve analysis of the public health implications of a current or proposed health policy or advocacy plan. The project could include perspectives on economics and financing, need and demand, politics/ethics/law, or quality/effectiveness.

- **Capstone Project Deliverables:**
  1. **Project Proposal:** this is a summary of the defined project. Submission should include:
     - Project Title
     - Type of project/product
     - Brief summary that includes the purpose, primary question(s), public health issue.
     - Proposed methods
     - Identification of addressed competencies
     - MOU if working with outside org.
  2. **Work Plan:** Pending approval of the proposal, the student will develop a work plan that includes the tasks to be completed and deadlines for their completion, with consideration given to the course deadlines.
  3. **Project Introduction:** This professionally written paper should be a near final draft of the introductory section of your Capstone Report. More guidance will be given in class.
  4. **Progress Update #1:** Using your own workplan (timeline, tasks, scope of work), you will provide an update to your instructor and peers on your progress. This is also an opportunity to ask questions and solicit input or ideas. More guidance will be given in class at least 2 weeks before the due date.
  5. **Progress Update #2:** Refer to #4 above.
6. **Final Project Presentation** (Public Health Day, April 2, 2021): Students will provide an audio-visual oral presentation of their Capstone project during the planned Public Health Day. The presentations will be open to all faculty and students. Individuals should plan to present for 15 minutes with an additional 5-minute question and answer session.

7. **Capstone Report**: Students will create a high-quality written report detailing the Capstone project. All written reports will include:
   - A cover page
   - Table of contents
   - The written project. Formatting should follow the template provided in a separate document ("Capstone Project Final Paper Templates").
   - Appendices, which will include (At a minimum):
     A. The originally approved project proposal;
     B. A written assessment (1-2 pages) of how the project met the terms of the original proposal, with special attention to the student-identified competencies.
     C. A personal reflection (~2 pages) of the project experience, including challenges and lessons learned.

- **Professionalism and Other Activities**: All students are expected to make informed contributions during in-class and other activities. To do this, students will need to prepare for class by viewing all assigned video presentations, completing weekly readings, and completing other weekly activities. Additional considerations for this grade include attendance, arriving to class on time and maintaining presence, and positively contributing to the learning environment.

**Expectations & Classroom Ground Rules:**
- Complete pre-class assignments and readings.
- Take responsibility for the quality of the learning experience.
- Maintain active engagement without technological distractions.
- Build on one another’s comments; seek to understand others’ perspectives.
- Share the floor—provide time and show respect for others to voice their questions and share their opinions, both within groups and in the classroom.
- Respectfully provide and receive specific, solution-oriented feedback.
- Communicate with your instructor.

**General Courtesy & Privacy in the Virtual Classroom**: When attending class, please be both physically and mentally present. Turn cell phones off or place them on silent and put them away. Our class sessions will be audio & visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### III. CLASS POLICIES

To ensure that we have a great semester, remember --
All transactions and relationships are enriched by courtesy:
Be considerate of one another during group work. All ideas have merit.
Be considerate of your classmates and the professor during class meetings by being attentive, power-off technology, and be prepared to fully participate in each class.

Accommodating Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, it requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability (or different-ability) that affects your learning, please reach out to the Disabilities Resource Center (DRC). And then share your accommodation letter with your instructor as quickly as possible to ensure you have access for the full semester. If you did not register formally, but you know you have different learning, behavioral, or other need that might affect your performance in the course, tell me and I will help you.

Assignment Policy: Be sure to review assignment descriptions in the course syllabus and in Canvas, and take note of any additional in-class guidance that is given for each assignment. Please note that important and helpful information about your assignments will be provided in class. Students are expected to do their best work and to turn in work on time. Some “deadlines” are self-imposed and will be determined by the specific assignment.
- Unless otherwise noted, assignments are due at 11:57pm on the date indicated. Please make efforts to turn assignments in early. **Make back-up copies of all your work,** as some assignments may not be returned and Canvas access may expire after the semester ends. All written work must be typed, unless otherwise indicated.
  - Late submitted assignments are subject to a 10% deduction in grade for every day it is late.
  - I do recognize that personal circumstances arise (life happens) that may interfere with your ability to meet a deadline. If these unanticipated events do occur, please let me know as soon as possible. I will not be receptive to retrospective requests for extensions without a compelling rationale for why these requests are being made.

Attendance Policy: Class attendance and engagement is part of the Professionalism component of this course. Acceptable reasons for missing class include (but are not limited to) illness, family emergency, religious days, etc. If you cannot attend class, please let me know in advance if possible, or as soon as possible. Requirements for class attendance and make-up work are consistent with UF's policies. Deadlines for drops and withdrawals are posted in UF's catalog each year.

Course Evaluations: I value your professional and respectful feedback on the quality of instruction in this course. Please complete the evaluation for this course via the Canvas ‘GatorEvals’ tab or through https://ufl.bluera.com/ufl/. You will be notified when the evaluation period opens. UF provides guidance on how to give feedback in a professional and respectful manner. You can also view public summaries of course and instructor evaluation results.

Personal Integrity: I expect and assume that you will be honest with me in all aspects of your conduct regarding our course. In return, I will do the same with you. By formally registering for coursework at the University of Florida, you are bound by the Honor Pledge which states:

_“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.”_ 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.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. Violations of the Honor Code will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action.

**Property of Course Content:** The content presented in this version of PHC 6940 is the property of your instructor and the College of Public Health and Health Professions. Course content may not be duplicated in any format without the expressed written consent of the College of Public Health and Health Professions and the instructor, and may not be used for any commercial purposes. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

**Title IX:** University of Florida has zero tolerance for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF’s Title IX Coordinators. Students can report incidents or learn more about their rights and options here. Or contact Student Conduct and Conflict Resolution at 202 Peabody Hall, 352-392-1261.

**IV. HELPFUL CAMPUS RESOURCES**

- **Counseling and Wellness Center**  
  Individual counseling, group counseling, and online resources are available to UF students at no charge. Visit the website or call 352-392-1575. If you are having a crisis, you can call anytime and request to speak to the counselor on call.
- **Dean of Students Office**  
  Do you need help resolving a conflict or would you like access to the student code of conduct? Visit the UF Dean of Students website for more information.
- **Disabilities Resource Center**  
  If you have a physical, learning, sensory or psychological disability, please visit the UF Disabilities Resource Center website for more information.
- **GatorWell Health Promotion services**  
  GatorWell provides health-related resources, information, and individual services to students. Recommended services: Wellness Coaching for Academic Success (virtual appointments available).
- **Online Library Help Desk**  
  The help desk is available to assist students with access to all UF Libraries resources.
- **UMatter, We Care**  
  Available for students who are experiencing personal life disruptions that may affect their academics. UMatter can help you identify resources and communicate with instructors on your behalf. 352-294-CARE (2273), umatter@ufl.edu
- **Alachua County Crisis Center**  
  Visit the website or call the hotline - 352-264-6789
- **Meridian Behavioral Healthcare**, 352-374-5600
V. Tentative Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Outline</th>
<th>Preparatory Work</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 13</td>
<td>Introduction to the Course</td>
<td>Review course documents</td>
<td>Peer Introductions due Jan 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bring questions to class</td>
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</tr>
<tr>
<td>2</td>
<td>Jan 20</td>
<td>Leadership in Public Health: An Overview</td>
<td>Book Chapter 1 &amp; 2 Check Canvas</td>
<td>Project Proposal due Jan 25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Project Discussions</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jan 27</td>
<td>The 6 Levels of Leadership</td>
<td>Book Chapter 3 Check Canvas</td>
<td>Work plan due Feb 2</td>
</tr>
<tr>
<td>4</td>
<td>Feb 3</td>
<td>Capstone Project Development</td>
<td>Check Canvas</td>
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<tr>
<td>5</td>
<td>Feb 10</td>
<td>Personal &amp; Professional Growth in Leadership</td>
<td>Book Chapters 4 &amp; 5 Check Canvas</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb 17</td>
<td>Professionalism in Public Health</td>
<td>Check Canvas</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Feb 24</td>
<td>Communicating inclusively &amp; accessibly</td>
<td>Check Canvas</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mar 3</td>
<td>Professionalism &amp; Presenting</td>
<td>Check Canvas</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Mar 10</td>
<td>Building &amp; Leading teams</td>
<td>Book Chapter 6 Check Canvas</td>
<td>Progress Update #1 due Mar 10</td>
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<tr>
<td>10</td>
<td>Mar 17</td>
<td>Adaptive Leadership at the Organization Level</td>
<td>Book Chapter 9</td>
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<td>11</td>
<td>Mar 24</td>
<td>Evidence-Based Practice</td>
<td>Check Canvas</td>
<td>Progress Update #2 due Mar 24</td>
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<tr>
<td>12</td>
<td>Mar 31</td>
<td>Preparing for Presentations</td>
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<td>Presentation due Apr 2</td>
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<tr>
<td>13</td>
<td>Apr 7</td>
<td>Communities, Coalitions, &amp; Collaborations</td>
<td>Book Chapters 7 &amp; 10</td>
<td>Final Report due Apr 16</td>
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<tr>
<td>14</td>
<td>Apr 14</td>
<td>Project Discussions/Reflections</td>
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<td></td>
</tr>
<tr>
<td>15</td>
<td>Apr 21</td>
<td>Wrap-Up</td>
<td>Check Canvas</td>
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**CAVEAT:**
The schedule and procedures in this course are subject to change in the event of extenuating circumstances.