

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

Delivery Format: At selected Public Health Agency or Organization

Course website: E-Learning in Canvas

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Instructor Name: Ms. Aubrey Bonsal (Internship Coordinator)

Room Number: HPNP 4103

Phone Number: 352-273-6171

Email Address: aubrey.bonsal@php.ufl.edu

Office Hours: APE Power Hour, Tuesdays 3:30pm-4:30pm

Preferred Course Communications (e.g. email, office phone): UF email to aubrey.bonsal@php.ufl.edu

Additional instructors: PHC 6941 Faculty Advisors

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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

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#### **PURPOSE AND OUTCOME**

##### **Course Overview:**

The MPH Applied Practice Experience (APE) provides an opportunity for students to work in a public health setting. APE encompasses **internship** and **public health service (PHS) hours**. Students in internship work with preceptor supervision to apply public health competencies acquired in the classroom 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." Competency attainment is assessed, in part, through a portfolio approach, which the student develops at least two practical, non-academic work products that were produced for the site's use and benefit. Review of the work products must validate that the work products demonstrate the student's attainment of the designated competencies.

#### **MPH Foundational Competencies**

##### **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

## **Concentration Competencies**

### **Biostatistics Competencies**

1. Apply standard probability distributions to public health outcomes Apply and interpret common statistical descriptive and inferential methods, including confidence intervals and hypothesis tests in one-sample, two-sample, and multivariable regression settings
2. Apply and interpret common statistical descriptive and inferential methods, including confidence intervals and hypothesis tests in one-sample, two-sample, and multivariable regression settings
3. Conduct predictive modeling, for example in order to relate risk factors to an outcome
4. Build and interpret appropriate multivariate regression models to analyze public health data
5. Develop practical skills in using statistical software packages for data management and analysis of public health data
6. Develop written reports based on statistical analyses

### **Environmental Health Competencies**

1. Examine the direct and indirect human and ecological health effects of major environmental agents
2. Develop a quantitative risk assessment framework for environmental hazards
3. Apply knowledge of environmental legislation to case studies to determine jurisdiction and approach
4. Apply approaches for assessing environmental exposures, including exposure assessment design and methods
5. Demonstrate cultural sensitivity and appropriate communication when engaged in public health practice and research

### **Epidemiology Competencies**

1. Assess potential confounders in epidemiology studies.
2. Evaluate interaction, effect modification and mediation in epidemiology studies.
3. Evaluate the multifactorial etiology and pathophysiology of chronic diseases
4. Apply criteria for identification, prevention and control of infectious agents.
5. Manage, analyze and interpret large-scale epidemiologic data

### **Population Health Management**

1. Integrate systems thinking theory to incorporate multiple stakeholders at state and local levels to address a public health issue
2. Create an evaluation plan for a public health initiative
3. Apply principles and theory of budget preparation, managerial accounting and financial management to organizations in the health sector
4. Develop a survey instrument that validly examines public health research questions and produces data that addresses health implications and their relationship to policy and contexts
5. Conduct an economic analysis of a major health policy issue

### **Social and Behavioral Sciences**

1. Evaluate public health social and behavioral science research so that research decisions, strengths and limitations are addressed
2. Integrate social and behavioral science theories and concepts in the development of interventions/solutions to public health problems.
3. Design and conduct a community needs assessment.
4. Design, implement and evaluate a public health intervention
5. Design and develop effective communication products that convey health information to diverse audiences that increase recipients' knowledge and positively impact attitudes, beliefs and behaviors.

### **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 work products
4. Justify, in writing, how the two portfolio work 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 250 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 extracurricular opportunities offered through the program. Opportunities 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. During internship students must create at least two portfolio work 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 work products must be uploaded to the APE course in the final semester and will be graded by the faculty advisor. In addition, the student must upload documentation of internship hours, public health service (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's E-Portfolio.

See grading rubric below for details on these elements.

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**DESCRIPTION OF COURSE CONTENT**
**Course Policy and Procedures:**

Successful completion of this course depends on several factors, including completion of PHS hours, demonstration of at least 5 MPH competencies through satisfactory completion of the portfolio work products, and completion of other activities as outlined in this syllabus. The grade of "S/U" will be given based on the completion of all deliverables and the faculty advisor's assessment of final work products. Students must receive an "S" in the course to be eligible for graduation.

## ACADEMIC REQUIREMENTS AND GRADING

### Grading: S/U (Satisfactory or Unsatisfactory Grade):

<b>Letter Grade</b>	<b>I</b>	<b>NG</b>	<b>S-U</b>
<b>Grade Points</b>	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>

### Topical Outline/Course Schedule:

<b>Due Date</b>	<b>Requirements &amp; Deliverables</b>	<b>Criteria for Satisfactory Grade</b>
Ongoing	E-folio	Complete/Incomplete. Feedback will be shared with the student
Week 2 (5/21/21)	PHS Time Log via e-folio	See rubric; Must achieve "Full Pass"
Week 2 (5/21/21)	PHS Factual report	See rubric; Must achieve "Full Pass"
Week 4 (6/4/21)	Portfolio Work Product Proposal	Complete/Incomplete. Must be signed by both the student and faculty advisor.
Midpoint of the semester (6/14/21)	Mid-term Evaluation of Student by Preceptor (sent to preceptor by program staff)	Complete/Incomplete. Feedback will be shared with student
Week 7 & 8 (6/21/21-7/2/21)	Touchpoint with Internship Coordinator	Complete/Incomplete. Student should attend touchpoint to confirm progress of hours, competencies, and resolve any communication concerns.
Week 8 (7/2/21)	Submit Draft Portfolio Work Products	Complete/Incomplete. Student will submit a draft of their products to Canvas for review by Faculty Advisor. If products are not available, a written update should be submitted.
Week 9 (7/6/21-7/9/21)	Touchpoint with Faculty Advisor (See Canvas assignment for checklist)	Complete/Incomplete. Student should meet with faculty advisor to review progress on portfolio work products and discuss rubrics for grading. Faculty should share feedback with student.
Week 12 (7/29/21)	Portfolio Work Products (two minimum) with reflections.	See rubric; Must reach "Full Pass" for all products. Across all products, must receive 3/3 for core competencies met, and 2/2 for concentration competencies met.
Week 13 (8/2/21-8/4/21)	Exit Interview with Faculty Advisor (See Canvas assignment for checklist)	Complete/Incomplete. The exit interview is an opportunity for students to answer any additional questions about their portfolios and for faculty to

		recommend any revisions to work products that are not “Full Pass”.
Last day of classes in the final APE course semester (8/6/21)	Internship Time Log	See rubric; Must achieve “Full Pass”
Last day of classes in the final APE course semester (8/6/21)	Summative Evaluation of Student by Preceptor (sent to preceptor by program staff)	Not graded but feedback will be shared with student
Last day of classes in the final APE course semester (8/6/21)	Evaluation of Internship Site by Student	Complete/Incomplete.
Last day of classes in the final APE course semester (8/6/21)	Evaluation of Faculty Advisor by Student	Complete/Incomplete.

### Description of Requirements and Deliverables:

**E-Folio:** The electronic portfolio, or e-folio, is a collection of the student’s work done throughout the program, highlighting learning activities, deliverables, and competency attainment. This will be submitted to the Internship Coordinator for review early in the semester, and the student will update it throughout the semester. Upon graduation, the e-folio should serve as a highlight of the student’s academic career in the MPH program.

**PHS Time Log:** Students are responsible for maintaining a record of their accumulated Public Health Service hours throughout the time in the program. PHS time logs are submitted by being posted on the student’s e-folio site. Blank time logs can be downloaded from the MPH website (Current Students > Forms).

**PHS Factual Report:** Each factual report should briefly describe the PHS activity that was completed and reflect on how it relates to public health. Factual Report templates can be downloaded from the MPH website (Current Students > Forms).

**Portfolio Work Product Proposal Form:** Portfolio Work Product Proposal Forms will outline the two (or more) products that the student will be completing. In addition to identifying the products, the student will also outline what competencies are being met, how the product supports the competencies, and the tasks or activities that will be completed while working on the product. These forms must be signed off on by your faculty advisor prior to being submitted to Canvas. Forms will be reviewed by the Internship Coordinator to ensure that they are complete.

**Mid-Point 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 student 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 at their Touchpoint.

**Touchpoint with Internship Coordinator:** This brief meeting will be between the Internship Coordinator and student just after the mid-point of the semester. Items to be covered will include progress on hours, feedback on work product proposals, and a chance to discuss any communication concerns.

**Touchpoint with Faculty Advisor:** This brief meeting will be between the Faculty Advisor and student towards the end of the semester. This should be an opportunity to review progress on products and discuss the rubric that will be used for assessing the finished products.

**Portfolio Work Products with Reflections:** Portfolio work 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 with their work products. For each work product, the student should complete a written reflection (500-1500 words). Students should upload their Portfolio Work Products with Reflections to Canvas and post the products to their e-folio. The reflection is an opportunity for the student to clarify how the portfolio work product clearly demonstrates the competencies, as well as reflect on the process of creating the work products. However, the portfolio work products should ‘stand alone’ in that the competencies demonstrated by the product should be readily apparent without reading the reflection. Portfolio work products are graded by the faculty advisor with the rubric identified during the touchpoint meeting (see Grading Rubric for Individual Portfolio Products on page 8).

**Exit Interview:** Students must meet with their faculty advisor prior to the last day of class to conduct an exit interview. The student should be prepared to discuss work products and how completion of work products strengthened their public health competencies. This meeting may occur in-person, online, or via phone. After completion of the exit interview, faculty advisors will complete assessment rubrics for products and submit them to the Internship Coordinator.

**Internship Time Log:** Students will maintain a record of hours worked during the internship. Internship hours, along with a short description of activities undertaken each work period, will be signed off on by the preceptor. Internship hours will be reviewed during the Touchpoint with Internship Coordinator to ensure that the student is on track to complete the required hours. This will be uploaded to Canvas. Blank time logs can be downloaded from the MPH website (Current Students > Forms).

**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 online via a Qualtrics survey at the endpoint of the semester. The evaluation is not graded, but students can opt to receive the feedback from the Internship Coordinator.

**Evaluation of Internship Site by Student:** This is a form that is completed by the student at the end of the internship, as a means to evaluate their experience. It is completed and uploaded in Canvas.

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

#### **Assessing the MPH Competencies & Portfolio Work Products:**

Portfolio work products can take many forms. 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 assignments are identified as presentation, paper, project, or material. Detailed rubrics for each type of assignment can be found on the Canvas course shell and in the APE Handbook. While these rubrics can be used to assist faculty in assessing the **quality** of the work products, and to provide structure for the student in creating their work products, the final grade of the portfolio products will depend on competencies met (5) and quality of work (full pass; see Table 2 on page 8). In general, **quality** will be assessed on a 1 to 4 scale (see Table 1 on page 8).

Table 1. Achievement Level Descriptions for Quality Assessment:

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

Table 2. Grading Rubric for Individual Portfolio Products

Component	Full Pass	Advisory Pass	Conditional Pass	No Pass
<b>Portfolio work product demonstrates attainment of selected Foundational and Concentration Competencies</b>	Product clearly demonstrates attainment of all selected competencies, and is of quality work (meets at least Achievement Level 3).	Product is of quality work, and demonstrates attainment of <i>some</i> of the selected competencies.	Product demonstrates attainment of some selected competencies, but is below the minimum quality threshold of Achievement Level 3. Product can be modified to enhance quality and attain Full Pass.	Product demonstrates attainment of none of the competencies and/or is of poor quality.  Must revise, or provide additional products.
<b>Written reflection of portfolio work product provides an accurate assessment of competency attainment</b>	Student accurately assesses how the portfolio work product demonstrates attainment of all selected competencies.	Written reflection may not accurately assess the competencies demonstrated through the portfolio product, and thus needs revision.	Written reflection is accurate in assessment of how the product demonstrates attainment of some selected competencies.	Written reflection is not accurate in assessment of how the product demonstrates attainment of selected competencies.
<b>Grading Interpretation:</b>	Both the product and written reflection receive Full Pass.	The product and/or written reflection need revision to accurately align. And/or additional products required.	The product needs revision for quality. Written reflection is accurate.	The product AND the written reflection require revision.

**Note:** The work product must be *apparent* in its meeting of competencies. The written reflection is *not* a justification.

Table 3. Grading Rubric for Remaining APE Requirements

Component	Full Pass	Conditional Pass	No Pass
<b>PHS Time Log</b>	The student has completed the total number of PHS hours.	n/a	The student has not yet completed the majority of hours required for the Applied Practice Experience.
<b>Factual Report on PHS hours</b> (Note: 42 credit hour students or those who choose to complete at least 5 credits of the APE course/Internship will not require additional APE)	PHS factual reports have been completed and reflect the experiences associated with the PHS time log.	PHS factual reports have been completed but require minor mediation to reflect the experiences associated with the PHS time log.	PHS factual reports have not been completed or require major mediation to reflect the experiences associated with the PHS time log.
<b>Internship Time Log</b>	The time log provides signed documentation of participation in various activities conducted during the internship and demonstrates attainment of the required internship hours.	The time log is not signed by the preceptor but can be signed by the end of the graduating semester.	The required internship hours have not been attained. Major mediation is required.

***\*Students must receive a "Full Pass" and demonstrate at least five competencies to graduate. Students who do not meet this requirement can register again for PHC 6941 and combine the work done across semesters to meet the APE requirements.***

### **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](mailto: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.

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## **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](http://www.multicultural.ufl.edu)

### **Title IX, Gender Equity, & Sexual Assault Prevention**

UF 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](#) through these links. Or contact Student Conduct & Conflict Resolution at 202 Peabody Hall, 352-392-1261.