



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



Applied Practice Experience Handbook 2022 – 2023

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

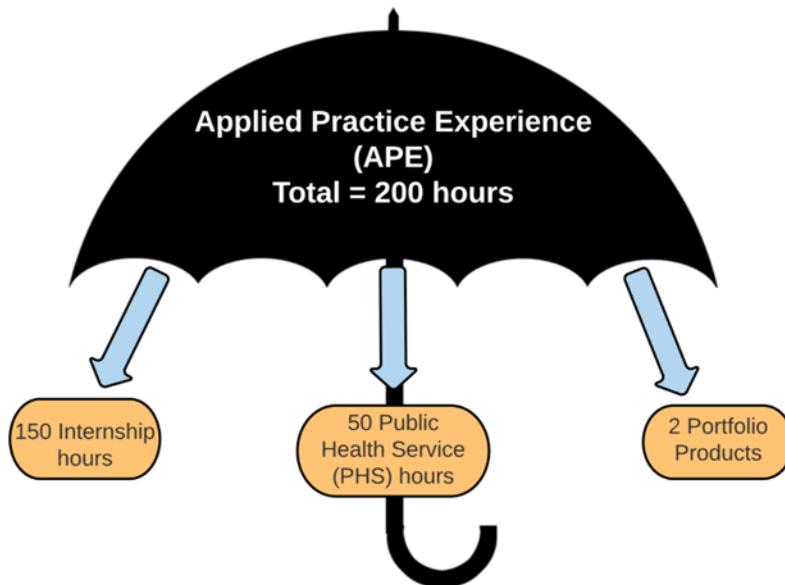
Every year, over 100 students in the Master of Public Health (MPH) Program at the University of Florida serve as interns in public health agencies and related organizations. These, and more, applied practice experiences (APE) provide opportunities for our MPH students to apply skills and knowledge learned 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: <https://mph.ufl.edu/current-students/student-essentials/>

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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 experience 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” (p. 21). 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, or an appropriate case study competition (e.g., Clarion Competition, the Global Health Case Competition, etc.)
- 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 (e.g., Afternoon of Learning, Common Reader book discussion, 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 time logs and factual reports as an assignment in PHC 6941 Applied Practice Experience.

Internships

Internships that are completed for APE hours will be completed during the semester(s) the student is enrolled in 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 the MPH academic advisor, [Telisha Martin](#), for a review of their plan of study.

Internship proposals are due to the Internship Coordinator, [Emma Hunniford](#), approximately one month prior to the beginning of the semester (exact dates will be communicated to students early in that 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 resume or curriculum vitae (CV).

Internship Proposal Forms are found on the MPH website 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” (p. 17).

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 Foundational Competencies

All graduates of the MPH degree program are expected to demonstrate the following 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 management¹
11. Select methods to evaluate public health programs

¹ Must address the management part of budget & resource management, not only the development of a budget.

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process², 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 populations³
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 sectors⁴
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional and/or Intersectoral Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply a systems thinking tools to a public health issue⁵

² Broader than analyzing a specific policy. Must be able to explain how policies (on a local, state, or national level) are created with consideration to the influence of research or evaluation evidence and ethics.

³ Students must understand how to advocate for a particular issue. Students must produce a product that would be part of an advocacy effort (e.g., legislative briefing paper or fact sheet).

⁴ "Select" = determine how to communicate with different groups by considering the needs and usual practices of the target audience.

⁵ Must be non-narrative. Students must show that they can actually apply systems thinking tools by constructing something like a concept map, causal loop diagram, etc..

Program Concentration Competencies

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

Biostatistics Competencies

1. Apply standard probability distributions to public health outcomes.
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. Build and interpret appropriate multivariate regression models to analyze public health data.
4. Develop practical skills in using statistical software packages for data management and analysis of public health data.
5. 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” (p. 21).

The MPH program assesses each student’s competency attainment through a portfolio approach, reviewing at least two practical, non-academic applied work products that the student produced for the site’s use and benefit. 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
- Dissemination plan
- 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
- 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 during 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, 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 one or more "no" for any criteria, the student receives a No Pass and must revise their products before resubmission. |

Important Notes regarding Portfolio Work Products:

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

The Special Role of the Preceptor

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 classroom-introduced skills are implemented in the professional practice setting. Many of our students develop relationships with preceptors that influence their future careers in public health.

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

At a minimum preceptors must have:

- 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 outlined in the **PHC 6941 Applied Practice Experience syllabus** at <https://mph.ufl.edu/current-students/courses/>
- Identify a project or set of projects for a student to complete
- If the internship is completed on site, identify an appropriate workspace for the student
- Interview with interested students who contact you
- Review the student’s portfolio (if available) and discuss competencies that the 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 – we recommend scheduling frequent check-ins

- 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 for a Successful Internship

Work together to develop the internship

One of the first tasks that preceptors carry out with students is the development of objectives that will assist the student in strengthening MPH 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 <https://mph.ufl.edu/current-students/courses/>

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.

Be sure to review the important information in this handbook about Portfolio Work Products.

Student, Faculty, and Program Roles

Student

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

- Function as a professional in all projects and activities.
- 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 professionals.
- Clearly identify themselves as a UF MPH student when interacting with the public or with other professionals.
- Report directly to the preceptor.
- Communicate concerns or issues to the preceptor, faculty advisor, and 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 prepare the final written and oral reports. This can be done by conference call or meeting.
- Complete an evaluation of the agency/preceptor at the end of the experience

Master of Public Health Program

Specific to the APE and the Internship, the Internship & Outreach Coordinator is the primary point of MPH program contact for the student, preceptor, and faculty advisor. The Internship Coordinator will:

- Assist the student in selecting potential sites for the field experience.
- Arrange affiliation agreements.
- If needed, guide students through the IRB process
- 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 throughout the internship
- Continuously evaluate old internship sites and seek new opportunities
- Oversee PHC 6941 Canvas site
- Ensure the student receives grading and feedback for PHC 6941 Coursework

Faculty Advisor

Faculty advisors work with their students in multiple capacities. Specific to the Applied Practice Experience and the Internship, the faculty advisor will...

- 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 the student, preceptor, and Internship Coordinator throughout the internship.
- Assess the professional work products (for competency alignment) that are developed as part of the APE
- Provide grading and feedback for PHC 6941 Coursework, including inputting final grade for course.

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

Delivery Format: Blended learning Course website: E-
Learning in Canvas

Instructor Name: TBD (Internship Coordinator)

Office Number: HPNP 4103

Phone Number: TBD

Email Address: TBD

Office Hours: TBD

Preferred Course Communications (e.g. email, office phone): UF email

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 students with opportunities to work in public health settings. APE encompasses **public health services hours**, comprised of student-identified and student-directed service-learning; and **internship**, in which students work with a supervisory preceptor as they translate classroom-acquired knowledge into 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.

Course Objectives and/or Goals:

Upon completion of this course, students will:

1. Apply public health theory and concepts to practical issues and scenarios in a public health agency setting.
2. Demonstrate attainment of at least five Public Health Competencies, of which at least three must be Foundational Competencies (see above), through the development of at least two portfolio work products.

3. Demonstrate professional growth by incorporating constructive feedback from the public health agency preceptor.
 4. Display professional demeanor and behavior.
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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 (3/5 being foundational competencies) through satisfactory completion of the portfolio work products, and completion of other activities. The final grade of "S/U" will be given based on the completion of all deliverables and the faculty advisor's assessment of the final work products. Students must receive an "S" in the course to be eligible for graduation.

Assignment Policy:

Assignment deadlines are outlined in the syllabus and on Canvas. All assignments must be turned in on Canvas on or before the identified deadline. However, we understand that every internship experience is different. Students needing an extension on an assignment must notify (via email) the Internship Coordinator prior to the assignment deadline, indicating the expected submission date as agreed upon the student and the preceptor. The student must receive written (email) approval from the Internship Coordinator on the extension. If assignments are still missing at the end of the semester and the Faculty Advisor has already been notified, the student will receive a "U" in the course.

Grading of Assignments:

Complete/Incomplete assignments will be graded by the Internship Coordinator. The faculty advisor will grade the portfolio work products and will provide the final course grade. The Internship Coordinator will notify the faculty advisor in the event that a student does not complete an assignment and has not notified the Internship Coordinator of the lateness beforehand.

Internship Attendance:

Students are required to intern a total of 50 hours per credit hour taken of PHC 6941 (3 credits of PHC 6941 = 150 hours of work). In addition to the internship work hours, 48-credit program students must also attain 50 hours of public health service hours. If students have not completed their PHS hours requirement prior to PHC 6941, they are expected to complete the remaining needed hours as internship work hours.

Prior to or at the start of the internship, the intern and preceptor work together to come to agreement on the distribution of internship work hours throughout the semester. This schedule should be based on the requirements of the activities/projects assigned to the intern. Students are expected to be present and attend each day of work as indicated in this schedule. If a student must miss a day of internship due to illness or other unforeseen circumstance, they should contact their preceptor as soon as possible to inform them of their absence and communicate with them on how to make up the missed hours/work. Students are expected to communicate with preceptors at the beginning of the semester about previously identified days they are unable to work due to scheduled commitments (e.g., Public Health Day).

The PHS hours and Internship work hours are input (by the student) into the Internship Time log and PHS Time log, and submitted to Canvas by the student. At the end of the semester, the Internship Coordinator will assess the intern's total hours earned by referring to these logs. Interns whose total hours earned are below the minimum hours required will receive a "U" in the course. The only exceptions to this are in cases of extenuating circumstances (e.g., extended personal or family illness, military duty, etc.) in which the student intern has communicated these circumstances with an MPH staff member and their faculty advisor. The student may then receive an incomplete (I) grade, provided they have obtained written

agreement for this and formalized a resolution for the incomplete grade.

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=202>
[0#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 | PHS Time Log via e-folio | Complete/Incomplete. Feedback will be shared with the student |
| Week 2 | PHS Factual report via e-folio | Complete/Incomplete. Feedback will be shared with the student |
| Week 2 | Touchpoint & Interview Scheduling assignment | Complete/Incomplete. Students must schedule times to meet with Faculty Advisor and Internship Coordinator. |
| Week 4 | Portfolio Work Product Proposal | Complete/Incomplete. Must be signed by both the student and Faculty Advisor. |
| Midpoint of the semester | Mid-term Evaluation of Student by Preceptor (sent to preceptor by Internship Coordinator) | Not graded. Feedback will be shared with student. |
| Week 9 | Touchpoint with Internship Coordinator | Complete/Incomplete. Student should attend TouchPoint to confirm progress of hours, competencies, and resolve any communication concerns. Student uploads Touchpoint document to Canvas. |
| Week 10 | Submit Draft Portfolio Work Products - If products are not available, a written update should be submitted. | Complete/Incomplete. Student will submit a draft of their products to Canvas for review by Faculty Advisor. |
| Week 11 & 12 | Touchpoint with Faculty Advisor | Complete/Incomplete. Student should meet with faculty advisor to review progress on portfolio work products. Faculty should share feedback with student and student uploads Touchpoint document to Canvas. |

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|---------|--|---|
| Week 15 | Portfolio Work Products (two minimum) with Portfolio Reflection. | See rubric; Must reach "Full Pass" for all products. Portfolio work products and reflection uploaded to Canvas. Work products also posted to e-folio. |
| Week 16 | 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. Student uploads to Canvas and e-folio. |
| | Evaluation of Internship Site by Student | Complete/Incomplete. Student uploads to Canvas. |
| | Summative Evaluation of Student by Preceptor (sent to preceptor by Internship Coordinator) | 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) or in the Canvas assignment.

PHS Factual Report: Each factual report should briefly describe the PHS activity that was completed and reflect on how it relates to public health. The student will post their completed Factual Reports to their e-folio. Factual Report templates can be downloaded from the MPH website (Current Students > Forms) or in the Canvas assignment.

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. The Portfolio Work Product Proposal template can be downloaded in the Canvas assignment.

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 survey will be emailed to preceptors by the Internship Coordinator. 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. A checklist will be completed during the meeting, the document will

be emailed to the student upon the conclusion of the meeting and the student will sign the document and upload it to Canvas.

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 allow the Faculty Advisor to provide feedback. The Touchpoint document is found in the Canvas assignment and should be signed by both the Faculty Advisor and the student, the student should then upload this document to Canvas.

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 five competencies, at least three of which being Foundational 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 Portfolio Work Product Assessment Rubric (pg. 7). Find the Portfolio Reflection template and the List of Competencies in the Canvas assignment.

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, the student will email the Internship Coordinator, CCing the Faculty Advisor, in this email to confirm this meeting has 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) or from the Canvas assignment.

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 Internship Coordinator will email the survey to the preceptor. 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. The Internship Evaluation template can be downloaded from the MPH website (Current Students > Forms) or from the Canvas assignment.

Assessing the MPH Competencies & Portfolio Work Products:

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. 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 6). 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.

Grading Rubrics provided on the next page →

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

Technology:

This course is completed in a “blended learning” format. Students will complete the required internship hours at their previously identified internship site. All assignments and applicable documents are uploaded to the course Canvas site. For this course, you must have access to the University of Florida’s [minimum technology/computer requirements](#). This includes, but is not limited to a Wi-Fi network, and working computer system with appropriate software, webcam and microphone.

- A. If you find yourself in an area with limited Wi-Fi access, eduroam, the on-campus Wi-Fi network, is available nationally and internationally. UF students can access eduroam free with their GatorMail login credentials. The eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide. Visit <https://getonline.ufl.edu/> for additional information about eduroam.
- B. Additionally, all students are expected to be proficient with eLearning @ UF. Several video tutorials on how to use the various tools within Canvas are available for viewing through the Help Center in Canvas. I strongly encourage you to become familiar with the Canvas course tools to ensure the best experience possible.

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 work products 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 work products. At a minimum, students should have a meeting with the faculty advisor monthly to evaluate progress and decide on subsequent meetings. Students will meet with the Internship Coordinator formally once during the semester during the TouchPoint meeting. Students who have difficulty reaching their faculty advisor should let the Internship Coordinator know as early as possible.

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 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.

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 faculty advising during their time in the MPH program. The evaluation (as part of the Exit Survey) 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.

Expectations Regarding Professional Behavior

Professional and respectful behavior is expected of all students participating in this course as well as during their internship experience. High-speed internet and a web cam are essential for the online portion of the course and ensuring internet connectivity and bandwidth is your responsibility. Depending on the experience, the internship site may require high-speed internet and a web cam as well (see “Course Materials and Technology” on page 8). Students are required to upload documents to the Canvas shell of APE as well as communicate with the Internship Coordinator, Faculty Advisor, and potentially the Preceptor through online formats (ex., email and Zoom). Students are also expected to maintain professional, consistent contact with their Preceptor during internship and conduct their assigned roles and responsibilities in a professional manner. Demonstrations of professionalism include as expected of the student include, but are not limited to:

- Dress in a manner appropriate to the internship site
- Adhere to the UF Code of Conduct
 - o UF Code of Conduct found here: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- Consult with the Preceptor on a regular basis
- Communicate with the MPH staff and the Faculty Advisor
- Adhere to all policies and procedures of both the agency and MPH program
- Demonstrate personal characteristics appropriate for a professional (i.e., voice, speech, reliability, manner, confidence, enthusiasm).
- Respect confidentiality of the workplace
- Be punctual
- Complete all tasks and assignments as identified by the Preceptor and the MPH program

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. Online and in-person assistance is available.
- UMatter, We Care: If you are feeling overwhelmed or stressed, you can reach out for help through the [UMatter 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 website](#).
- 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>
- **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](#).
- [University Police Department](#): Visit their website or call 352-392-1111 (or 9-1-1 for emergencies).

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.

Additional Academic Resources

- [Career Connections Center](#): HPNP G229, 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](#).

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

When do I take the APE course?

The formal Applied Practice Experience (PHC 6941) course will still come at the end of your program, along with the Capstone (PHC 6940) course. This will generally be in the final semester.

What are some examples of internships?

See the Internship Opportunities & Additional Resources page for a list of up-to-date, available internships.

Will the MPH program help me find an internship?

Our Internship and Outreach Coordinator will be available for consultations regarding internship opportunities. However, it is the student's responsibility to contact, interview with, and solidify the proposed internship plan.

How soon can I start my internship?

All students are required to complete all of the program courses before starting an internship. Students are only registered for internship once a signed Internship Proposal form has been submitted to the Internship and Outreach Coordinator and approved. Students must have a 3.0 GPA to enter the Internship phase of the program.

Can I do my internship at my current place of employment?

To ensure the development of competencies in a variety of public health settings, this is not recommended. The MPH program 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. Students must:

- Have been employed by the organization with satisfactory performance.
- Be assigned duties different from those regularly performed as an employee.
- Have assignments that are applicable to the public health core and concentration areas.
- Have assignments that offer opportunities for new experiences and learning.
- Be able to work on and develop two work products.
- Be assigned to a different department or program and/or to a supervisor other than their employment supervisor to oversee the internship.

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. If they cannot pay for an internship, you may request a mileage reimbursement from them.

How long is my internship?

The MPH program requires that students take a 3-credit APE course which is comprised of 50 hours of internship work per credit hour. A 3-credit internship equates to 150 total contact hours. Students are able to add more credits of internship, if requested. Fill out the Additional APE Hours Approval Request located in the Forms section of the APE website page.

Do I need to complete all internship credit hours in one semester?

The MPH program permits internship credits to be divided into more than one semester.

Does my preceptor need to have an MPH degree?

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, 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.