

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

This course is divided into two Canvas sites to better distinguish between the instructional/course content (i.e., Public Health Leadership) and the Capstone Project requirements.

ORGANIZATION OF THIS SYLLABUS

The first pages of this syllabus provide general information for PHC 6940, including an overview for the course organization, calculation of final grade, and shared university and course policies.

Subsequent pages divide the syllabus into two separate syllabi that outline the expectations related to the two separate Canvas sites.

- 1) Content and assignments specific to [Public Health Leadership](#) is linked here
- 2) Requirements specific to [The Capstone Project](#) are linked here.

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; PHC 6410 Psychological, Behavioral, and Social Issues in Public Health; and all concentration core.

GENERAL OVERVIEW FOR PHC 6940

There are two major components to this course. One includes content and assignments specific to Public Health Leadership. Second, through the work in this course, students will demonstrate synthesis of foundational and concentration competencies through an individual project (i.e., the Capstone Project) that addresses a public health need.

This course has historically been run as a singular course, which has presented challenges for the instructor, student, and faculty advisors. To provide clarity on the separate requirements of the course, and the responsibilities of each individual, **we have divided the course into two separate Canvas sites.**

DESCRIPTION OF COURSE CONTENT

Course Materials

This course is conducted through TWO separate Canvas sites. Your PHC 6940 registrar linked Canvas contains your Public Health Leadership coursework. The second Canvas site, The Capstone Project, is not registrar linked. The remainder of this section focuses on the broad overview of content. Please review section specific information for Public Health

Leadership and Capstone Project to check for additional required materials (e.g., textbook).

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

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

Grading

For the Public Health Leadership content, all assignments in the are graded. For the Capstone Project, some assignments are graded as Complete/Incomplete, while others are graded for points. All Incomplete/Complete assignments must be marked “Complete” to earn full points. While you may see grades in The Capstone Project Canvas site, your **Overall Course Grade** is in the primary PHC 6940 Canvas site (by your instructor, Dr. Varnes).

Assignment Category	Percent of Final Grade
Public Health Leadership Course Content Graded Assignments	40%
Capstone Project Submissions Incomplete/Complete Assignments (all or nothing) Graded Assignments	20% 40%
Total	100%

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/>

Additional Academic Resources

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to 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 and Student Conduct Code webpage for more information.](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#)

Academic & 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.

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 web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. 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 web site at: <https://shcc.ufl.edu/>
- 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>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **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](#).

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 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

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>.

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.

Additional policies are outlined in the section specific aspects of this course.

Public Health Leadership, Fall 2023

Class Meeting Information: Online Asynchronous

Instructor: Julia R. Varnes, PhD, MPH, MCHES
Office: HPNP 4330
Office Hours: All Virtual – Wed. 10:30-11:30am; Thurs. 9:30am-10:30am
Also by appt. (get on my schedule early!)
I can accommodate early morning or after hours appts if needed
Virtual Office: <https://ufl.zoom.us/j/94979907070>
Use this Zoom link for virtual office hours AND appointments.
GroupMe:
Phone: 352-294-5382
Email: irvarnes@ufl.edu
Preferred Course Communication: Email

I. PUBLIC HEALTH COURSE CONTENT OVERVIEW

This portion of your course focuses on leadership and management within the Public Health field. Through completion of this portion, students acquire knowledge and skills to grow as a public health professional, build collaborative professional relationships, work effectively as a team member, and lead public health efforts.

Relation to Program Outcomes

CEPH Core Competencies covered in this course:

- CEPH D2-2.10. Explain basic principles and tools of budget and resource management.
- 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.

Course Objectives

1. Explain how various leadership styles/approaches influence problem solving, decision making, and system functioning.
2. Identify personal professional growth needs.
3. Identify resource management strategies appropriate for specified scenarios.
4. Demonstrate use of ethical principles in public health decision making.
5. Demonstrate professionalism in communication and conduct.
6. Apply leadership principles to address a public health issue.
7. Demonstrate basic negotiation and conflict management skills when addressing an organization or community challenge.

II. DESCRIPTION OF COURSE CONTENT

Please see the last page of this PHL syllabus for the [course schedule and content outline](#).

Course Materials & Technology

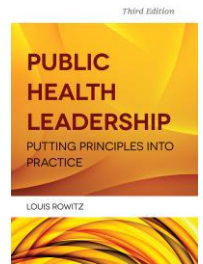
This course will use the Canvas CMS. If you experience technical difficulties, please contact the UF Help Desk (learning-support@ufl.edu; 352-392-HELP – select option 2).

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.

Description of Course 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!).

Leadership Journal (25 pts): At five different time points, students will use provided prompts to write a journal entry specific to the course content. Each entry is valued at 5 points. The journal entries will cover the topic of *Course Expectations, Leadership Styles, Team Building, Building Trust, and Planning for the Future*. Specific details are provided on each Canvas assignment.

The Leadership Toolkit Discussion Board (6 pts): Throughout this course, you will begin development of your 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).

Elevator Speech (6 pts) plus Feedback (4 pts): This activity combines lessons learned in multiple modules and ProSeries sessions. For this assignment, you will create and video

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.

Group Work: Community Negotiation Case Study (10 pts): For this role play activity, students will practice learned negotiation techniques to address a major community health problems. This is a small group activity. Options for completing this assignment include:

1. **Live Virtual Role Play (record and submit):** Schedule a time to meet virtually and record your 'live' role play interaction. If you opt for this modality, you need to 1) review the instructions ahead of time; 2) schedule a time to meet; 3) meet at your scheduled time; 4) hit record and play your part! One person from your group should upload the recording to the Canvas assignment. No follow-up activity is necessary.
2. **Discussion Board Role Play:** Complete the assignment with your group using the discussion board prompts. Be sure to meet the posting deadlines and requirements as outlined in the assignment. Upon completion of the discussion board, write a reflection on the activity that identifies specific tactics that were used and/or tactics that could have been used.

Quizzes (30 pts): There are three quizzes in this course. Quiz 1 covers content from Modules 1, 2, & 3. Quiz 2 covers content from Module 4 & 5. Quiz 3 covers content from Modules 6, 7, & 8. Quizzes include questions that cover all content presented in the denoted modules (i.e., readings, lectures/videos, and supplemental materials). While the quizzes are not formally proctored and thus can be considered open book, they are timed. You will not have time to look up every concept covered on the quiz. Therefore, you should complete your readings and review of the lecture/video content from each module before taking the quiz. The quiz will offer feedback based on your answers and you will have two opportunities to take each quiz. However, questions are randomly selected from a pool of potential items, so it is unlikely that you will get the exact same questions twice. Each quiz is worth 10 points for a total of 30 points.

ProSeries (10 pts): Five of your required MPH Professional Series (ProSeries) sessions are required as part of this course (2 pts each). You must have attended the live session or completed the alternative assignment to receive credit. If you have not yet completed all sessions, to receive full credit you must complete it by the deadlines listed below.

- Writing Systematic Reviews (September 5, 2023)
- Professional Networking (September 5, 2023)
- Presenting for Public Health Day (October 3, 2023)
- Disability and Health (December 5, 2023)
- Introduction to Mixed Methods (December 5, 2023)

Other Module Activities (30 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. A small portion of these points will be assigned by the instructor based on your quality of interactions on discussion posts (going above and beyond vs. satisficing of the requirements), making timely posts, and positively contributing to the overall learning environment.

Overview of Assignments & Deadlines

ASSIGNMENTS	POINTS	DEADLINE
Course Content Based Assignments		
1. Peer Introductions	4	August 29
2. Leadership Journal (four at 5 points each)	25	Sep 5, Sep 13, Oct 3, Nov 14, Dec 6
3. Leadership Toolkit Resources (three posts)	6	Varies
4. Elevator Speech + Peer Feedback	10	October 31
5. Community Negotiation Case Study	10	Multiple Deadlines
6. Quizzes (three at 10 points each)	30	Oct 4, Nov 1, Dec 11
7. ProSeries (five at 2 points each)	10	Multiple Deadlines
8. Other Module Assignments & Discussions	30	Multiple Deadlines
Total	125	

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 Submission Policy: Be sure to review assignment descriptions in the course syllabus and in Canvas. 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.

- Assignments are to be submitted via Canvas.
- Unless otherwise noted, assignments are due at 11:57pm on the date indicated. A grace period is allowed until 1:00am with no grade penalty; assignments submitted after 1am will be counted as late.
- *Late submitted assignments are subject to a 10% deduction in grade for every day it is late.* Please note that, for assignments submitted after the grace period, late deductions are marked from the original deadline (11:57pm).
- 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.
- 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: 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.bluer.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>).

Continue to the next page for the Course Outline

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

Date	Week/Module	Module Title	Module Activities
Week 1 Aug 23-29	Module 1	Introduction & Overview (Plus ProSeries Catch-up)	Read “Start Here” Section, Syllabus Review supplemental materials as assigned M1 Video Lectures M1 Discussion: Peer Introduction
Week 2 Aug 30-Sep 5			Book Chapter 1, The Basics of Leadership <i>Journal Exercise #1 - Expectations</i>
Week 3 Sep 6-12	Module 2	Overview of Leadership Principles in Public Health	Book Chapter 2, Leadership Styles and Practices Chapter 3, Interface Between Management & Leadership M2 Video Lectures <i>Journal Exercise #2: Leadership Styles & Practices</i>
Week 4 Sep 13-19			Chapter 4, A Systems & Complexity Perspective Chapter 5, The Leadership Wheel & Organizational Change Supplemental materials as assigned on Canvas M2 Small Group Discussion: Shared Values Leadership Toolkit Discussion Board opens (multiple deadlines)
Week 5 Sep 20-26	Module 3	Personal & Professional Leadership	Book Chapter 6, The Five Levels of Leadership Supplemental materials as assigned on Canvas M3 Video Lectures M3 Discussion: Professional Goals <i>Journal Exercise #3</i>
Week 6 Sep 27-Oct 3			Elevator Speech Assignment Opens Quiz 1 due October 4
Week 7 Oct 4-10	Module 4	Application of Leadership	Book Chapter 7, Building Infrastructure Book Chapter 8, The Changing Public Health System Book Chapter 11: Leadership and Policy Development Book Chapter 12: Public Health Law & Ethics Book Chapter 13: Leadership & Assurance Supplemental materials as assigned on Canvas M4 Video Lectures
Week 8 Oct 11-17			M4 Discussion: Public Health Infrastructure

Week 9 Oct 18-24	Module 5	Leadership & Preparedness	Chapter 15, Traditional & Crisis Public Health Leaders Chapter 16, The Social Capital Perspective Chapter 17, Public Health Preparedness & Response Supplemental materials as assigned on Canvas M5 Video Lectures M5 Discussion: Traditional & Crisis Leadership <i>Quiz 2 due November 1</i>
Week 10 Oct 25-31			
Week 11 Nov 1-Nov 7	Module 6	Leadership Skills Part 1: Communication	Book Chapter 18, Leadership & Communication Supplemental materials as assigned on Canvas M6a Video Lectures M6 Small Group Discussion: Scenarios on Trust & Concern Video & Discussion: Share & watch Elevator Speeches
Week 12 Nov 8-14		Leadership Skills Part 2: People Development	Book, Chapter 19, Leadership and People Development Book Chapter 25: Mentoring, Coaching, and Training in Public Health Supplemental materials as assigned on Canvas M6b Video Lectures <i>Journal Exercise #4: Building Trust</i>
Week 13 Nov 15-21	Module 7	Leadership and Decision Making	Book Chapter 20, Leadership and the Planning Process Book Chapter 21, Leadership and Decision Making Supplemental materials as assigned on Canvas M8 Video Lectures Negotiation Case Study (Check Canvas for 3 deadlines)
Week 14 Nov 22-28			
Week 15 Nov 29-Dec 6	Module 8	Leadership, Collaboration, and Change	Book Chapter 22, Leadership & Community Engagement Book Chapter 24, Leadership and Change Supplemental materials as assigned on Canvas M8 Video Lectures M8 Activity: Community Engagement <i>Journal Exercise #5: Planning for the Future</i>
FE Week			<i>Quiz 3 due Monday, December 11</i>

CAPSTONE PROJECT SYLLABUS & EXPECTATIONS

Course Coordinator: Telisha Martin
Phone: 352-273-6444
Email: martints@phhp.ufl.edu
Office Hours: By appt - <http://go.oncehub.com/TelishaMartin>
Preferred Course Communication: UFL Email

Additional Instructors: Your Faculty Advisor

I. Capstone Project Overview

The Capstone Project, also referred to as the Integrated Learning Experience (ILE) serves as the basis of a formally written report and an oral or poster presentation; and it is the culminating experience for all MPH students. Through completion of the Capstone Project, students demonstrate a synthesis of at least two core MPH competencies and at least two of their concentration's competencies. The Capstone Project should be a substantial project that involves identification of a question/need/issue, review of relevant literature, application of appropriate public health methods, description of results or outcomes, and discussion of outcome implications. Students will present their Capstone Project on Public Health Day, which is scheduled every semester (fall, spring, and summer).

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] select foundational and concentration-specific competencies appropriate to the student's educational and professional goals."

Course Objectives

1. Design and carry out an individual capstone project.
2. Write a professional and formal paper describing the completed capstone project.
3. Successfully present a complete project through oral or poster format.

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.](#)

There are no required textbooks for your Capstone Project.
All resources and materials are provided in the Canvas course.

II. Description of Course Content

Grading

Some assignments in this course are graded as Complete/Incomplete. For other assignments, you will receive a point value grade. Your grade for Capstone Project assignments will be part of your overall grade for PHC 6940. You should check the primary Canvas site (Dr. Varnes PHC 6940) for grade updates.

Topical Outline / Course Schedule

Due Date	Requirements & Deliverables	Criteria for Satisfactory Grade
August 25, 2023	Syllabus Quiz	Must pass to move on
September 1, 2023	Finalized and signed: <i>"Student Capstone Proposal & Faculty Advisor Contract"</i>	3 points: Signed contract is uploaded to Canvas. Coordinator reviews the submission for appropriate competencies.
September 17, 2023	Capstone Paper: Introduction Section	Complete/Incomplete marked by Faculty Advisor. Faculty Advisor gives feedback to the student.
October 1, 2023	Capstone Paper: Draft Section 2 (Methods)	Complete/Incomplete marked by Faculty Advisor. Faculty Advisor gives feedback to the student.
October 15, 2023	Capstone Paper: Draft Section 3 (Results)	Complete/Incomplete marked by Faculty Advisor. Faculty Advisor gives feedback to the student.
October 29, 2023	Public Health Day Presentation Title	Complete/Incomplete
October 29, 2023	Capstone Paper: Draft Section 4 (Discussion & Implications)	Complete/Incomplete marked by Faculty Advisor. Faculty Advisor gives feedback to the student.
November 6-9, 2023	Recorded Practice Presentation with Faculty Advisor Final Exam Milestone Approval	Complete/Incomplete Faculty Advisor to mark based on provided rubric.
November 15, 2023	Presentation Abstract	Complete/Incomplete marked by Faculty Advisor.

November 15, 2023	Capstone Paper: Near Final Draft	Complete/Incomplete marked by Faculty Advisor. Faculty Advisor gives feedback to the student.
November 29, 2023	Public Health Day Presentation	15 points: Grade input by Coordinator (based on rubric grading of two faculty evaluators)
December 6, 2023	Final Capstone Paper	30 points
December 6, 2023	MPH Exit Survey	2 points: Grade input by coordinator, based on completion
December 6, 2023	Permission Form	Complete/Incomplete

III. Academic Requirements & Grading

Overview of the Capstone Project

Important Note: Students are strongly advised to begin conceptualizing and working on their project (at least the proposal) the semester prior to taking Capstone.

Each student identifies a project that has a scope of work that can be completed in one semester. The project is allowed (but not required) to be associated the student's internship; HOWEVER, the Capstone Project is assessed separately from internship. Additionally, the Capstone Paper and Presentation are NOT allowed to be used as APE portfolio work products.

Capstone Projects should be specific to the student's MPH concentration but may take on different structures and formats based on the specific experience. Completed projects must demonstrate synthesis of at least two MPH core competencies and at least two of the student's concentration competencies. There are several project drafts and deliverables required throughout the semester (see specifics below). Examples of projects include but are not limited to:

- **Literature, Scoping, or Other Review** that surveys scholarly sources on a specific public health issue.
- **Grant Proposal** for a public health program, such as a disease prevention or health promotion intervention.
- **Empirical manuscript** using primary or secondary data. If you intend to use primary data, the project must have been submitted for IRB approval prior to the start of the semester (and absolutely no later than the first week of classes). Delays in receiving IRB approval could delay completion of your project, and therefore delay your graduation semester.
- **Community (needs, context, or situation) assessment** describing the social, economic, and environmental status of a community. Please note that Needs Assessments often require IRB approval. If you intend to collect human subject

data as part of your needs assessment, the project must have been submitted for IRB approval prior to the start of the semester (and absolutely no later than the first week of classes). Delays in receiving IRB approval could delay completion of your project, and therefore delay your graduation semester.

- **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 evaluations intended for internal use and program improvement may not need IRB approval. Be sure to discuss considerations of IRB with your faculty advisor. If you and your faculty advisor determine that you need IRB approval, the project must have been submitted for IRB approval prior to the start of the semester (and absolutely no later than the first week of classes). Delays in receiving IRB approval could delay completion of your project, and therefore delay your graduation semester.
- **Program Intervention** (e.g., health communication campaign, health promotion intervention, training curriculum etc.).
- **Health policy analysis or 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.

***For projects requiring IRB approval,** you must have submitted for IRB approval prior to the start of the semester (and absolutely no later than the first week of classes). Delays in receiving IRB approval could delay completion of your project, and therefore delay your graduation semester.

Assignments & Capstone Project Deliverables

Capstone Proposal & Student-Faculty Advisor Contract

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. Students are expected to consult with their faculty advisors at least once every other week throughout completion of the project and development of the paper. The Proposal will include scheduled meeting times. Check the Canvas assignment for details.

Capstone Project Paper Components

The Capstone Paper includes an in-depth, scholarly discussion such that at least two (2) core MPH competencies and two (2) concentration-specific competencies are involved in the project. Written reports should be 15-20* double-spaced pages (APA style writing and formatting), exclusive of title page, graphics, and references.

Students must submit their drafts and final paper using the Assignment link on the eLearning “Capstone Project” Canvas assignments. This submission process uses TurnItIn which will validate the originality of the paper. Please review your TurnItIn score and consider if you should make revisions and then resubmit the assignment. When resubmitting, use the same assignment link.

A variety of outlines are provided in another document. In general, most* papers will include:

Background

- Summary of critical literature
- Rationale/need for the project
- Objectives, specific aims, or research questions

Methods

- Hypotheses (if necessary)
- Specific identification of methods used in the project (needs assessment, policy analysis, epidemiological analysis, financial management, program planning, evaluation, etc.)
- Justification of methods
- Stakeholder involvement, as appropriate

Results

- Description of findings/outcomes
- Relationship of findings to the objectives, aims, or hypotheses
- Appropriate use of tables, charts, or 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/practice
- Public Health and concentration competencies strengthened by this project.
- Lessons learned from this project/recommendations for future projects.

**The faculty advisor can provide permission for papers to be outside this range. In providing this allowance, consideration should be given to the type of project the student is completing.*

Final Exam Milestone: Practice Presentation Recorded with Faculty Advisor

UF Graduate School requires all master-level degree programs to include degree requirements that reflect mastery of a field of study. “The achievement of a successful final examination is a required degree milestone that must be formally recorded with the Graduate School.” The Graduate School specifies the deadline for recording the outcome of the Final Exam Milestone (FEM) each semester. Historically, this deadline has typically been the first week of April (spring), last week of July (summer), and early to mid-November (fall).

The FEM for the MPH Program is comprised of the Capstone Project itself along with a professional presentation of the project. As such, for the program to record a grade of “Satisfactory,” the MPH student must 1) complete all course required draft submissions up to the FEM deadline; and 2) receive approval from their faculty advisor to present at Public Health Day. The approval for the presentation is given by the faculty advisor

based on the student's 'practice' presentation to their faculty advisor. **The presentation must occur during a virtual meeting between the student and faculty advisor, and the meeting must be recorded by the student.** The student is responsible for submitting the recording of the meeting to the associated Canvas assignment before the deadline. The faculty advisor is responsible for denoting approval to present on Public Health Day within 48-hours of student's the deadline.

Note: "Passing" this assignment only gives indication that the student is expected to satisfactorily complete the Public Health Day presentation; it is not an indication of the grade the student would receive for the Public Health Day presentation.

Public Health Day Presentation

Students will provide a presentation of their Capstone project during the planned Public Health Day. Fall and Summer presentations occur virtually. Spring presentations occur both in-person and virtually (as determined by the student's program modality). **All virtual presentations are required to be oral presentations. In-person presentations may choose either the oral presentation format or poster presentation format.**

The dates of Public Health Days are announced at the beginning of the semester, and specific times for each presentation are posted in advance of the presentations. Students will receive the schedule at least one week before Public Health Day.

All students and faculty are invited to attend Public Health Day. Two faculty members will serve as evaluator/grader for each student's presentation. Grades and written feedback will be input into Canvas soon after the program has received grading rubrics from both faculty reviewers. Students should use feedback received during and after the presentation to improve their written paper.

Oral Presentations

Each student should plan to present for 15 minutes, with an additional 10-minute question and answer session to follow. Short time limits such as these are typical for professional presentations, and students should practice and ensure their presentation falls within the time limit. The time limit will be adhered to strictly.

The background portion of the presentation should be very brief (although more detail may be discussed in the paper). The presentation should focus primarily on the Methods, Results, Discussion, and Implications.

For remote presenters:

You will receive an email from one of the MPH staff with a Zoom link for your presentation.

In preparation:

- You will receive a Zoom guide for presenters.
- Create your presentation as you would if giving it in person (preferably PowerPoint).
- Identify a quiet place to present. Look around the room to see what might be in the background that you don't want people to see. Try not to have a window or bright light behind you because it will create a silhouette effect.

The day of:

- Dress professionally, as you would if you were presenting in person.
- Silence your phones and computer notifications.
- Log in at least 5 minutes early for your presentation. An MPH staff member will be presenter as facilitator, timekeeper, and to help with any technical issues.
- During the Zoom meeting, you can share your screen and present your slides.
- Please note that presentations will be recorded for review by the MPH program.
- You will have up to 15 minutes to present, followed by up to 10 minutes of questions from your faculty reviewers.

Poster Presentations

Campus students who conduct poster presentations will be assigned a specific period during which they will be available to discuss the poster and the larger project in detail with faculty and fellow students. Each poster presenter should be prepared to provide a brief 5-minute presentation for faculty reviewers and fellow students. All portions of the paper should be represented on the poster.

MPH Exit Survey

Completion of the MPH Exit Survey is a graduation requirement. Students will be provided with a link in Canvas so to complete the MPH Exit Survey. The survey will be available starting on the day of Public Health Day, and must be completed by the date indicated on this syllabus.

Permission Form

Please complete the permission form for us to use your paper and/or presentation as an excellent example to other students and faculty.

IV. CLASS POLICIES

Assignment Policy

Be sure to review assignment descriptions carefully, and take note of any additional guidance that is given for each assignment. 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 11:59pm on the date indicated.
- If you anticipate submitting an assignment late, please inform your faculty advisor and the course coordinator as quickly as possible.
- Although assignments can be accepted late, delaying completion of an assignment could serve as indication that you are not prepared to present on Public Health Day or otherwise complete your project by the deadline. In those instances, you may be asked to drop the course or take an incomplete. If that occurs, you must also delay graduation.

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 as part of the MPH Exit Survey. The data collected is used to improve programmatic processes; it will only be shared using aggregate data. Individual data and identifiers are not shared.

Concerns with Faculty Advisor Communication & Responsiveness

If you experience difficulty in receiving feedback or response from your faculty advisor, please reach out to the Course Coordinator to let them know.

If your Faculty Advisor is temporarily unavailable and you require faculty support, please first reach out to your Concentration Coordinator. If you are unsure who your Concentration Coordinator is, please check the current [MPH Student Handbook](#).

Policy Related to Make up Exams or Other Work

Please review the Assignment Policy for information about make-up work.
