PHC 6941: MPH Applied Practice Experience

PORTFOLIO WORK PRODUCTS PROPOSAL FORM

Name		**UFID**	
UF E-mail		**Concentration**	
APE Semester		**APE Year**	

Faculty Advisor Name		**Faculty Advisor Email**	

Internship Agency Name		**Internship Agency Website**	
Preceptor Name		**Preceptor Email**	
Preceptor Phone		**Internship Site Address**	

Do's & Don'ts of Portfolio Work Products

- **DO** refer to the APE handbook if you need clarification on portfolio work products expectations.
- **DO** propose 5 competencies that your products will fully demonstrate, at least 3 of the 5 being foundational competencies. We encourage you to choose more than 5!
- **DO** beware of the 'AND' competencies.
    - For example, for a product to fully demonstrate F3 (Analyze quantitative AND qualitative data…) your products must analyze BOTH quantitative AND qualitative data.
    - Another example, to demonstrate F19 (Communicate…both in writing AND through oral presentation) your products must be communicative BOTH orally AND through writing.

  These 'AND' competencies can be met through multiple products (ex., analyzing quantitative data in product 1 and qualitative data in product 2).
- **DO** talk your proposed competency choices over with your faculty advisor. Remember, they are responsible for reviewing your products to see if they fully demonstrate your proposed competencies!
- **DON'T** explain that your product will meet a proposed competency as part of the process of development. Remember that a competency must be fully demonstrated by a stand-alone product, without further explanation. If you are planning on meeting a competency while working on a product but it is not fully demonstrated in the final, actual product, you will not meet the competency.
- **DON'T** use F21 unless you are sure your product will fully demonstrate interprofessional teamwork by itself, without any further explanation. We have found that this competency is hard to demonstrate in the product alone.
- **DON'T** use F16 & F17 unless you are sure your stand-alone products will fully demonstrate these competencies without any explanation. We have found these two are quite hard to demonstrate in the products alone.

Competency List

Below are the competency lists. You must select a total of 5 competencies, of which at least 3 are foundational competencies. The sentences below (non-bolded portion) the competency explains how the competency will be assessed.

Demonstrated attainment of at least three foundational competencies:
1. Apply epidemiological methods to the breath of settings and situations in public health practice. A single setting/situation is insufficient. Must include various study designs (e.g., cohort study) & principles (e.g., incidence, prevalence, etc.).
2. Select quantitative and qualitative data collection methods appropriate for given public health context. "Select" = choose among methods. Must see that students can select among BOTH quantitative & qualitative (e.g., focus groups, key informant interviews) data collection methods.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate. Must see that students can analyze BOTH types of data. Appropriate software may be general (e.g., Excel, Word) or specific (e.g., NVivo, SPSS).
4. Interpret results of data analysis for public health research, policy or practice. Students should understand and apply findings from data analysis, and draw linkages to how the results may influence decisions.
5. Compare the organization, structure and function of health care, public health, and regulatory systems across national and international settings. International health systems must be apparent for comparison to be possible. Ensure all parts of this competency are demonstrated across national AND international settings.
6. Discuss the means by which structural bias, social inequalities and racism undermine health and create challenges to achieving health equity at organizations, community and societal levels. Discuss factors (including racism specifically) that impact health equity at multiple levels for a particular health problem. Discuss health disparities among groups, and how organizations, systems, and structures operate that may have inequitable influences on certain groups.
7. Assess population needs, assets and capacities that affect communities' health. Assess a specific community's strengths, challenges, and the desired outcomes that are necessary for well-being.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs. Must see connection of concepts of culture to the product (e.g., cultural adaptation/tailoring, stakeholder involvement, cultural humility). An example of a product that demonstrates this is the critique of an existing policy/program.
9. Design a population-based policy, program, project, or intervention. An example of products that could demonstrate this competency are research projects, a program plan, a policy statement, etc.
10. Explain basic principles and tools of budget and resource management. "Resource management" refers to stewardship (e.g., planning, monitoring, etc.) of resources throughout a project, not simply preparing a budget statement that projects what resources will be required. This should include steps involved in managing budgets or other resources AFTER a project begins.
11. Select methods to evaluate public health programs. "Select" = choose among methods. Types of evaluations may include formative evaluation (feasibility, appropriateness, acceptability), process/implementation evaluation (have activates been implemented as intended), outcome/effectiveness evaluation (effect in the target population), and impact evaluation (success in achieving ultimate program goals). Students do not have to actually evaluate but must be able to identify the correct approach.
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence. Students must focus on how the policy may move from one legislative committee to another, the iterations a policy goes through, and incorporating feedback to garner enough legislative support for the final version. Students should also consider how research or evaluation evidence and ethics influence the policy making process.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes. Recognize the importance of community involvement and buy-in as instrumental to promoting community change and improvement and should think about how to bring relevant stakeholders together.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations. Students must produce a product that would be part of an advocacy campaign or effort (e.g., legislative briefing paper, fact sheet, advocacy strategy outline, etc.).

15. Evaluate policies for their impact on public health and health equity. Consider how groups are affected by policies, including both intended and unintended consequences with a focus on the impacts on equity. Should be an evaluation of policies, not the development of policies.
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making. Principles may include the noted strategies or others. Must apply these principles by developing strategies or approaches to a given scenario (e.g., responding to a case study or scenario).
17. Apply negotiation and mediation skills to address organization or community challenges. Using negotiation/mediation skills when another party has conflicting interests and/or different desired outcomes from their own, there is a need to come to a common conclusion. Must involve more than just persuasive communication.
18. Select communication strategies for different audience and sectors. "Select" = determine how to communicate with different groups by considering the needs and usual practices of the target audience. Must discern between different media, consider levels of health literacy, etc.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation. Communicate using words and images that are effective, accessible, and understandable. One product may be sufficient if it has written and oral components, otherwise multiple products are needed to demonstrate this competency.
20. Describe the importance of cultural competence in communicating public health content. The focus is on communicating public health content and why cultural competence is an important consideration when crafting public health communications.
21. Perform effectively on inter-professional teams. Other sectors and/or professions may include physicians, nurses, and pharmacists, and can extend past the health sciences into education, urban planning, etc. Must combine the external sector/profession's perspective with own public health training to complete a task, solve a problem, etc. The inter-disciplinary team must apparently work together.
22. Apply systems thinking tools to a public health issue. Must be non-narrative. Must construct something like a causal loop diagram, systems archetypes, network analyses, and concept maps. Logic models and evidence tables are not sufficient to address this competency.

Concentration-specific competencies are listed on the next page.

Concentration-Specific Competencies*:
Biostatistics:
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:
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:
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

*Public Health Practice students take concentration core across two to four concentrations. As such, they should select concentration competencies specific to those concentration courses.

Work Product Proposal

Students are required to demonstrate MPH-competency attainment through applied practice experiences while enrolled in the MPH degree program. Students must develop at least two products that apparently (upon visual inspection) demonstrate at least 5 competencies (at least 3 of these 5 must be foundational).

Instructions:

1. List the products you intend to develop. You are required to develop at least two but are encouraged to develop more.

    1) _____

    2) _____

    3) _____

    4) _____

    5) _____

2. Populate the practice-based products table below with the planned products and selected competencies for your internship using the provided instructions.
    a. To begin, write down a competency in the first column that one or more products demonstrate.
    b. Second, next to each competency, list the product(s) that demonstrate the respective competency.
    c. Last, explain how the product(s) demonstrate the respective competency.
    d. Finally, ensure the document is signed by both the student and the faculty advisor (last page).

Foundational (F) or Concentration (C) Competency	Portfolio Work Product(s) that demonstrate the respective competency.	How does this/do these product(s) demonstrate the respective competency?
EXAMPLE: (F3) Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.	EXAMPLE: Product 1) Quantitative health disparities data analysis report Product 3) Qualitative data analysis report	EXAMPLE: Analyze existing health data to inform organizational strategy to improve health inequities in product 1 and 3.
COMPETENCY 1:		

COMPETENCY 2:		
COMPETENCY 3:		
COMPETENCY 4:		
COMPETENCY 5:		
COMPETECY 6 (recommended):		

COMPETENCY 7 (recommended):		

FACULTY ADVISOR SIGNATURE DATE

STUDENT ADVISEE SIGNATURE DATE

By signing this form, both faculty advisor and student advisee agree that the described portfolio work products above will be submitted as the final products for grading.