



UF College of Public Health
& Health Professions
UNIVERSITY of FLORIDA

Applied Practice Experience (APE) Handbook for the Master of Public Health Program



Applied Practice Experience Handbook 2021 – 2022

University of Florida College of Public Health and Health Professions

Guidelines for the Applied Practice Experience in the Master of Public Health

In this handbook, MPH students, preceptors, and mentors will find information related to approval forms, MPH competencies, and processes, from the University of Florida Master of Public Health graduate program.

MPH Program Director

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Introduction to this Handbook

Every year, around 100 students in the Master of Public Health (MPH) Program at the University of Florida serve as interns in public health agencies and related organizations. These, and more, applied practice experiences (APE) provide opportunities for our MPH students to apply skills and knowledge learned in the classroom to the real world of public health. And these applied experiences, in turn, strengthen our students' competencies in the key activities of our field. We are very fortunate to work with a growing number of agencies and organizations in the development of APE and internship opportunities for our students.

This *APE Handbook* serves as a guide to the APE for our MPH students, internship preceptors, and faculty advisors. As this is still a relatively new initiative, changes will likely emerge in the future. As they do, the handbook will be updated. The most recent version of the handbook is always available at our website: www.mph.ufl.edu.

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What is the APE?

The APE encompasses both **internship** and **public health service hours (PHS)**. MPH students in the 48 credit hour program are required to complete 150 hours of internship, in addition to another 50 PHS hours that can be completed as internship or as volunteer or other applied practice experiences for a combined total of 200 hours. MPH students in the 42-credit program are required to complete 150 internship hours however, they are not required to complete PHS hours.



Per the *2016 Council on Education for Public Health (CEPH) Accreditation Guidelines*, APEs can be in governmental, non-governmental, non-profit, industrial and for-profit settings or appropriate university-affiliated settings. An appropriate university-affiliated setting is one that is “primarily focused on community engagement, typically with external partners. University health promotion or wellness centers may also be appropriate.” Please note that research labs are not an appropriate setting, unless the student is actively engaging with the community.

Public Health Service Hours

Students may complete their PHS hours at any time during the MPH program. PHS hours are intended to be volunteer hours or additional learning experiences in the Public Health field, and can include:

- Experiences gained through a Public Health service learning course
- Public Health service and volunteer activities organized by a student association
- Individual Public Health volunteer activities
- Participation on a Putting Families First team, in the Clarion Competition, or the Global Health Case Competition
- Attendance at 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
- Participation in MPH Program-specific opportunities, like Afternoon of Learning, Common Reader book discussion, or Interprofessional Learning in Healthcare

Students are required to log their hours and write a factual report of the volunteer experience that describes a measurable objective for the experience, whether the objective was met, and how the experience contributed to at least one specific MPH competency. PHS

hours will be self-tracked throughout the program; students will turn in timelogs and factual reports as an assignment in PHC 6941 Applied Practice Experience.

Internships

Internships that are completed for APE hours will be completed in conjunction with PHC 6941 Applied Practice Experience. PHC 6941 is typically completed during the final semester of the program; if a student wishes to complete their APE internship earlier they should reach out to Telisha Martin for a review of their plan of study.

Internship proposals are due to the Internship Coordinator approximately one month prior to the beginning of the semester (exact dates will be communicated to students early in the semester). Proposals should be signed off on by the student, preceptor, and faculty advisor before being submitted to the Internship Coordinator and should include a thorough workplan and a copy of the preceptor's CV.

Internship Proposal Forms are found on the MPH website (found at at <https://mph.ufl.edu/current-students/forms/>).

A successful internship will be the student supporting their internship agency by upholding their mission and purpose, with the agency supporting their intern in the strengthening of their competencies by providing them with appropriate responsibilities and guidance.

Competencies Expected of MPH Students

All students in the MPH Program are expected to master a set of public health competencies during the course of their studies. Per the *CEPH 2016 Accreditation Guidelines*, the MPH Foundational Competencies “are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health service administration and environmental health sciences), as well as cross-cutting and emerging public health areas.”

Learning objectives for the five MPH core courses were developed so to contribute to the competencies. The learning objectives also reflect the topics that will be covered in the Certification in Public Health (CPH) examination, which students are encouraged to take after graduation from the program. Additional competencies specific to each concentration were developed by the faculty, based on standards in the field.

MPH Core Competencies and Learning Experiences

Graduates of the MPH degree program are expected to be grounded in the following Foundational Public Health knowledge:

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

Communication

18. Select communication strategies for different audiences and sectors
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

Program Concentration Competencies

Each concentration offers a unique curriculum of courses designed to assure that students gain the skills necessary to become competent practitioners. (Public Health Practice students may have a blend of the five concentrations below.)

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.

Portfolio Work Products Overview

Per *CEPH 2016 Accreditation Criteria* (D5. MPH Applied Practice Experiences), “MPH students demonstrate competency attainment through applied practice experiences. The applied practice experiences allow each student to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies.” Competency attainment is assessed “through a portfolio approach, which reviews practical, applied work products that were produced for the site’s use and benefit. Review of the student’s performance in the APE must include be based on at least two practical, non-academic work products AND on validating that the work products demonstrate the student’s attainment of the designated competencies.” Faculty review the work products to validate that they explicitly demonstrate the student’s attainment of the designated competencies. More information on our college’s CEPH accreditation can be found at <https://phhp.ufl.edu/about-phhp/ceph-self-study-drafts/>.

Examples of Portfolio Work Products include but are not limited to:

- Advocacy tool
- Asset mapping report
- Business plan
- Communications and outreach plan
- Community assessment report
- Community profile report
- Conceptual model
- Cost-tracking instrument
- Course module
- Curriculum
- Dashboard user guide
- Data analysis results or output
- Data extraction
- Data collection & analysis report
- De-identified data set (inputted and cleaned by the student)
- Dissemination plan
- Empirical Manuscript
- Environmental scan report
- Evaluation, evaluation plan, or evaluation tool
- GIS map
- Grant proposal
- Sustainability plan
- Health communication campaign
- Health communication materials (e.g., brochure, fact sheet, infographic)
- Training guide or manual
- Health Resource Booklet
- Webpage designed by student (with link)
- Key informant interview summary report
- Facilitation of an intervention (must provide a link to video)
- Literature review
- Message testing summary report
- Monitoring & evaluation tool development
- Multi-media presentations
- Policy analysis or brief
- PowerPoint presentation (with script)
- Program or project management plan
- Quality improvement plan
- Qualitative data collection protocol (e.g., focus group guide)
- Recommendations report
- Research study proposal
- Resource guide
- Risk assessment analysis report
- Social marketing plan
- Standard Operating Procedures
- Statistical analysis plan
- Survey or data collection tool

Evaluation of the Portfolio Work Products

Work products should be created by the student for the benefit and use of their internship agency, with the agency providing guidance on the professionalism and clarity that they expect.

The work products are turned in to faculty advisors in the final weeks of the semester along with a reflection on those products, which gives the student an opportunity to outline how their products display competencies and to reflect on how it supports the competency.

When viewing the work products and reflection, the faculty advisor completes a Portfolio Work Product Assessment Form to determine if the student has demonstrated competency attainment with their products. If the student does not receive a Full Pass, the faculty advisor will work with the student to revise their products before the semester’s end.

Portfolio Work Product Assessment Rubric:

Portfolio Work Product Assessment Rubric		
Criteria	Yes	No
Are there at least two portfolio work products?		
Are at least 5 competencies clearly demonstrated?		
Are at least three of those competencies foundational health competencies?		
Is there a quality reflection provided for each product?		
Grading Interpretation	If all criteria are met with "yes", then the portfolio products are a Full Pass .	If there is a "no" for any criteria, then the student receives a No Pass and must revise their products and/or reflection before resubmission.

Notes on Portfolio Work Products:

Students will be working on work products that are of benefit and use to the agency. However, these products will also be shared with faculty advisors and MPH staff, possibly featured in the student’s portfolio, or shared with the Council on Education for Public Health as part of curriculum data. If there are special issues regarding the internship, such as confidentiality concerns, that might prevent the student from presenting proprietary data, please contact the student’s faculty advisor to discuss the issues and how to best address them.

The Role of the Preceptor

In this section, we describe some ways in which preceptors have contributed to successful student experiences; and we identify roles and responsibilities of preceptors

Preceptors play a critical role in the education of MPH students. They have the knowledge and experience to guide students to new opportunities and to demonstrate how skills introduced in the classroom are implemented in the real world. Many of our students develop relationships with preceptors and agencies that influence their future careers in public health.

Preceptors for our MPH students must have sufficient, relevant experience to mentor the student and provide a meaningful learning experience that supports the competencies and learning objectives. At a minimum preceptors must have:

- A working knowledge and practical experience in the project areas assigned to the student.
- A graduate degree and at least three years of full-time, professional experience in public health. **OR** A terminal degree (e.g., PhD or MD) and current, professional experience in public health. **OR** A BA/BS with 5+ years of public health experience.
- An interest in and commitment to helping a graduate student.
- Time to commit to mentor a student.

The Internship Site

MPH students are required to complete at least 150 hours of internship (some students will complete more depending on their credit-hour registration). As noted previously, internship sites must be “primarily focused on community engagement”. The activities performed at the internship site “should be mutually beneficial to both the site and the student” such that the student is gaining appropriate Public Health experience that allows them to demonstrate their competency in the field.

APE Internship Timeline and Role for Preceptors

Before the internship starts...

- Familiarize yourself with the requirements of the **PHC 6941 Applied Practice Experience syllabus**
- Identify a project or set of projects for a student to complete
- Interview with interested students who contact you
- Review the student’s portfolio (if available) and discuss competencies that they student will work on strengthening during the course of the internship
- Work with the student and faculty advisor to complete, review, and sign the student’s [Internship Proposal Form](#), which includes developing a detailed internship workplan

During the internship...

- Arrange a schedule that will allow the student to complete their required hours
- Orient the student to ensure a smooth transition
- Allow sufficient time for supervision and instruction in the form of routine interactions
- Guide the student throughout their projects as needed: review work, offer feedback, and ensure that the student has the resources and time for an optimal learning experience
- Keep a record of the student’s progress, hours, and work
- Keep in contact with the Internship Coordinator and respond to requests for feedback on the student’s performance

After the internship...

- Complete a final evaluation of the student: sign off on and logs or paperwork that the student needs to complete their internship experience
- Provide an updated Internship Site Profile Form – these are shared with students who are seeking future internships

Tips on a Successful Internship

Work together to develop an internship

One of the first tasks that preceptors carry out with students is the development of objectives that will assist the student in strengthening public health competencies while meeting the organizational needs of the preceptor and agency. Faculty advisors help students and preceptors identify these activities.

Focus on competencies to be strengthened during the internship

Reviewing the student's portfolio at the beginning of the internship to assess which competencies students still need to develop or strengthen helps to keep all parties on task.

Be familiar with internship requirements

The internship conducted by the student must meet the requirements of the course syllabus on the MPH website at www.mph.ufl.edu.

Arrange an orientation to the agency

Properly introducing the student to the agency or organization is crucial to the overall success of the internship. Beginning with an orientation, the preceptor provides the environment in which the student can gain confidence in his or her ability to perform successfully as a public health practitioner.

Find the right pace

Frequently, the preceptor and the student are working together for the first time during the internship. A thoughtful assessment of the student's abilities helps to avoid assigning too much responsibility too soon or withholding responsibilities that they may be able to complete.

Schedule regular meetings

Regular meetings in which the student updates the preceptor on progress and identifies any problems or issues are key to successful internships. Students are required to maintain a log of hours and internship assignments. This log can be signed weekly or monthly by the preceptor to assure that not only the hour requirement for the internship is met but that the student is on track with previously established goals and objectives.

Maintain Contact with the MPH Program & Faculty Advisor

Communication is key. Questions will arise, many of which can be handled with a quick phone call or email. Don't hesitate to contact the MPH Internship Coordinator or the student's faculty advisor to discuss any issue that may arise.

Notes on Portfolio Work Products:

Students will be working on work products that are of benefit and use to the agency. However, these products will also be shared with faculty advisors and MPH staff, possibly featured in the student's portfolio, or shared with the Council on Education for Public Health as part of curriculum data. If there are special

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issues regarding the internship, such as confidentiality concerns, that might prevent the student from presenting proprietary data, please contact the student's faculty advisor to discuss the issues and how to best address them.

Student, Faculty and Program Roles

Student

The student is responsible for choosing an internship of interest and for contacting the potential agency/preceptor. Once a placement has been made (i.e., the Internship Work Plan has been signed and approved), the student is expected to:

- Function as a professional: This should be reflected in projects and activities performed by the student as well as relationships with the preceptor, other agency staff, etc.
- Be professional in appearance, both in dress and conduct.
- Adhere to the schedule predetermined with the preceptor.
- Notify the preceptor if there is a possibility of being late or absent.
- Practice professional courtesy when communicating with clients and other health professionals.
- Clearly identify themselves as an MPH student when interacting with the public or with other health professionals.
- Report directly to the preceptor. The relationship between the student and the preceptor should be one of student-teacher rather than employer-employee or co-workers. The student-teacher relationship should be built on mutual respect, trust, communication, and understanding.
- Complete an evaluation of the agency/preceptor at the end of the experience.
- Communicate concerns and problems to the preceptor and the MPH Internship Coordinator.
- Fulfill the learning goals, course objectives, and assignments.
- Follow agency policies and procedures (including policies on confidentiality, documentation, dress code, etc.).
- Initiate three-way conversation among student, preceptor, and faculty advisor to assess the progress of the Internship and preparation of the final written and oral reports. This can be done by conference call or meeting.

Master of Public Health Program

- Assist the student in selecting potential sites for the field experience.
- Arrange affiliation agreements.
- If needed, guide students through the IRB process via presentations and individual assistance.
- Respond to the needs of the student and preceptor during the placement and provide consultation to students and preceptors upon request.
- Maintain regular communication with preceptors, faculty and students during the course of the internship
- Continue to evaluate old internship sites and seek new opportunities.
- Oversee PHC 6941 Canvas site.
- Provide grading and feedback for PHC 6941 Coursework.

Faculty Advisor

- Assist the student in clarifying educational goals and competencies to be strengthened by the placement.
- Assist the student in selecting potential sites for the field experience.
- Respond to the needs of the student and preceptor during the placement and provide consultation to students and preceptors upon request.

- Maintain regular communication with preceptors, Internship Coordinator and students during the course of the internship.
- Provide grading and feedback for PHC 6941 Coursework, including inputting final grade for course.

Institutional Review Board

Institutional Review Boards (IRB) exist to protect human subjects from physical, emotional and economic harm; assess research risk as regards to benefit to the subject and research methodology; and assure University compliance with federal regulations. IRB review is mandatory for all students who go through the internship process, unless it can be agreed upon by the student, the preceptor, and the faculty advisor that it is not necessary. Students are expected to submit to the University’s appropriate IRB office for review before beginning their internship.

Research: A systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.

Examples of Research:

- Researching health trends within a population
- Investigating environmental hazards related to a potential public health risk
- Evaluating the effectiveness and quality of a population-based health service
- Doing statistical analysis of a data set looking at cancer anomalies
- Testing and adapting a data collection method

“Human” subject: A living individual about whom an investigator obtains either data through intervention or interaction with the individual; or identifiable private information.

“Protected Health Information”:

Protected Health Information (PHI) is subject to federal privacy regulations. PHI is defined as health information about a patient that relates to the patient’s past, present, or future physical or mental health, the provision of health care, or the payment for health care, and identifies the patient or could reasonably be expected to identify the patient. Some examples include: name, telephone numbers, medical record numbers, full face photographic images, and biometric identifiers. Students are encouraged to work with their Faculty Advisor and a preceptor to determine what type of IRB review is necessary. The IRB homepage is located at <http://irb.ufl.edu>. Please refer to the table below for IRB contact information.

<p>IRB – 01 Gainesville Health Science Center Human Subject Research North Florida/South Georgia Veteran’s Health System Shands Health Care and Clinics Voice: (352) 273-273-9600 Fax: (352) 273-9614 E-mail: ufirb-l@lists.ufl.edu Web: http://irb.ufl.edu/irb01</p>	<p>IRB – 03 Jacksonville Health Science Center Voice: (904) 244-9427 Fax: (904) 244-9035 E-mail: IRBSubmission@jax.ufl.edu Web: www.hscj.ufl.edu/irb/</p>
<p>IRB – 02 UF Campus IRB Behavioral/Nonmedical Research Voice: (352) 392-0433 Fax : (352) 392-9234 E-mail: irb02@.ufl.edu Web: http://irb.ufl.edu/irb02</p>	<p>Institutional Animal Use and Care Committee IACUC: Non-Human Animal Research Institutional Animal Care & Use Committee Voice: (352) 273-9535 Fax: (352) 273-9538 E-mail: iacuc@research.ufl.edu Web: http://www.iacuc.ufl.edu/</p>

Quality Improvement/Quality Assurance

Quality Improvement Performance Registry (QIPR)

Behavioral/NonMedical Research

Voice: (352) 265-0002

Fax : (352) 392-9234

Web: <https://qipr.ctsi.ufl.edu/approver/>

PHC 6941 Syllabus

University of Florida

College of Public Health & Health Professions

PHC 6941: MPH Applied Practice Experience (3 to 6 credit hours)

Fall 2021

Delivery Format: At selected Public Health Agency or

Organization Course website: E-Learning in Canvas

Instructor Name: Ms. Aubrey Bonsal (Internship Coordinator)

Room Number: HPNP 4103

Phone Number: 352-273-6171

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

Office Hours: TBD, please contact by email for appointment.

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

Additional instructors: PHC 6941 Faculty Advisors

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 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. **A full list of competencies can be found on page 9 of this syllabus.**

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), 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

ACADEMIC REQUIREMENTS AND GRADING

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. 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. Complete/Incomplete assignments will be graded by Internship Coordinator; Portfolio Work Products, Reflections, and the final course grades will be provided by the faculty advisor.

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>

Topical Outline/Course Schedule:

Due Date	Requirements & Deliverables	Criteria for Satisfactory Grade
Ongoing	E-folio	Complete/Incomplete. Feedback will be shared with the student
Week 2 (9/3/21)	PHS Time Log via e-folio	Complete/Incomplete. Feedback will be shared with the student
Week 2 (9/3/21)	PHS Factual report	Complete/Incomplete. Feedback will be shared with the student
Week 4 (9/17/21)	Portfolio Work Product Proposal	Complete/Incomplete. Must be signed by both the student and faculty advisor.
Midpoint of the semester (10/12/21)	Mid-term Evaluation of Student by Preceptor (sent to preceptor by program staff)	Not graded. Feedback will be shared with student.
Week 9 (10/18/21-10/22/21)	Touchpoint with Internship Coordinator	Complete/Incomplete. Student should attend touchpoint to confirm progress of hours, competencies, and resolve any communication concerns.
Week 10 (10/29/21)	Submit Draft Portfolio Work Products - If products are not available, a written update	Complete/Incomplete. Student will submit a draft of their products to Canvas for review by Faculty Advisor.

	should be submitted.	
Week 11 & 12 (11/1/21-11/10/21)	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 and send completed Touchpoint to Internship Coordinator.
Week 15 (12/3/21)	Portfolio Work Products (two minimum) with Portfolio Reflection.	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 16 (12/6/21-12/10/21)	Exit Interview with Faculty Advisor	Complete/Incomplete. The exit interview is an opportunity for students to debrief with their faculty advisor about their program experience and internship.
	Internship Time Log	Complete/Incomplete.
	Evaluation of Internship Site by Student	Complete/Incomplete.
	Summative Evaluation of Student by Preceptor (sent to preceptor by program staff)	Not graded but feedback will be shared with student upon request.

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 Portfolio Reflection: 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. The student should also complete a Portfolio Reflection that allows them to demonstrate their attainment of a competency and reflects on how the product supports the competency. 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 Portfolio Work Product Assessment Rubric on page 5).

Exit Interview: Students must meet with their faculty advisor prior to the last day of class to conduct an exit interview. This meeting may occur in-person, online, or via phone. After completion of the exit interview, faculty advisors should let the Internship Coordinator know that it’s occurred.

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.

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.

As each work product is being created for the benefit or use of the internship agency, it is expected that the products will be of professional quality. For reference, though, detailed rubrics for each type of assignment can be found on the Canvas course shell that show what a quality product should look like and to provide structure for the student in creating their work products. However, the final grade of the portfolio products will depend on competencies met (5) and clarity of competencies in the work and reflections (full pass; see Table 1 on page 5). If any of the criteria are met with a “no”, then the student must revise and present the finished work product to their faculty advisor.

Table 1. Portfolio Work Product Assessment Rubric*:

Portfolio Work Product Assessment Rubric		
Criteria	Yes	No
Are there at least two portfolio work products?		
Are at least 5 competencies clearly demonstrated?		
Are at least three of those competencies foundational health competencies?		
Is there a quality reflection provided for each product?		
Grading Interpretation	If all criteria are met with "yes", then the portfolio products are a Full Pass .	If there is a "no" for any criteria, then the student receives a No Pass and must revise their products and/or reflection before resubmission.

****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.***

Table 2. Grading Rubric for Remaining APE Requirements

Component	Complete	Incomplete
PHS Time Log	The student has completed the total number of PHS hours.	The student has not yet completed the majority of hours required for the Applied Practice Experience.
Factual Report on PHS hours (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 not been completed or require major mediation to reflect the experiences associated with the PHS time log.
Internship Time Log	The time log provides signed documentation of participation in various activities conducted during the internship and demonstrates attainment of the required internship hours.	The required internship hours have not been attained. Major mediation is required.

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

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.

Frequently Asked Questions

1. What is Applied Practice Experience (APE)?

Applied Practice Experience, also known as APE, is made up of Public Health Service (PHS) hours and Internship. APE is an opportunity for each student to work in a public health setting with a public health agency or organization. PHS hours are typically attained at various sites with a limited amount of time dedicated to each site whereas, internship is typically held at one site which offers meaningful, practical work related to a student's field of study or career interest. Students will have the ability to work with minimal supervision to apply public health competencies acquired in the classroom setting to public health practice through experiential activities.

2. What are the APE requirements?

All 48 credit hour students are required to complete 50 PHS contact hours and 150 internship hours. All 42 credit hour students are required to complete 150 internship hours. During the semester in which they are registered for PHC 6941 Applied Practice Experience, all MPH students must create at least two portfolio products. Students enrolled in the MPH program pre-Fall 2019 follow a slightly different internship format, please reach out to the Internship Coordinator with questions.

3. What are the requirements for the portfolio work products?

During the semester in which they are registered for PHC 6941 Applied Practice Experience, all MPH students must create and submit at least two portfolio products with a public health agency or organization that demonstrate achievement of at least five Public Health Competencies, of which at least three must be Foundational Competencies.

4. My internship portfolio work product is the result of a project that I worked on with a classmate. Can we both submit the same product?

Internship portfolio products can develop from several experiences. Each student must present documentation demonstrating individual competency attainment, even if the portfolio product was developed as part of a group experience.

5. I have selected two wonderful internship portfolio work products. Do they need to be approved before I start working on them?

Yes, approval is needed. All proposed portfolio products must be approved in advance and the Portfolio Work Product Proposal form will be completed in Canvas when enrolled in PHC 6941, Applied Practice Experience.

6. What type of experiences are approved for PHS?

The 50 PHS hours may include 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 in Interprofessional Learning in Healthcare (required for all MPH students),

participation in Afternoon of Learning (required for MPH campus students), Common Reader Book Discussion (required for all students), 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 faculty advisor and MPH Internship Coordinator.

7. Can a faculty member serve as my internship preceptor?

Yes. The preceptor must be a practicing public health professional who meets the following educational/professional criteria: - MPH (or equivalent degree) plus three years professional public health experience, or at least five years of professional public health experience. And the internship must meet the expectations as laid out for internship sites (e.g., includes community engagement).

8. Can I complete internship at my place of employment?

To ensure the development of competencies in a variety of public health settings, this is not recommended. The MPH may approve an internship in settings in which students are employed, provided certain safeguards can be established to preserve the educational quality of the learning experience. The student must be assigned duties different from those regularly performed as an employee. The student must have assignments that are applicable to public health core and concentration area and assignments that offer opportunities for new experiences and learning. Additionally, the student must be assigned to a different department or program and/or to a supervisor other than their employment supervisor to oversee the internship.

9. What the requirements for my preceptor?

The preceptor must have an academic background (graduate-level degree), understand public health, and have time to devote to the student.

10. Can I complete my internship in more than one setting?

Yes. Students can complete their internship in more than one setting as long as the organizations and sites have been approved by the student's faculty advisor and internship coordinator, and will allow student to complete a minimum of two portfolio products.

11. Can I get paid for my internship?

Paid internships may be available in your community, but this will depend on whether the agency you are working with permits payment of interns and if it has funds available for an intern.