

University of Florida
College of Public Health & Health Professions
PHC 6941: MPH Applied Practice Experience (3
to 6 credit hours) Fall 2022

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

Instructor Name: APE & Outreach Coordinator, TBD	Interim: Dr. Julia Varnes
Room Number: 4103	4112
Phone Number:	352-294-5382
Email Address:	jrvarnes@ufl.edu
Office Hours:	10:30am-12:30pm, virtual https://ufl.zoom.us/j/94979907070

Preferred Course Communications (e.g. email, office phone): Email and UF Canvas
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, in 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. **See pages 11-12 of this syllabus for a full list of core competencies, and pages 12-13 for concentration specific 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.

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

Internship Attendance

Students are required to intern a total of 50 hours per credit hour taken of PHC 6941 (ex., 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, both programmatic and personal (ex., 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 APE 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=2020#grades>

Topical Outline/Course Schedule:

Due Date	Requirements & Deliverables	Criteria for Satisfactory Grade
Ongoing	E-folio	Complete/Incomplete. Feedback will be shared with the student
Week 2 (due 9/2/22)	PHS Time Log via e-folio	Complete/Incomplete. Feedback will be shared with the student
	PHS Factual report via e-folio	Complete/Incomplete. Feedback will be shared with the student
	Touchpoint & Interview Scheduling assignment	Complete/Incomplete. Students must schedule times to meet with Faculty Advisor and APE Coordinator.
Week 4 (due 9/16/22)	Portfolio Work Product Proposal	Complete/Incomplete. Must be signed by both the student and Faculty Advisor.
Semester midpoint (due 10/7/22)	Mid-term Evaluation of Student by Preceptor	Not graded. Feedback will be shared with student.
Week 8 (due 10/14/22)	Touchpoint with APE 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 9 (due 10/21/22)	Draft Portfolio Work Products. If products are not available, submit a written update.	Complete/Incomplete. Student will submit a draft of their products to Canvas for review by Faculty Advisor.
Week 10 (due 10/28/22)	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.
Week 15 (due 12/2/22)	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 (due 12/9/22)	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 APE 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. Students submit this via Canvas early in the semester for to the APE Coordinator to review. The student will update their efolio 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: Using the Portfolio Work Product Proposal Form, students will outline the two (or more) products they will develop as part of their APE. The student will also outline which competencies will be demonstrated in the portfolio products, how the product displays the competencies, and the tasks or activities they will complete while working on the product. Your faculty advisor must sign off on these forms before you submit the forms to Canvas. The APE Coordinator will review the forms to ensure they are complete and accurate. Check Canvas for the form and details on how to complete the form.

Mid-Point Evaluation of Student by Preceptor: This evaluation is to be completed by agency preceptors as an assessment of the students' internship performance. The APE Coordinator will email the preceptors at the mid-point of the semester, providing instructions on how to complete this Qualtrics survey. While the evaluation is not graded, students will receive feedback from the APE Coordinator at their touchpoint.

Touchpoint with APE Coordinator: This brief meeting is between the APE Coordinator and student just after the mid-point of the semester. Items to be covered will include progress on hours, progress on work products, and a chance to discuss any communication concerns. The APE Coordinator will go through a checklist during the meeting, and will email the completed checklist to the student upon the conclusion of the meeting. The student must sign the document and upload it to the Canvas assignment.

Touchpoint with Faculty Advisor: This brief meeting will be between the Faculty Advisor and student after submission of the portfolio work product drafts. This should be an opportunity to review progress on products and allow the Faculty Advisor to provide feedback. The Touchpoint document is 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 outlining how their portfolio product clearly and apparently displays the competency. Students will upload their Portfolio Work Products and Reflections to Canvas, and post the products to their e-folio as well as upload them to Canvas. Although students complete a reflection for this assignment, please note that **the portfolio work products should 'stand alone'**. In other words, **the competencies demonstrated by the product should be readily apparent without reading the reflection**. Check the Canvas assignment for the Portfolio Reflection template and the List of Competencies in the Canvas assignment. The faculty advisor grades the portfolio work products using the Portfolio Work Product Assessment Rubric (pg. 6). The APE Coordinator and/or MPH Program Director may also review the products to ensure competency alignment. Please note, the Capstone project and/or presentation CANNOT be submitted as portfolio work products.

Exit Interview: Graduating 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 (copying their Faculty Advisor) 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 APE 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.

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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 internship site identified the semester prior to enrollment. 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 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 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. [Visit their website for more information](#). Online and in-person assistance is available.
- U_Matter, We Care: If you are feeling overwhelmed or stressed, you can reach out for help through the [U_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 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.

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).

MPH Foundational Competencies

All graduates of the MPH degree program are expected to demonstrate the following foundational competencies:

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to 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 appropriate¹
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 systemic 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, implementation, or critique 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 management²
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process³, 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 populations⁴
15. Evaluate policies for their impact on public health and health equity

¹ Both the quantitative and qualitative components of this competency must be met.

² Must address the management part of budget & resource management, not only the development of a budget.

³ 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.

⁴ 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).

Leadership

16. Apply leadership and/or management principles to address organizational or community challenges
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation⁵
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 tool to visually represent a public health issue in a format other than a standard narrative

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.

⁵ Both the written and oral presentation components of this competency must be met.

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.