

University of Florida
College of Public Health and Health Professions
PHC 6940 – Master of Public Health Capstone (3 credits)
Class Meeting Information: Online Asynchronous
Spring 2022

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I. PURPOSE & OUTCOME

Course Overview

This course serves as the required integrative learning experience (ILE) for MPH students. There are two major components to this course. One component is demonstration of competency related to leadership and professionalism. Second, through the work in this course, students will demonstrate synthesis of foundational and concentration competencies through an individual project that addresses a public health need.

Relation to Program Outcomes

CEPH Criterion D7. MPH Integrative Learning Experience

“MPH students complete an integrative learning experience (ILE) that demonstrates synthesis of foundational and concentration competencies. Students in consultation with [their] faculty [advisor and/or instructor] select foundational and concentration-specific competencies appropriate to the student’s educational and professional goals.” Students do this through development of a suitable Capstone project addressing the identified MPH competencies.

CEPH Foundational Competencies & Course Learning Objectives.

Leadership

- CEPH D2-2.16. Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
- CEPH D2-2.17. Apply negotiation and mediation skills to address organizational or community challenges.
- Develop your personal leadership toolkit.
- Explain the importance of evidence-based public health.

Communication

- CEPH D2-2.18. Select communication strategies for different audiences and sectors.
- Apply effective and inclusive presentation skills.

Professionalism

- Create a project for a public health agency by applying public health knowledge gained in foundational and concentration-specific coursework.

- Develop a professional presentation to disseminate the results of your ILE project.
- Compose a formal written report of the ILE project results.

II. DESCRIPTION OF COURSE CONTENT

Course Materials & Technology

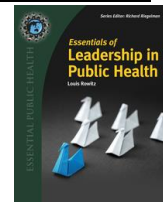
This course will use the Canvas CMS. If you experience technical difficulties, please contact the UF Help Desk (learning-support@ufl.edu; 352-392-HELP – select option 2).

UF Internet (eduroam) is available at thousands of locations worldwide!

[UF students can access eduroam](#) (highspeed WiFi) for free with their GatorLink log-in credentials. The eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide. Many of these locations are in open spaces and/or large communal rooms, so you can get online while physically distancing and following CDC guidelines in an air-conditioned space. Access is available in rural areas, too! [Here's a link to all the eduroam sites.](#)

Required Readings:

Text: Rowitz, L. (2017). *Essentials of Leadership in Public Health*. Jones & Bartlett. ISBN-10: 1284111482. (Available in paperback, as an e-book, and through UF All Access).



Articles will be added throughout the semester **(provided through Canvas Modules)**.

Additional Academic Resources

- [Career Connections Center](#): Reitz Union 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance in using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010; or, to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code & Student Conduct Code page for more info.](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

III. Course Requirements & Grading

ASSIGNMENTS	POINTS	DEADLINE
Peer Introductions	5	January 10
Elevator Speech	6	March 11
Capstone Project Submissions		
1. Faculty Advisor/Student Capstone Proposal Contract	5	Jan 14
2. Faculty Advisor Meeting 1	2	Before Jan 24
3. Capstone Paper: Introduction section	5	Jan 21
4. Capstone Paper Draft Section 2	5	Feb 4
5. Capstone Paper Draft Section 3	5	Feb 18
6. Faculty Advisor Meeting 2	2	Before Feb 28
7. Capstone Paper Draft Section 4	5	Mar 4

8. Title & Abstract Draft	5	Mar 14
9. Capstone Presentation: Draft slides	1	Mar 18
10. Capstone Paper: Near Final Draft	5	Mar 21
11. Capstone Paper: Final Abstract	5	Mar 25
12. Capstone Project: Public Health Day Presentation	30	Mar 30
13. Final Written Capstone Paper (including reflection)	45	Apr 15
Professionalism and Other Module Activities	53	varies
Total	180	

Grading Scale

Percent Earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0

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

Information on current UF grading policies can be found at:

<https://catalog.ufl.edu/graduate/regulations/>

Description of Course Assignments

- Overview of the Capstone Project:** Each student will identify a project that has a scope of work that can be completed in one semester. The project can be related to, emanate from, or culminate the efforts and work of the Applied Practice Experience; however, it is not required to be. Projects should be specific to the student's MPH track, but they may take on several different structures and formats based on the specific experiences. Completed projects should demonstrate acquisition of MPH general and concentration-specific competencies. There are several project submissions required through the semester (see 1 through 11 below). Examples of projects include but are not limited to:
 - Community (needs, context, or situation) assessment** describing the social, economic, and environmental status of a community. Such a project would provide a description of the local and national data resources, as well as social indicators; development of tools to collect information from the community; implementation of the data collection methods; analysis and synthesis of the data collected; and implications.
 - Empirical manuscript** using existing data. Students would research background information, develop the research question(s) and study design, develop an analysis plan, perform the analyses, interpret the results, and discuss the results with specific attention to implications for the field.
 - Health policy statement assessment.** This project could involve analysis of the public health implications of a current or proposed health policy or advocacy plan. The project could include perspectives on economics and financing, need and demand, politics/ethics/law, or quality/effectiveness.

- **Program evaluation** of an existing health program. Students would identify the primary evaluation questions and evaluation methods, collect the data, analyze the data and justify conclusions, and write a final evaluation report.
- **Program project grant** for a public health program, such as a disease prevention or health promotion intervention. The proposal will include background on the public health problem; needs assessment; theoretical foundation for and description of the intervention; implementation plan; and evaluation plan.
- **Program project proposal** designed for a community organization that serves a public health need. This is similar to the project grant but is designed specifically for an identified organization. Programs can be developed for a variety of topics (e.g., health communication campaigns, training curriculum, public health intervention, etc.).
- **Capstone Project Drafts & Products:**
 1. **Capstone Project Faculty Advisor & Advisee agreement:** this is a brief summary of the defined project outlining the proposed purpose and methods; competencies to be met; and a timeline of submissions (by the student) and feedback returned (by the faculty advisor). Check the Canvas assignment for details.
 2. **Draft Section 1 (Background/Public Health Issue):** This professionally written paper should be your polished and near final draft of the beginning section(s) of your Capstone Report. Content of this section depends on the chosen format. See this Canvas assignment for details on which project types should include which information.
 3. **Draft Section 2:** Content of this section depends on the chosen format. See Canvas for project templates.
 4. **Draft Section 3:** Content of this section depends on the chosen format. See Canvas for project templates.
 5. **Draft Section 4:** Content of this section depends on the chosen format. See Canvas for project templates.
 6. **Draft Title & Abstract:** See Module 7 and this Canvas assignment for instructions.
 7. **Capstone Presentation, Draft Slides:** See Canvas assignment for details.
 8. **Capstone Paper, Near Final Draft:** See Canvas assignment for details.
 9. **Capstone Paper, Final Abstract:** See Canvas assignment for details.
 10. **Public Health Day Capstone Presentation:** Students will provide an audio-visual oral presentation of their Capstone project during the planned Public Health Day (March 30, 2022). The Zoom presentations will be open to all faculty and students. Individuals should plan to present for 15 minutes with an additional 5-minute question and answer session.
 11. **Final Written Capstone Report:** This high-quality written (using APA formatting and writing style) report details the Capstone project. All written reports will include:
 - Cover page
 - Abstract
 - The written project. Formatting (including page length suggestions) should follow the template provided in a separate document (“Capstone Paper Template”).
 - Appendices, which will include (at a minimum):
 - A. The originally approved project proposal/contract;
 - B. A written assessment (1-2 pages) of how the project met the terms of the original proposal, with special attention to the previously identified competencies.
 - C. A personal reflection (~2 pages) of the project experience, including challenges and lessons learned.
- **Professionalism and Other Activities:** All students are expected to make informed contributions through class activities. To do this, students will need to prepare appropriately by viewing all assigned video presentations, completing weekly readings, and completing other

weekly activities. Most of these points will come from activities embedded within the weekly modules. A small portion of these points will be assigned by the instructor based on your quality of interactions on discussion posts (going above and beyond vs. satisfying the requirements), making timely posts, and positively contributing to the overall learning environment.

IV. CLASS POLICIES

To ensure that we have a great semester, remember --

All transactions and relationships are enriched by courtesy:

Be considerate of one another during group work. All ideas have merit.

Be considerate of your classmates and the professor during class meetings by being attentive, power-off technology, and be prepared to fully participate in each class.

Expectations & Classroom Ground Rules:

- Complete all work as assigned.
- Take responsibility for the quality of the learning experience.
- Build on one another's comments/ideas; seek to understand others' perspectives.
- Respectfully provide and receive specific, solution-oriented feedback.
- Communicate with your instructor.

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

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code." On all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

[The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. Violations of the Honor Code will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action.

Assignment Policy: Be sure to review assignment descriptions in the course syllabus and in Canvas and take note of any additional in-class guidance that is given for each assignment. Please note that important and helpful information about your assignments will be provided in class. Students are expected to do their best work and to turn in work on time. Some "deadlines" are self-imposed and will be determined by the specific assignment.

- Unless otherwise noted, assignments are due at 11:57pm on the date indicated. Please make efforts to turn assignments in early. **Make back-up copies of all your work**, as some assignments may not be returned, and Canvas access may expire after the semester ends. All written work must be typed, unless otherwise indicated.
 - *Late submitted assignments are subject to a 10% deduction in grade for every day it is late.*
 - I do recognize that personal circumstances arise (life happens) that may interfere with your ability to meet a deadline. If these unanticipated events do occur, please let me know as soon as possible. I will not be receptive to retrospective requests for extensions without a compelling rationale for why these requests are being made.

Attendance & Online Learning: Students should be aware that online learning can present significant challenges, particularly to those who are not ‘self-starters’ or do not possess good time management skills. The online classroom is available to you 24 hours a day. Unlike traditional instructional settings in which each student gets the same class, the online setting means that every student will participate in the course that he/she chooses to experience. In theory, this type of instruction should be more adaptable to a variety of learning styles. The reality is, however, that some students seem unwilling (we believe all are able) to create and actively participate in their own virtual classroom. This often results in procrastination and low-quality performance. Recognizing that everyone learns differently, I will not prescribe the ‘best way’ to approach the course. You should note, however, that **this course is not self-paced**. You are expected to adhere to the class calendar and timeline I have developed for you (see Course Schedule below). I do recognize that personal circumstances arise (life happens) that may interfere with your ability to meet a deadline. If these unanticipated events do occur, please let me know as soon as possible. I will not be receptive to retrospective requests for extensions without a compelling rationale for why these requests are being made.

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

COVID and Professionalism: As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. [Visit this link for details on where to get your shot, including options that do not require an appointment](#). Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.

- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

COVID-19 Symptoms

Check out this [CDC resource](#) for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

Extra Credit Policy: There is no extra credit and there are no extra credit assignments. Additionally, no points will be “given” at the end of the semester. University Policy: Asking for extra points after your course is completed is an **HONOR OFFENSE**.

Make-up Policy: If a student fails to submit either a quiz or exam on-time, they will be provided an opportunity to submit after the deadline provided that they have an acceptable reason for missing the deadline. Decisions to allow students to make-up quizzes/exams after the deadline will be made by the course instructor after consulting the university-wide attendance policies specified in the UF Undergraduate Catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>).

Netiquette, Communication Courtesy: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. I expect that students will show respect to their peers and instructor in all online communications. I will not tolerate improper language and disparaging comments; these actions will result in disciplinary action. See the following link for information on behaviors that are expected when students communicate with their peers and instructors using all available online communication features: <http://teach.ufl.edu/wpcontent/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>.

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

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

V. SUPPORT SERVICES

Accommodations for Students with Disabilities or Different Abilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, it requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability (or different ability) that affects your learning, please reach out to the [Disabilities Resource Center \(DRC\)](#). And then share your accommodation letter with your instructor as quickly as possible to ensure you have access for the full semester.

If you did not register formally, but you know you have different learning, behavioral, or other need that might affect your performance in the course, tell me and I will help you.

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, please talk with an instructor and/or seek help through University resources available to you.

- [Counseling and Wellness Center](#): Individual counseling, group counseling, and online resources are available to UF students at no charge. Also, psychological assessment, intervention, and assistance for math and test anxiety. Visit the website or call 352-392-1575. If you are having a crisis, you can call anytime and ask to speak to the counselor on call.
- [GatorWell Health Promotion services](#): GatorWell provides health-related resources, information, and individual services to students. Recommended services: Wellness Coaching for Academic Success (virtual appointments available).
- The [Student Health Care Center](#), 352-392-0627, 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.
- [UMatter, We Care](#): Available for students who are experiencing personal life disruptions that may affect their academics. UMatter can help you identify resources and communicate with instructors on your behalf. 352-294-CARE (2273), umatter@ufl.edu
- [University Police Department](#): Visit their website or call 352-392-1111 (or 9-1-1 for emergencies).
- [Alachua County Crisis Center](#): Visit the website or call the hotline - 352-264-6789
- [Meridian Behavioral Healthcare](#), 352-374-5600
- **UF Health Shands Emergency Room / Trauma Center**: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

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

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 feel 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

VI. Tentative Course Outline (additional guidance to be provided on the Weekly Module pages of Canvas)

Date	Module	Module Title	Module Activities (Deadline; Points)
Jan 5-9	1	Introduction to the Course	Read "Start Here" Section, Syllabus, & Using APA Review supplemental materials as assigned M1 Video Lectures M1 Discussion: Peer Introductions (January 10; 5 pts)
Jan 10-16 (must complete M1)	2	Professionalism Part 1: Capstone Project Development	Review provided project resources, templates, and examples M2 Video Lectures Deadline: Submit Capstone Proposal Contract (Jan 14)
Jan 17-23			M2 <i>ProSeries</i> Activity: Formatting with APA (Jan18; 5 pts) Deadline: Capstone Draft Introduction (Jan 21)
Jan 24-30	3	Leadership Part 1: Overview of Leadership in Public Health	M3 Activity: Meeting 1 with Faculty Advisor (Before Jan 24) Book Chapter 1, 2, & 3 Review supplemental materials as assigned on Canvas M3 Video Lectures Leadership Toolkit Discussion Board (Jan 31, Feb 5, Feb 12; 1.5 pts) M3 Discussion: Influential Leaders (Jan 28 & Jan 30; 5 pts)

Jan 31-Feb 6 (opens after M3 completion)	4	Professionalism Part 2: Career & Professional Development	Book Chapter 15 Review supplemental materials as assigned on Canvas M4 Video Lectures Deadline: Capstone Draft (Updated Intro &) Methods (Feb 4) M4 Discussion: Develop your professionalism goals (Feb 4 & Feb 7; 5 pts)
Feb 7-13	5	Leadership Part 2: Personal & Professional Growth in Leadership	Book Chapter 4, 5, & 14 Review supplemental materials as assigned on Canvas M5 Video Lectures Begin working on your Elevator Speech Attend <i>ProSeries</i> : Introduction to Mixed Methods (Feb. 7; 2 pts)
Feb 14-20	6	Leadership Part 3: Decision Making & Evidence-Based Practice	Deadline: Capstone Draft (Updated Methods &) Results (Feb 18) Review supplemental materials as assigned M6 Video Lectures
Feb 21-27	7	Communication Part 1: Professionalism in Writing & Presenting	Review supplemental materials as assigned on Canvas M7 Video Lectures M7 Discussion: Share & watch Elevator Speeches (Feb 25; 8 pts) M7 Discussion: Interpreting Results (Feb 25; 5 pts)
Feb 28-Mar 6	8	Communication Part 2: Communicating Inclusively & Accessibly	M8 Activity: Meeting 2 with Faculty Advisor (Before Feb 28) Book Chapter 13 Review supplemental materials as assigned on Canvas M8 Video Lectures M8 Discussion (Mar 4; 5 pts)

Mar 7-13			Spring Break
Mar 14-20	9	Leadership Part 4: Tools for Leading Teams, Organizations, & Systems	Deadline: Capstone Title and Abstract Draft (March 14) Book Chapter 6 & 8 Review supplemental materials as assigned on Canvas M9 Video Lectures M9 & M10 Negotiation Case Study (Mar 14/15, Mar 19/20, Mar 21-28, Mar 30; 9 pts) Deadline: Capstone Draft Presentation Slides (March 18)
Mar 21-27	10	No content this week	Deadline: Capstone Final Abstract (March 21; 5 pts) Deadline: Capstone Near Final Draft (March 25; 5 pts) Prepare, write, and meet with your faculty advisors Practice, practice, practice! M9 & M10 Negotiation Case Study (Mar 14/15, Mar 19/20, Mar 21-28, Mar 30; 9 pts)
Mar 28-Apr 3	11	Public Health Day Presentations	M11 Activity: Attend 6 peer presentation (March 30; 2 pts) Deadline: Capstone Presentation (March 30)
Apr 4-10	12	Leadership Part 5: Participation & Power	Chapter 7 & 10 Review supplemental materials as assigned M12 Video Lectures M12 Discussion (Apr 8; 5pts) Deadline: MPH Exit Survey (Apr 15) Deadline: Final Capstone Written Report (April 15) Attend <i>ProSeries</i> : Disability and Health (Apr 11; 2 pts)