

University of Florida
College of Public Health & Health Professions
PHC 6941: MPH Applied Practice Experience (3 or 6 credit hours)
Spring 2021

Delivery Format: At selected Public Health Agency or Organization

Course website: E-Learning in Canvas

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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 and PHC 6410 Psychological, Behavioral, and Social Issues in Public Health

PURPOSE AND OUTCOME

Course Overview

The Applied Practice Experience (APE) encompasses both **internship** and **public health service hours** (PHS). Internship provides an opportunity for each student to work in a public health setting. Students in internship will have the ability to work with preceptor supervision to apply public health competencies acquired in the classroom setting to public health practice through experiential activities.

Relation to Program Outcomes

CEPH 2016 Accreditation Criteria - D5. MPH Applied Practice Experiences. "MPH students demonstrate competency attainment through applied practice experiences."

The Foundational Competencies are as follows:

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges
18. Select communication strategies for different audiences and sectors

Communication

19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

Course Objectives and/or Goals

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

1. Apply public health theory and concepts to practical issues and scenarios in a public health agency setting
2. Contribute to tasks in a professional manner
3. Demonstrate attainment of at least five Public Health Competencies, of which at least three must be Foundational Competencies (see above) and two must be concentration competencies (see MPH handbook), through the development of two portfolio products
4. Justify in writing how the two portfolio products demonstrate attainment of the selected competencies

5. Accept constructive feedback from the public health agency preceptor

Course Structure

Students in the MPH program are required to apply course content to practice experiences throughout their time in the program. Students in the 48 credit hour program must log 200 total hours of Applied Practice Experiences while students in the 42 credit hour program must log 150 total hours of Applied Practice Experiences. 150 hours are logged through internships, but the rest come from public health service hours and Applied Practice Experiences. Options for gaining Applied Practice Experiences are as follows:

- Participation in Interprofessional Learning in Healthcare **(10 HRS; required for all MPH students)**
- Participation in Afternoon of Learning **(3 HRS)**
- Common Reader Book Discussion **(2 HRS)**
- Experiences gained through a public health service learning course or public health study abroad course, public health service and volunteer activities organized by a student association, participation on a Putting Families First team, participation in the Clarion Competition, participation in the Global Health Case Competition, attending a city or county agency meeting when a public health issue is on the agenda, serving as a board member for a public health agency, and **other experiences as approved by the MPH Internship Coordinator.**

The PHC 6941 Applied Practice Experience course should be taken in the final semester of the MPH program. This is when the student completes their internship hours. 150 hours of internship are required for all MPH students. During internship students must create at least two portfolio products that demonstrate achievement of at least five Public Health Competencies, of which at least three must be Foundational Competencies (see above, and MPH handbook) and two must be concentration competencies (see MPH handbook for concentration competencies). These two portfolio products must be uploaded to the internship course in the final semester and will be graded by the faculty advisor. In addition, student must upload documentation of internship and PHS hours, factual reports of PHS experiences, and student evaluations of the internship site and the faculty advisor. All of the applied practice experiences (both PHS and internship) will be documented in the Student E-Portfolio See grading rubric below for details on these elements.

DESCRIPTION OF COURSE CONTENT

Course Policy and Procedures:

It is the student's responsibility to identify and request approval for opportunities that count toward the required APE hours, including the Internship. The MPH program will work to identify potential APE experiences and share those opportunities with students. A list of previous internship sites can be acquired from the internship coordinator.

Internship Preparation

Throughout the Program		
Student	Faculty Advisor	Internship Coordinator
Complete required PHS hours as needed; seek approval from		Identify and communicate program-approved PHS

internship coordinator on potential PHS opportunities before taking part		activities; Review and approve requests for PHS activities
Complete e-folio. Track and publish PHS hours and PHS factual reports via e-folio in addition to uploading CV/resume and academic and career related information		Verify completion of PHS hours and provide feedback on e-folio content and
Two Semesters Prior to PHC 6941 Applied Practice Experience registration		
Student	Faculty Advisor	Internship Coordinator
Schedule appointment with faculty advisor to discuss internship	Respond to student's request in an appropriate amount of time	Provide overview of internship
Arrange interview/meeting with potential internship sites	Provide guidance and recommendations to student on internship	Answer student questions regarding internship
Semester Prior to PHC 6941 Applied Practice Experience registration		
Student	Faculty Advisor	Internship Coordinator
Submit internship questionnaire with Faculty Advisor signature no later than 2 weeks after the first day of classes	Provide signature for internship questionnaire	Answer student questions regarding internship
Establish internship site	Verify the internship site is appropriate for the student (i.e. is it a public health establishment?)	Coordinate signatures for affiliations agreements if needed
Submit internship proposal to Faculty Advisor no less than 2 weeks before deadline for Faculty Advisor's review	Review and provide feedback on proposal and work plan as needed	

Once the proposal has been approved by faculty advisor and preceptor, obtains signatures	Provide signature for proposal	
Submit proposal (with signatures) to internship coordinator by deadline.		Review proposal for final approval of programmatic adherence
During Internship		
Student	Faculty Advisor	Internship Coordinator
Maintain contact with the faculty advisor throughout the internship (no less than once every other week)	Respond to student's contact in an appropriate amount of time	Answer student questions regarding internship
If the faculty advisor cannot be reached, contact the Internship Coordinator	If the student cannot be reached, contact the Internship Coordinator	
Complete Portfolio Products Proposal form and review and submit to faculty advisor	Review and sign Portfolio Products Proposal Form. This form ensures what the student will be submitting for the final grade	
End of Course Deliverables		
Student	Faculty Advisor	Internship Coordinator
Submit the internship time log, internship evaluation, preceptor evaluation, faculty evaluation, and portfolio requirements by the designated deadline in the PHC 6941 Canvas course	Faculty advisor will grade the portfolio products, time log and preceptor evaluation using the rubric	Ensure timely submission of portfolio products, time log and preceptor evaluation; inform faculty advisor whether the Evaluation of Faculty Advisor by Student has been completed
Near completion of the course, student is required to meet with their faculty advisor for an exit interview discuss assessment of Portfolio Products	Conduct an Exit Interview with the student to discuss assessment of Portfolio Products	Verify that the exit interview was conducted

ACADEMIC REQUIREMENTS AND GRADING

Topical Outline/Course Schedule

Description of deliverables:

Formative Evaluation of Student by Preceptor - This evaluation is to be completed by agency preceptors as an assessment of the students' internship performance. Agency preceptors should complete this survey online via a Qualtrics survey at the mid-point of the semester. The evaluation is not graded but students will receive feedback from the Internship Coordinator on their performance thus far based on the evaluation.

Portfolio Products – Portfolio products may include “written assignments, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning” (CEPH 2016 Accreditation Criteria). Students must demonstrate attainment of at least three Foundational Competencies and two Concentration Competencies through their portfolio products. Proposed products must be approved in advance by the student's faculty advisor. Portfolio products will be uploaded to Canvas in the Assignments section.

Written Justification of Portfolio Products – Students must justify in writing how their portfolio products demonstrate attainment of their selected competencies. The justification should be between 500 and 1500 words and will be submitted in the Assignments section of the Canvas site.

Exit Interview with Faculty Advisor – Students must meet with their faculty advisor prior to the last day of class to participate in an exit interview. The student should be prepared to discuss their products and integrate what was learned with public health competencies. This meeting may occur in-person, online, or via phone.

PHS Time Log - Students will maintain a record of hours that have been approved to count toward PHS, outside of the internship period, on a time log provided by the program. PHS time logs will be submitted in the Assignments section of the Canvas site.

PHS Factual Report - The PHS factual report should briefly describe the PHS activity that was undertaken and how it relates to applied public health. For example, if a student attends a county commission hearing where a health topic was discussed then they should summarize the discussion and reflect on it based upon their own knowledge of the topic. Each PHS factual report should range between 250 and 500 words and will be submitted in the Assignments section of the Canvas site.

Internship Time Log – Students will maintain a record of hours worked during the internship on a time log provided by the program. Internship hours with a short description of activities undertaken each work period will be signed by the preceptor. Internship time logs will be submitted in the Assignments section of the Canvas site.

Internship Factual Report - The internship factual report should take the form of a narrative and discuss the activities that were undertaken during the internship. Students will reflect on the internship work plan that they submitted and address the goals, competencies, and tasks outlined in that plan. The factual report will include information on whether or not the task and activities were completed during the internship. If they were not completed, students will discuss the challenges they faced and the alternate routes or methods

that were taken. The Internship Factual Report should be between 500 and 1500 words and will be submitted in the Assignments section of the Canvas site.

Summative Evaluation of Student by Preceptor - This evaluation is to be completed by agency preceptors as an assessment of the students' internship performance. Agency preceptors should complete this evaluation online via a Qualtrics survey at the end of the semester. The evaluation is not graded but students will receive feedback from the Internship Coordinator on their performance based on the evaluation.

Evaluation of Internship Site by Student - This is a PDF form that is to be completed by the student intern as a means to evaluate their internship experience. It will be submitted in the Assignments section of the Canvas site.

Evaluation of Faculty Advisor by Student – Students will complete an evaluation of their faculty advisor through a Qualtrics survey. Faculty advisor feedback is de-identified and aggregated annually and then shared with the Department Chair who is asked to provide feedback to the faculty member.

Electronic Portfolio (e-folio) - All the applied practice experiences will be documented in the Student E-Portfolio. The e-folio is simply a collection of the student's work done throughout the program highlighting learning activities, deliverables, and competency attainment. It consists of the summary report, deliverables and evaluation form(s). This will be submitted electronically as an assignment to the internship course.

Due Date	Requirements	Criteria for Satisfactory Grade
Friday 2/5/21	PHS Time Log via e-folio	See rubric; Must achieve "Achievement Level 3"
Friday 2/5/21	PHS Factual Report via e-folio	See rubric; Must achieve "Achievement Level 3"
Friday 2/12/21	Portfolio products proposal	Not graded but needs to be signed by both student and faculty advisor
Midpoint of the semester	Formative Evaluation of Student by Preceptor (sent to preceptor by program staff)	Not graded but feedback will be shared with student
Wednesday 4/14/21	Portfolio Product 1 with written justification	See rubric; Must achieve "Achievement Level 3"
Wednesday 4/14/21	Portfolio Product 2 with written justification	See rubric; Must achieve "Achievement Level 3"
Ongoing	E-folio	Not graded but feedback will be shared with student
Wednesday 4/21/21	Internship Time Log	See rubric; Must achieve "Achievement Level 3"
Wednesday 4/21/21	Internship Factual Report	See rubric; Must achieve "Achievement Level 3"
Wednesday 4/21/21	Summative Evaluation of Student by Preceptor (sent to preceptor by program staff)	Not graded but feedback will be shared with student
Wednesday 4/21/21	Evaluation of Internship Site by Student	Not graded
Wednesday 4/22/21	Evaluation of Faculty Advisor by Student	Not graded but feedback will be shared with advisor

The MPH APE Student Learning Outcomes

The core and concentration competencies that students must meet in the attainment of their Master of Public health degree can be distilled into four universal categories of student learning outcome (SLO) that provide flexibility for the evaluation of the artifacts and evidence of student growth and attainment produced as a result of internship.

Table 1. MPH APE Student Learning Outcomes

<i>SLO Category</i>	<i>UF Definition</i>	<i>CEPH Competency Cluster(s)</i>
<i>Content</i>	Content is knowledge of the terminology, concepts, methodologies, and theories used within the subject area.	Evidence-based Approaches to Public Health Concentration Competencies
<i>Critical Thinking</i>	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Planning & Management to Promote Health Policy in Public Health Systems Thinking Concentration Competencies
<i>Communication</i>	Communication is the development and expression of ideas in written and oral forms.	Communication
<i>Connection</i>	Connection is the meaningful integration and application of student learning to the student's life and work.	Leadership Inter-professional Practice

Based on the work of the UF Quest Assessment Task Force, the MPH program has adopted four types of assignments that are common in graduate education for the assessment of the MPH APE Student Learning Outcomes. These are:

- *Presentation* – a speech or a talk in which a new product, idea, or piece of work is shown and explained to an audience.
- *Paper* – a written work of specified length on a topic, in one of several forms, e.g. research paper, essay, article, opinion, etc.
- *Project* – a planned undertaking, usually in the form of a response to a task or problem engaged in by students.
- *Reflection* – a written statement arising from serious thought or consideration given to the examination and exploration of how the writer has changed, developed, or grown from experience or interaction with some subject matter, idea, or purpose.

(The UF Quest Assessment Task Force, 2020)

These assignments produce student work, sometimes referred to as artifacts, that faculty assess for grading purposes. While the faculty establish their own criteria for assignment grading, the MPH APE pilot assessment rubrics provide the framework for the evaluation.

Table 2. Achievement level descriptions

Achievement Level	Interpretation
4	The student work is exceptional, above and beyond the target, and exceeds faculty expectations.
3 (Target)	Work that meets faculty expectations.
2	Achievement is near the target, lacking important details or connections to reach faculty expectations.
1	Achievement is below the target, absent or missing significant elements

Grading: S/U (Satisfactory or Unsatisfactory Grade)

Letter Grade	I	NG	S-U
Grade Points	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>

Course Materials and Technology

Text: None Required

Additional Readings: None Required

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>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Communication Guidelines

Students are expected to discuss and agree upon the best format for their portfolio project in advance with their faculty advisor. Students completing internship hours are expected to consult with their faculty advisors at least once every other week and with their preceptors weekly as they develop their portfolio products. At a minimum, students should have a meeting with the faculty monthly to evaluate progress and decide on subsequent meetings.

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.

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 and the MPH Program Director are the only people who have access to your responses.

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

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