

University of Florida
College of Public Health & Health Professions Syllabus
PHC 6601: Seminar in Contemporary Public Health Issues (1 credit hour)
Semester: Summer 2022
Delivery Format: (*Online*)
E-Learning in Canvas

Contact: Please email your Faculty Advisor for questions related to the content of your project.

Please email the Dr. Varnes (jrvarnes@ufl.edu) or APE Coordinator (TBD) for questions about course requirements and Public Health Day.

PREREQUISITES

Permission of MPH Program

PURPOSE AND OUTCOME

Course Overview

The special project serves as the basis of a written report and an oral or poster presentation as well as the culminating experience of the MPH program. It should be a substantial project which involves identification of a question/problem/issue, review of relevant literature, application of appropriate public health methods, description of results, discussion, and identification of strengths and weaknesses. If a student is part of a team working on a large project, the student's special project is the piece for which s/he is responsible. Students will present their special project on Public Health Day, which is scheduled every semester (fall, spring, and summer). Students are expected to use the special project presentation to demonstrate mastery of the broad field of public health and to articulate how MPH competencies and concentration competencies are strengthened by the project.

Relation to Program Outcomes

CEPH 2011 Accreditation Criteria - Culminating Experience. "All graduate professional degree programs, both professional public health and other professional degree programs...shall assure that each student demonstrates skills and integration of knowledge through a culminating experience."

Course Objectives and/or Goals

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

1. Explain the interrelationships among the five core areas of public health.
2. Document and discuss public health accomplishments, including achievement of MPH and concentration competencies.
3. Design and carry out an individual special project and complete a special project report.
4. Interact professionally with faculty, staff, and peers in a variety of formal and informal settings.
5. Present a complete project undertaken during the internship in written and oral/poster presentation form, thus strengthening competence in communication.

Required Before Enrolling in Course (on campus seminars)

The following seminars are required for all MPH Students

- Honor & Conduct Code Review, Public Health Competencies
- Internship and Special Project: Site Selection & Project Development
- Common Reader Book Discussion
- Afternoon of Learning
- IPLH—Session 1
- IPLH—Session 2
- IPLH—Session 3
- Internship Final Preparation
- 3—Optional Seminars

Registration

Upon completion of the required 16 hours of professional development, students register for one credit of PHC 6601 during the last semester in the MPH Program. Each student's faculty advisor serves as the instructor of record.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Due Date	Requirements & Deliverables	Criteria for Satisfactory Grade
9/09/22	Background section of paper – draft due	Complete/Incomplete. Feedback will be shared with the student.
9/23/22	Description of Methods section of paper - draft due	Complete/Incomplete. Feedback will be shared with the student.
10/07/22	Implications section of paper - draft due	Complete/Incomplete. Feedback will be shared with the student.
10/28/22	Complete Faculty Advisor Correspondence email Midterm Evaluation by Preceptor Presentation Format Request	Complete/Incomplete.
11/04/22	Near final draft of paper due	Complete/Incomplete. Feedback will be shared with the student.
11/15/22	Abstract due	Complete/Incomplete.
11/16/22	Public Health Day Final Public Health Day Presentation due.	Public Health Day grade assigned by Faculty Advisor based on rubric. Presentation upload: Complete/Incomplete.
12/02/22	Final paper due	Grade assigned by Faculty Advisor based on rubric.

12/03/22	Evaluations and Exit Survey, Portfolio, Contact Info and Resume, Permission form, Time Logs, and Factual Reports Due	Complete/Incomplete.
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Assignments are due at 11:59 pm on their due date.

COURSE MATERIALS AND TECHNOLOGY

Text: None Required

Additional Readings: No Required

Additional Technologies: Access to UFL E-Learning/Canvas

Technical Support

For technical support for the materials posted in the course e-Learning site, activities, and assessments, please post in the appropriate discussion or contact the designated person.

For all other technical support for this class, please contact the UF Computing Help Desk at:

Phone Number: (352) 392-HELP (4357) Option 2

Email: helpdesk@ufl.edu

Webpage with Chat: [UF Computing Help Desk](#)

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Special Project Paper

The special project paper includes an in-depth, scholarly discussion such that at least two (2) core MPH competencies and three (3) concentration competencies are involved in the project. Students should use this opportunity to demonstrate their mastery of the broad field of public health. Written reports should be 15-20 double-spaced pages (APA Style), exclusive of title page, graphics, and references. Students must submit their drafts and final paper using the Assignment link on the eLearning PHC 6601 course. This submission will validate the originality of the paper. Students should make all resubmissions of their paper via this same link.

Public Health Day Presentation

For Fall 2022, all students should plan to present virtually on Public Health Day.

Students will receive a calendar invite and location (or zoom link) for their presentation at least one week prior to Public Health Day. Public Health Day dates are posted prior to the start of the semester, and specific times for each presentation are posted in advance of the presentation. Virtual presenters will also receive a Zoom guide.

These oral and written reports constitute the culminating experience and the final comprehensive examination for the MPH program. **Students are required to upload their oral presentation or poster and an abstract at least two days prior to Public Health Day.**

Before Public Health Days, students can practice their presentations with the Internship Coordinator. Supervisors of these practice sessions will provide feedback on the content as well as presentation style and delivery methods. Remote presenters will be given technical guidance and support during the practice session.

Students are expected to consult with their faculty advisors at least once every other week, and with their preceptors weekly as they develop their reports. At a minimum, students should meet with faculty monthly to evaluate progress and decide on subsequent meetings. We highly recommend that students practice their presentation with their faculty advisor, too.

All students and preceptors are invited to attend Public Health Day. Two faculty members will attend each oral or poster presentation and provide feedback to the student and faculty advisor.

Two faculty members representing different concentrations assess the quality of the presentation's content. In general, the project itself should demonstrate your ability to apply one or more of your concentration competencies. Your ability to integrate the MPH core competencies should be evident throughout the paper and presentation. For example, a project may involve statistical analysis and an epidemiological research design to produce results that will inform policy decisions.

Oral Presentations

Each student is allocated 20 minutes total – 15 minutes for the formal presentation, followed by a 5 minute question and answer period. The Background portion should only last for about 2-3 minutes of the 15-minute presentation. The background may be discussed in more detail in the paper, but the presentation should focus primarily on the Methods, Results, Discussion and Implication. Make sure that at least a slide or 2 in the presentation list those MPH competencies and concentration competencies that are demonstrated or addressed in the special project work plan.

All Virtual & In-Person Presenters

- Create your presentation using a professional format (preferably PowerPoint). Have your faculty advisor review your slides before you finalize them
- You'll have up to 15 minutes to present, followed by up to 5 minutes of questions from your faculty reviewers.
- Refer to the special project assessment form (attached) when creating your presentation. You should practice your talk to ensure that you can complete it within the 15-minute time frame.
- Arrive at least 10 minutes early for in-person presentations, and at least 5 minutes early for virtual presentations. An MPH staff member will serve as the moderator and timekeeper for every presentation (and to help with any technical issues during virtual presentations).
- Dress professionally.
- Silence your phones and computer notifications before the presentation.

All Virtual Presenters

- Ensure you have a quiet and professional space in which to present. Look around the room to see what might be in the background that you do not want people to see. Avoid having a window or bright light behind you because it will create a silhouette effect.
- Please note that presentations will be recorded for review by the MPH program.
- During the Zoom meeting, you can share your screen and present your slides.

Virtual Poster Presentations

Create your poster as you would if it were going to be printed. Save it as a PDF file so that your faculty advisor can easily open it. Have your faculty advisor review your poster before you finalize it.

Submit the poster to the Public Health Day assignment at least one day before your presentation, so it can be added to the meeting request.

When you present your poster, you can share your screen and zoom in on the PDF to take your faculty reviewers through the sections of the poster, just as you would have in person.

A poster presentation is usually not an uninterrupted presentation. Rather than having 15 minutes to present followed by 5 minutes of questions as we do with oral presentations, you will have 20 minutes to describe your project while answering questions. It is a less formal method of presenting your work. Keep in mind that you should refer to the special project assessment form on Canvas when creating your poster. We strongly recommend that you practice your poster talk so you are comfortable with how you want to present your work.

Content of Paper and Presentation

The written and oral reports should include the following content as appropriate to the topic:

Background

- Summary of critical literature
- Rationale and/or need for the project
- Objectives or specific aims

Description of methods

- Hypotheses (if necessary)
- Specific identification of methods used in needs assessments, policy analysis, epidemiological analysis, financial management, program planning, evaluation, etc., noting how methods of concentrations other than your own were used
- Justification of methods
- Stakeholder involvement, as appropriate

Results

- Description of findings/outcomes
- Relationship of findings to objectives, aims, or hypotheses
- Appropriate use of tables, charts, and other graphics
- Interpretation of findings

Discussion

- Relationship of findings to literature cited in the summary of critical literature
- Strengths and limitations
- Generalizability

Implications

- Implications for research and/or practice
- Relationship of this project to the internship experience (if applicable)
- MPH and concentration competencies strengthened by this project
- Lessons learned from this project/recommendations for future projects

Grading

The course uses the standard letter grade format of the University of Florida. To receive a grade for the course, students **MUST** meet all requirements identified above. A letter grade is derived from submission of a special project paper (50%), completion of an oral presentation (50%).

Portions of the paper submitted on Canvas by the due dates are graded as complete or incomplete. If graded as incomplete, faculty will provide feedback and suggested changes. Students are required to review the feedback and make revisions based on suggested changes, and resubmit that portion of the paper.

Point system used (*i.e., how do course points translate into letter grades*).

<i>Points earned</i>												
<i>Letter Grade</i>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program does not use C- grades.

Letter grade to grade point conversions are fixed by UF and cannot be changed.

<i>Letter Grade</i>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
<i>Grade Points</i>	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the [Grading and Grade Policies](#) posted by the Registrar's Office.

Policy Related to Technical Issues

Any requests for make-ups due to technical issues **must** be accompanied by the ticket number received from the UF Computing Help Desk created when the problem was reported to them. The ticket number will document the time and date of the problem. You **must** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences. For greater detail on excused absences, see the [Attendance Policies](#) posted by the Registrar's Office.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Communication Guidelines

Students are expected to discuss with their faculty advisor the best format in which to present their project. Students are expected to consult with their faculty advisors at least once every other week and with their preceptors weekly as they develop their reports. At a minimum, students should have a meeting with the

faculty monthly to evaluate progress and decide on subsequent meetings. It is also recommended that students practice their presentation with their faculty advisor.

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 Codes](#) information at the Dean of Students Office website or the [Academic Expectations](#) information at the Graduate School website for additional details.

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 is the only person who has access to your responses.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the [Dean of Students Office Disability Resource Center](#) (DRC) within the first week of class. The DRC will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. 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.

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 [Student Health Care Center](#) website.

Crisis intervention is always available 24/7 from the [Alachua County Crisis Center](#) at (352) 264-6789.

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 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.

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.