

University of Florida
College of Public Health and Health Professions
PHC 6940 – Master of Public Health Capstone (3 credits)
Class Meeting Information: Online Asynchronous
Summer 2023

Instructor: Julia R. Varnes, PhD, MPH, MCHES

Office Hours: Wed. 10:30am-11:30am
Thur. 9:30am-10:30am
other times by appt.

Virtual Office: <https://ufl.zoom.us/j/94979907070>

Use this Zoom link when visiting my virtual office hours, or for any appointments we make.

GroupMe: MPHCapstone-Sum23 --- look for an email invite the first week of classes!

Phone: 352-294-5382

Email: jrvarnes@ufl.edu

- For quicker response, include 'PHC6940' OR 'MPH Capstone' in your email subject line

Teaching Assistants:

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I. Course Overview

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

Relation to Program Outcomes

CEPH Criterion D7. MPH Integrative Learning Experience

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

Covered CEPH Core Competencies

- CEPH D2-2.16. Apply leadership and/or management principles to address a relevant health issue.
- CEPH D2-2.17. Apply negotiation and mediation skills to address organizational or community challenges.

CEPH Foundational Competencies & Course Learning Objectives.

Leadership

- Distinguish between various leadership styles.
- Explain how leadership styles/approaches influence problem solving, decision making, and system functioning.
- Describe your leadership style, including personal characteristics that may serve as assets or hindrances.

- Develop your personal leadership toolkit.
- Explain the importance of evidence-based public health.
- Demonstrate basic negotiation and conflict management skills.

Professionalism

- Create a (capstone) project that demonstrates a synthesis of public health knowledge and skills gained in foundational and concentration-specific coursework.
- Deliver a professional presentation of the Capstone project.
- Compose a formal written report of the Capstone project.

Course Materials

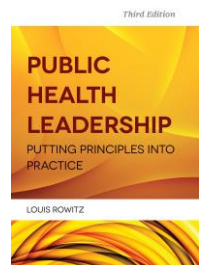
This course will use the Canvas CMS. If you experience technical difficulties, please contact the UF Help Desk (learning-support@ufl.edu; 352-392-HELP – select option 2).

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

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

Required

- Rowitz, L. (2014). *Public health leadership: Putting principles into practice* (3rd edition). Jones & Bartlett. ISBN: 978-1-284-02173-8. (Available in multiple formats)
- Additional readings will be added throughout the semester and provided through the Canvas Module pages.



Recommended (Optional)

- Morgan, J. (2020.) *The future leader: 9 skills and mindsets to succeed in the next decade*. John Wiley & Sons, Inc.

II. Course Requirements & Expectations

Overview of Assignments & Deadlines

ASSIGNMENTS	POINTS	DEADLINE
Course Content Based Assignments		
1. Peer Introductions	3	May 18
2. Meet with Dr. Varnes (15-min check-in; May 22-Jun 6)	2	See Module 1
3. The Leadership Toolkit (three posts)	3	Jun 13, Jul 12, Aug 9
4. Elevator Speech + Peer Feedback	6	July 1 + July 5
5. Professionalism, ProSeries, and Module Activities	43	Varies
Capstone Project Deliverables		
1. Faculty Advisor / Student Capstone Proposal Contract	4	May 24
2. Capstone Paper: Introduction section	3	June 4
3. Capstone Paper: Section 2	3	June 15
4. Capstone Paper: Section 3	3	July 2
5. Public Health Day Presentation Title	1	July 3
6. Capstone Paper: Draft Abstract	2	July 3
7. Capstone Presentation: Draft slides	1	July 13
8. Capstone Paper: NEAR FINAL DRAFT with Section 4	3	July 17

9. Capstone Paper: Final Abstract	2	July 17
10. Deadline for evidence of meeting with FA for PHD presentation practice	1	July 20
11. Capstone Project: Public Health Day Presentations	12	July 26
12. Final Written Capstone Paper	25	August 4
13. Reflection with Final Paper	3	August 4
Total	120	

Grading Scale

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

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

Information on current UF grading policies can be found at: <https://catalog.ufl.edu/graduate/regulations/>

Description of Course Assignments

Course Content Based Assignments

- Peer Introductions (3 pts):** Associated with Module 1. The purpose of this activity is to provide space for you to introduce yourself to your peers (And learn about them!).
- Meet with Dr. Varnes (2 pts):** All students are required to meet with Dr. Varnes for 5-20 minutes. These are quick meetings so I can get to know a little bit about you and you can ask any questions you may have. You may choose to schedule the meeting before the Faculty Advisor contract is due (if you have questions that will affect that assignment), or after (if you don't have any questions that need to be addressed right away). Check Canvas for scheduling details.
- The Leadership Toolkit Discussion Board (3 pts):** Throughout the course, you will begin developing their own *Leadership Toolkit*. This assignment is designed to allow you to share your identified resources with your peers. You are required to contribute a minimum of three times (before three separate deadlines); at least two of these posts must be sharing of a new resource.
- Elevator Speech (6 pts):** This activity combines lessons learned in multiple modules and ProSeries sessions. For this assignment, you will create and video-audio record a personal elevator speech. An elevator speech is a synopsis of your background and experience that you use to 'sell' yourself to prospective employers, collaborators, etc. Videos are to be shared via Canvas discussion board. All students are expected to provide peer feedback (based on course content) to at least two students.
- Professionalism and Other Activities (43 pts):** All students are expected to make informed contributions through class activities. To do this, students will need to prepare appropriately by viewing all assigned video presentations, completing weekly readings, and completing other weekly activities. The majority of these points will come from

activities embedded within the weekly modules. Some of these will come from already completed ProSeries sessions.

Capstone Project Assignment & Deliverables

Overview of the Capstone Project: Each student will identify a project that has a scope of work that can be completed in one semester. Projects should be specific to the student's MPH track, but may take on a different structure and format based on the specific experiences. Completed projects must demonstrate acquisition of MPH core and concentration-specific competencies. There are several project deliverables required through the semester (see specifics below). Examples of projects include but are not limited to:

- **Grant Proposal** for a public health program, such as a disease prevention or health promotion intervention.
 - **Empirical manuscript** using existing data. Students would research background information, develop the research question(s) and study design, develop an analysis plan, perform the analyses, interpret the results, and discuss the results with specific attention to implications for the field.
 - **Community (needs, context, or situation) assessment** describing the social, economic, and environmental status of a community. Such a project would provide a description of the local and national data resources, as well as social indicators; development of tools to collect information from the community; implementation of the data collection methods; analysis and synthesis of the data collected; and implications.
 - **Program evaluation** of an existing health program. Students would identify the primary evaluation questions and evaluation methods, collect the data, analyze the data and justify conclusions, and write a final evaluation report.
 - **Program plan or curriculum** for an existing organization that serves a public health need. Programs can be developed for a variety of topics and using a variety of strategies (e.g., health communication campaigns, training curriculum, public health intervention, etc.).
 - **Health policy statement assessment.** This project could involve analysis of the public health implications of a current or proposed health policy or advocacy plan. The project could include perspectives on economics and financing, need and demand, politics/ethics/law, or quality/effectiveness.
- **Capstone Project Deliverables:**
 1. **Student & Faculty Advisor Contract (4 pts):** this is a contract between the student and faculty advisor that describes the proposed capstone project outlining the purpose, basic background and methods information, a timeline, and expectations for communication with one another. Check Canvas for details.
 2. **Capstone Paper Introduction (3 pts):** This professionally written paper should be your final draft of the beginning section(s) of your Capstone Report. Content of this section depends on the chosen format. See Canvas for details on what information to include (dependent on project type).
 3. **Capstone Paper Section 2 (3 pts):** Content of this section depends on the chosen format. See Canvas for project templates.
 4. **Capstone Paper Section 3 (3 pts):** Content of this section depends on the chosen format. See Canvas for project templates.
 5. **Public Health Day (PHD) Presentation Title (1 pt):** Submit the finalized title of your Public Health Day presentation.

6. **Capstone Paper Draft Abstract (2 pts):** See Module 6 and Canvas for instructions.
7. **PHD Draft Presentation Slides (1 pt):** This assignment is to ensure you are working on your slides and that they are ready for your faculty advisor to review prior to your PHD presentation. Your instructor will not give feedback on these slides unless requested. See Canvas assignment for details.
8. **Capstone Paper Section 4 with Near Final Draft of full paper (3 pts):** See Canvas for project details.
9. **Deadline - Evidence of PHD practice with faculty advisor (1pt):** See Canvas for details.
10. **Capstone Paper Final Abstract (2 pts):** Use the feedback provided to you on your Draft Abstract to revise your abstract and submit the final abstract, which will be used on PHD and in your Capstone Paper.
11. **Public Health Day Capstone Presentation (12 points):** Students will provide an audio-visual oral presentation of their Capstone project during the planned Public Health Day. Summer and Fall PHD presentations are conducted virtually (via Zoom) and are open to all faculty and students (students may invite others to attend as well). Individuals should plan to present for 15 minutes with an additional 10-minute question and answer session.
12. **Final Written Capstone Report (25 points):** Students will create a high-quality written report (using APA formatting and writing style) detailing the Capstone project. Details are provided on Canvas.
13. **Reflection with Final Paper (3 points):** In this assignment, students describe how they demonstrated program competencies during their capstone project. Students also reflect on their project experience. See Canvas for more details and a template.

Expectations & Classroom Ground Rules:

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

III. CLASS POLICIES

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

All transactions and relationships are enriched by courtesy:

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

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

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

If you did not register formally, but you know you have different learning, behavioral, or other need

that might affect your performance in the course, tell me and I will help you.

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

- Unless otherwise noted, assignments are due at 11:57pm on the date indicated. Please make efforts to turn assignments in early. **Make back-up copies of all your work**, as some assignments may not be returned and Canvas access may expire after the semester ends. All written work must be typed, unless otherwise indicated.
 - *After the 11:57pm deadline, a grace period is given until 1:00am. During this time the assignment is not yet considered late. Assignments are considered late at 1:01am.*
 - *Late submitted assignments are subject to a 10% deduction in grade for every day it is late.*
 - I do recognize that personal circumstances arise (life happens) that may interfere with your ability to meet a deadline. If these unanticipated events do occur, please let me know as soon as possible. I will not be receptive to retrospective requests for extensions without a compelling rationale for why these requests are being made.

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

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

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

Make-up Policy: If a student fails to submit either a quiz or exam on-time, they will be provided an opportunity to submit after the deadline provided that they have an acceptable reason for missing the deadline. Decisions to allow students to make-up quizzes/exams after the deadline will be made by the course instructor after consulting the university-wide attendance policies

specified in the UF Undergraduate Catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>).

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

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

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

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

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

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

IV. HELPFUL CAMPUS RESOURCES

- [Counseling and Wellness Center](#)
Individual counseling, group counseling, and online resources are available to UF students at no charge. Visit the website or call 352-392-1575. If you are having a crisis, you can call anytime and request to speak to the counselor on call.
- [Dean of Students Office](#)
Do you need help resolving a conflict or would you like access to the student code of conduct? Visit the UF Dean of Students website for more information.
- [Disabilities Resource Center](#)
If you have a physical, learning, sensory or psychological disability, please visit the UF Disabilities Resource Center website for more information.
- [GatorWell Health Promotion services](#)

GatorWell provides health-related resources, information, and individual services to students. Recommended services: Wellness Coaching for Academic Success (virtual appointments available).

- [Online Library Help Desk](#)
The help desk is available to assist students with access to all UF Libraries resources.
- [UMatter, We Care](#)
Available for students who are experiencing personal life disruptions that may affect their academics. U Matter can help you identify resources and communicate with instructors on your behalf. 352-294-CARE (2273), umatter@ufl.edu
- [Alachua County Crisis Center](#)
Visit the website or call the hotline - 352-264-6789
- [Meridian Behavioral Healthcare](#), 352-374-5600

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

Date	Week/Module	Module Title	Module Activities
<p>Week 1 May 15-18</p>	<p>Module 1</p>	<p>Introduction to the Course</p>	<p>Read “Start Here” Section, Syllabus, & Using APA Review supplemental materials as assigned M1 Video Lectures M1 Assignment: Evidence of FA scheduled meeting (1 pt) Discussion: Peer Introduction</p>
			<p>Capstone Project Deadline: Capstone Proposal & Contract (due May 24)</p>
<p>Week 1-2 May 17-28 (after M1 complete)</p>	<p>Module 2</p>	<p>Capstone Project Development</p>	<p>Review provided project resources, templates, and examples M2 Video Lectures ProSeries Session (Fall '21): Systematic Literature Reviews (1.5 pts) M2 Activity: Formatting with APA (3 pts)</p>
<p>Week 2-3 May 26-June 3 (after M2 complete)</p>	<p>Module 3</p>	<p>Overview of Leadership in Public Health</p>	<p>Book Chapter 1, The Basics of Leadership Book Chapter 2, Leadership Styles and Practices Review supplemental materials as assigned on Canvas M3 Video Lectures M3 Reflection/Discussion: Leadership (3 pts) Leadership Toolkit Discussion Board opens (multiple deadlines; 3 pts)</p>
<p>Week 4 Jun 4-11</p>	<p>Module 4</p>	<p>Leadership & Professionalism, and Professional Development</p>	<p>Capstone Deadline: Introduction (due June 4) Book Chapter 6, The Five Levels of Leadership Book Chapter 7, Building Infrastructure Book Chapter 8, The Changing Public Health System Review supplemental materials as assigned on Canvas ProSeries Session (Fall '22): Professional Networking (1.5 pts) M4 Video Lectures M4 Discussion: Professionalism (3 pts)</p>
<p>Week 5 Jun 12-Jun 18</p>	<p>Module 5</p>	<p>Leadership & Social Capital</p>	<p>Book Chapter 16, The Social Perspective Review supplemental materials as assigned on Canvas M5 Video Lectures M5 Activity: TBD (3 pts) Capstone Deadline: Updated Introduction + Section 2 (Jun 15)</p>

Week 6 (& 8) Jun 19-	Module 6	Professionalism & Communication	Book Chapter 18, Leadership & Communication Review supplemental materials as assigned on Canvas M6 Video Lectures ProSeries Session (Fall '22): Presentation Skills (1.5 pts) Video & Discussion: Share & watch Elevator Speeches (6 pts) M6a Discussion: Inclusive Communication (3 pts)
Week 7 Jun 26-30		SUMMER BREAK	
Week (6 & 8) -Jul 5	Module 6 Continued	Professionalism & Communication	Capstone Deadline: Updated + Section 3 (Jul 2) Capstone Deadline: PHD Presentation Title (Jul 3) Capstone Deadline: Draft Abstract (Jul 3) ProSeries: Mixed Methods (1.5 pts) M6b Discussion/Reflection: Interpreting Results (3 pts)
Week 8-9 Jul 6-12 (after M6 complete)	Module 7	Leadership & People Development	Book, Chapter 19, Leadership and People Development Review supplemental materials as assigned on Canvas M7 Video Lectures M7Activity: TBD (3 pts) ProSeries: Disability & Health (1.5 pts)
Week 9-10 Jul 13-19 (after M8 complete)	Module 8	Work & submit Capstone deliverables	Capstone Deadline: Draft PHD Presentation Slides (Jul 13) Capstone Deadline: Near Final Draft with Section 4 (Jul 17) Capstone Deadline: Final Abstract (Jul 17) Capstone Deadline: Deadline to submit evidence of PHD practice meeting with FA (Jul 20)
Week 10-11 Jul 20-26	Module 9	Public Health Day Presentations	M9 Activity: Attend a peer's presentation (2 pts) Capstone Deadline: Public Health Day Presentation (Jul 26)
Week 11-12 Jul 26-Aug 4	Module 10	Leadership and Decision Making	Book Chapter 20, Leadership and the Planning Process Book Chapter 21, Leadership and Decision Making Review supplemental materials as assigned on Canvas M10 Video Lectures M10 Negotiation Case Study (Check Canvas for 3 deadlines; 6 pts)

<p>Week 12-13 Aug 2-11 (after M11 complete)</p>	<p>Module 11</p>	<p>Leadership, Participation, Power, and Change</p>	<p>Capstone Deadline: Final Capstone Written Report (Aug 6) Book Chapter 24, Leadership and Change Review supplemental materials as assigned M11 Video Lectures M11 Discussion: Community Organizing & Power (3 pts) MPH Exit Survey (2 pts)</p>
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