

University of Florida
College of Public Health & Health Professions
PHC 6941: Applied Practice Experience (3-6 Credits)
Delivery Format: Blended learning
Course website: E-Learning in Canvas
Fall 2024

Instructor Name: Karina Wilson
Room Number: HPNP 4119
Phone Number: 352-294-5425
Email Address: karinawilson23@ufl.edu
Office Hours: By appointment only
Preferred Course Communications: Email

PREREQUISITES

- 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
 - PHC 6050 Statistical Methods for Health Sciences or PHC 6052 Introduction to Biostatistical Methods
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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 experience (PHE) hours**, comprised of student-identified and student-directed service-learning or public health related work experiences; 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*.

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 PHE hours (please see page 3 for PHE requirements), demonstration of at least 5 MPH competencies (3/5 being foundational competencies) through satisfactory completion of at least 2 portfolio work products, and completion of other assignments as indicated in the syllabus. The final grade of “S/U” will be given based on the completion of all deliverables and the APE Coordinator’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 before the last day of class, the student will receive a “U” in the course.

Grading of Assignments

All assignments are graded by the APE Coordinator as indicated in the course timeline and on Canvas.

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). If students have not completed their PHE hours requirement (please see page 3 for PHE requirements) prior to PHC 6941, they are expected to complete the remaining needed hours as internship work hours.

Prior to the internship start date, the intern and preceptor should 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).

Students are responsible for tracking their internship hours in the Internship Time Log provided on Canvas to be submitted on the last day of classes. 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 the APE Coordinator. 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.

Public Health Experience (PHE) Hours

PHE hours are any paid or unpaid experiences (excluding the MPH APE internship) that occurs while the student is enrolled in the MPH program that can be connected to practical or applied experience in public health.

Examples of PHEs:

- Volunteering at a public health service organization, non-profit, or event.
- Participation in a health or health education fair (e.g., as part of PHSA)
- Participation in a case study competition
- Working full time in a public health related field.
- Combined Bachelors/MPH degree students who completed a relevant service learning or internship experience, as part of their undergraduate program.

ACADEMIC PROGRAM/NUMBER OF PHC 6941 CREDITS	REQUIRED PHE HOURS
Traditional MPH Program (48-credit hours) students taking 3 credits of PHC6941	50
Traditional MPH Program (48-credit hours) students taking ≥ 4 credits of PHC6941	Exempt
Accelerated MPH Program (42-credit hours)	Exempt
Combined Professional Degree Programs (e.g., MD/MPH, JD/MPH, PharmD/MPH)	Exempt
Combined Bachelors/MPH Program	Exempt under the condition that the student completed a relevant service learning or internship experience, as part of their undergraduate program. The experience must have been completed after the student was admitted to the combined degree program AND submitted a Public Health Experience reflection to the APE Coordinator.

CEPH Core Competencies

MPH Foundational Competencies	Competency Interpretation
Evidence-based Approaches to Public Health	
1. Apply epidemiological methods to settings and situations in public health practice	Assessment must include the application of various epidemiological study designs (e.g., cohort study) and principles (e.g., sample size, incidence, prevalence, morbidity, etc.). A single setting/situation is insufficient.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	"Select" = choose among methods. Students must be exposed to various methods so that they can distinguish between them. Must see that students can select among both quantitative and 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	Assessment must address both parts of the competency statement: 1) qualitative (i.e., non-numerical) and 2) quantitative. Must see that students can analyze both types of data using the appropriate software. Appropriate software may be general (e.g., Excel or Word) or specific (e.g., NVivo or SPSS).
4. Interpret results of data analysis for public health research, policy or practice	Students should understand and apply findings from data analysis for public health research, policy or practice. Students should have an understanding of the data findings and be able to draw linkages to how the results may influence decisions.
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	This competency requires comparison across national AND international settings. International health systems must be apparent for comparison to be possible.
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	Students should be able to discuss factors (including racism, specifically) that impact health equity at multiple levels for a particular health problem. Students should be able to discuss health disparities and differences among groups, as well as the ways in which organizations, systems, and structures operate that may have inequitable influences on certain groups.
Planning & Management to Promote Health	
7. Assess population needs, assets and capacities that affect communities' health	Assess a specific community's strengths, challenges, and outcomes that are necessary for community well-being. This does not need to be a formal needs assessment, but should be some type of examination of needs, assets, etc. (e.g., as with a literature review or survey).
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs	A standard program planning assignment in the traditional social & behavioral class is not sufficient without specific attention to cultural considerations. Must see preparation and assessment of students in connecting concepts of culture to the assignment (e.g., cultural adaptation/ tailoring, community involvement in planning, cultural humility).
9. Design a population-based policy, program, project or intervention	Very concrete skill. Product could be a research project, plan for a program, policy statement, etc.

<p>10. Explain basic principles and tools of budget and resource management</p>	<p>“Resource management” refers to stewardship (planning, monitoring, etc.) of resources throughout a project, not simply preparing a budget statement that projects what resources will be required.</p> <p>Writing a supplemental description to individual line items in a projected budget is often insufficient unless there are other parameters around the task or assignment related to managing budgets and resources (e.g., staffing, space, multiple programs).</p> <p>The didactic preparation and assessment should address steps involved in managing budgets or other resources AFTER a project begins.</p>
<p>11. Select methods to evaluate public health programs</p>	<p>“Select” = choose among methods. Students should be able to consider a public health program and choose the appropriate evaluation method for the program. Types of evaluations may include formative evaluation (feasibility, appropriateness, acceptability), process/implementation evaluation (have activities 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.</p>
<p>Policy in Public Health</p>	
<p>12. Discuss the policy-making process, including the roles of ethics and evidence</p>	<p>Broader than analyzing a specific policy. Students must be able to explain the technical aspects of how policies (on a local, state, or national level) are created and adopted, including legislative and/or regulatory roles and processes.</p> <p>Didactic preparation and assessment should 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.</p>
<p>13. Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes</p>	<p>Students should 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 communities and individuals together.</p> <p>Preparation and assessment should emphasize elements of engagement with relevant communities and individuals.</p>
<p>14. Advocate for political, social or economic policies and programs that will improve health in diverse populations</p>	<p>Students must understand how to advocate for a particular issue and have the ability to influence policy and/or decision making, such as through community mobilization, educating policy makers, etc.</p> <p>Students must produce a product that would be part of an advocacy campaign or effort (e.g., legislative briefing paper or fact sheet, advocacy strategy outline, etc.).</p>
<p>15. Evaluate policies for their impact on public health and health equity</p>	<p>Assessment should focus on the evaluation of policies rather than the development of policies. Students should consider how groups are affected by policies, including both intended and unintended consequences with a focus on the impacts on equity.</p>

Leadership	
16. Apply leadership and/or management principles to address a relevant issue	<p>Principles of leadership and management may include creating a vision, empowering others, fostering collaboration, and guiding decision making. Students must apply these principles by developing their own strategies or approaches to a given scenario, such as responding to a case study or scenario. It is insufficient to simply describe principles in an essay or exam, observe these skills in others, or have students self-reflect on their leadership style.</p> <p>It is not sufficient to rely on students' prior experience or personal knowledge of leadership or management to guide the assessment.</p>
17. Apply negotiation and mediation skills to address organizational or community challenges	<p>Students need to know some ways to negotiate/mediate when another party has conflicting interests and/or different desired outcomes from their own and there is a need to come to a common conclusion. Such skills extend beyond the level of negotiating required in a successful intra-group process and assessment must involve more than persuasive communication.</p> <p>It is not sufficient to rely on students' prior experience or personal knowledge of negotiation and mediation to guide the assessment.</p>
Communication	
18. Select communication strategies for different audiences and sectors	<p>"Select" = determine how to communicate with different groups by considering the needs and usual practices of the target audience. Students should be able to discern between different media, consider levels of health literacy, etc. This competency is often conflated with #19, but it is different.</p>
19. Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy	<p>Students should communicate using words and images that are effective, accessible, and understandable for each audience. Students should consider the venues or methods of delivery (e.g., social media, press release, oral presentation, journal article) that best fit the circumstances.</p> <p>An audience of peers/fellow students or an academic audience is not sufficient.</p> <p>One assessment may be sufficient if it has written and oral components, or multiple assessments are needed.</p>
20. Describe the importance of cultural humility in communicating public health content	<p>Different from #8 – the focus is on <u>communicating</u> public health content and why cultural humility is an important consideration when crafting public health communications. Students should consider the importance of ensuring that different groups can easily relate to and apply public health information.</p>

Interprofessional and/or Intersectoral Practice	
<p>21. Integrate perspectives from other sectors and/or professions to promote and advance population health</p>	<p>Other sectors and/or professions may include physicians, nurses, pharmacists, and physical therapists, and can extend past the health sciences into education, urban planning, public administration, engineering, housing authorities, the legal system, police departments, and beyond.</p> <p>Students must combine the external sector/profession's perspective and/or knowledge with their own public health training to complete a task, solve a problem, etc. Must actually interact with individuals in a profession or sector other than public health (in-person or online).</p> <p>Role playing in which public health students assume the identity of an individual from another profession or sector to which they do not already belong is not an acceptable substitute.</p> <p>Not acceptable to solely assess in an internship.</p> <p>The preparation for this assessment should address concepts such as maintaining mutual respect and shared values, knowing your own role and the role of other professions, and communicating effectively with other professions to accomplish goals.</p>
Systems Thinking	
<p>22. Apply a systems thinking tool to visually represent a public health issue in a format other than a standard narrative</p>	<p>Evidence of competency demonstration must be non-narrative. Describing how systems thinking might apply is not sufficient; students must show that they can actually apply systems thinking tools by constructing 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.</p>

UF MPH Program Concentration Specific Competencies

Competency	Description
Biostatistics	B1 Apply standard probability distributions to public health outcomes.
	B2 Apply and interpret common statistical descriptive and inferential methods, including confidence intervals and hypothesis tests in one-sample, two-sample, and multivariable regression settings.
	B3 Build and interpret appropriate multivariate regression models to analyze public health data.
	B4 Develop practical skills in using statistical software packages for data management and analysis of public health data.
	B5 Develop written reports based on statistical analyses.
Environmental Health	EH1 Examine the direct and indirect human and ecological health effects of major environmental agents.
	EH2 Develop a quantitative risk assessment framework for environmental hazards.
	EH3 Apply knowledge of environmental legislation to case studies to determine jurisdiction and approach.
	EH4 Apply approaches for assessing environmental exposures, including exposure assessment design.
	EH5 Demonstrate cultural sensitivity and appropriate communication when engaged in public health practice and research.
Epidemiology	E1 Assess potential confounders in epidemiology studies.
	E2 Evaluate interaction, effect modification, and mediation in epidemiology studies.
	E3 Evaluate the multifactorial etiology and pathophysiology of health outcomes.
	E4 Apply criteria for identification, prevention, and control of infectious agents.
	E5 Manage, analyze and interpret large-scale epidemiologic data.
Population Health Management	PHM1 Integrate systems thinking theory to incorporate multiple stakeholders at state and local levels to address a public health issue.
	PHM2 Create an evaluation plan for a public health initiative.
	PHM3 Apply principles and theory of budget preparation, managerial accounting, and financial management to organizations in the health sector.
	PHM4 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.
	PHM5 Conduct an economic analysis of a major health policy issue.
Social and Behavioral Sciences	SBS1 Evaluate public health social and behavioral science research so that research decisions, strengths and limitations are addressed.
	SBS2 Integrate social and behavioral science theories and concepts in the development of interventions/solutions to public health problems.
	SBS3 Design and conduct a community needs assessment.
	SBS4 Design, implement and evaluate a public health intervention
	SBS5 Design and develop effective communication products that convey health information to diverse audiences that increase recipients' knowledge and positively impact attitudes, beliefs, and behaviors.

Topical Outline/Course Schedule:

Week	Due Date	Assignments & Deliverables	Criteria for Satisfactory Grade
1	<i>Work on completing PHE hour time log and factual reports for submission next week.</i>		
2	8/30/24	PHE and Internship Hour Tracking Assignment	Students will submit how many PHE hours that they have completed from when they started the program. Students must submit a time log and signed factual report(s) for any PHE hours to be accepted. This assignment is to ensure that students know how many PHE hours and internship hours they need to complete before the end of the semester. If students have not completed their PHE hours requirement prior to PHC 6941, they are expected to complete the remaining needed hours as internship work hours.
3	9/13/24	E-folio submission and Peer Review	This is a 2-part assignment: <ol style="list-style-type: none"> 1. Student will create an electronic portfolio on any online platform of their choice. The e-folio should have a minimum of two pages, 1. About me page, 2. Applied Practice Experience page where students will upload their public health service hours, factual reports, internship hours, and portfolio products at the end of the semester. The link will to the e-folio will be submitted to the Canvas discussion board. 2. Review and provide constructive feedback on 5 peer's e-folios on the Canvas discussion board
4	9/13/24	Touchpoint Scheduling Assignment	Student will submit a screenshot of the confirmed date and time for when they will complete their touchpoint meeting with the APE coordinator. The link to schedule a touchpoint will be provided on the Canvas assignment page.
5	9/16/24 – 9/20/24	Touchpoint with APE Coordinator	Complete/Incomplete. Student should attend Touchpoint to confirm progress of hours and address any concerns. APE Coordinator will grade complete/incomplete.
6	9/27/23	Portfolio Work Product Proposal	Complete/Incomplete. Must be signed by both the student and APE Coordinator.
7	<i>Work on draft portfolio products</i>		
8			
9			
10	10/25/24	Draft Portfolio Work Products	Complete/Incomplete. Student will submit a draft of their products to Canvas for the APE Coordinator to review. If products are not available, submit a written update as instructed in the assignment page on Canvas.
	10/25/24	Internship Hour Check-In	Complete/Incomplete. Turn in your APE time log.

11			
12	<i>Work with APE Coordinator and internship preceptor(s) to revise portfolio products as needed</i>		
13			
14	11/22/24	Internship Hour Check-In	Complete/Incomplete. Turn in your APE time log.
15	<i>Holiday Break</i>		
16	12/2/24	Final Portfolio Work Products (at least 2) with Portfolio Reflection for each	See rubric and assignment page on Canvas; Must reach "Full Pass" for all products. Portfolio work products and reflection uploaded to Canvas. Work products are also posted to e-folio.
		Internship Time Log	Complete/Incomplete. Student uploads to Canvas. The APE coordinator will grade the assignment as Complete/Incomplete.
		Evaluation of Internship Site by Student	Complete/Incomplete. Student will complete a Qualtrics survey that will evaluate their internship site and experience. The APE coordinator will grade the assignment as Complete/Incomplete.
		Final Evaluation by Preceptor	Student's will notify internship preceptors ahead of time that their preceptors need to complete a Qualtrics survey that will evaluate the student's performance. The APE coordinator will grade the assignment as Complete/Incomplete.

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. Upon graduation, the e-folio should serve as a highlight of the student's academic career in the MPH program. Students submit a draft of their e-folio via Canvas early in the semester to receive constructive feedback from classmates and the APE Coordinator. The student will update their e-folio throughout the semester. The e-folio is resubmitted for final review in Week 15 along with the Final Portfolio Products and Reflections.

PHE Time Log: Students are responsible for maintaining a record of their accumulated Public Health Experience hours throughout the time in the program. PHE time logs are submitted by being posted on Canvas and the student's e-folio site. Blank time logs can be found on the MPH website, the Canvas files, and from the Canvas assignment page for PHE Time Log.

PHE Factual Report: Each factual report should briefly describe the PHE 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 and submitted to Canvas at the beginning of the semester. Factual Report templates can be found on the MPH website, the Canvas files, and from the Canvas assignment page for PHE Time Log.

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. The APE Coordinator must review and sign off on these forms. Check Canvas for the form and details on how to complete the form.

Touchpoint with APE Coordinator: Touchpoints are typically 15-minute-long meetings between the APE Coordinator and the student. During the touchpoint, please expect to talk about potential portfolio products, internship experience, and prepare any questions about the course. 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.

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 2021 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-portfolio 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. 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.

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. This will be uploaded to Canvas by the student. Blank time logs can be found in the Canvas files and from the Canvas assignment page.

Evaluation of Internship Site by Student: This is a Qualtrics survey that is completed by the student at the end of the internship to evaluate their internship experience. It is completed on Qualtrics, and the APE Coordinator will mark the assignment as complete/incomplete.

Final Evaluation by Preceptor: This is a Qualtrics survey that is completed by the internship preceptor at the end of the internship to evaluate the student’s performance. The APE Coordinator will grade this assignment as complete/incomplete once a submission has been made from the internship preceptor. If there are any difficulties getting in touch with your internship preceptor by the deadline, please let the APE Coordinator know as soon as possible.

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 successful demonstration of 3 foundational competencies and 2 other competencies, either foundational or concentration specific. Portfolio products are also graded on clarity of competencies in the work and reflections (full pass; see Table 1 on page 7). If any of the criteria are met with a “no”, then the student must revise and resubmit the finished work product to the APE Coordinator.

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.***

Table 2. Grading Rubric for Remaining APE Requirements:

Component	Complete	Incomplete
PHS and Internship Hour Tracking Assignment	The student has completed the required number of PHE hours. PHE factual reports have been completed and reflect the experiences associated with the PHE time log.	The student has not yet completed the required number of PHE hours. PHE factual reports have not been completed or require major mediation to reflect the experiences associated with the PHE time log.

Touchpoint Scheduling Assignment	Student scheduled Touchpoint meeting and submitted confirmation email of scheduling to the Canvas assignment page.	Student did not schedule a Touchpoint meeting, OR student scheduled a Touchpoint meeting but did not upload the confirmation to Canvas.
E-folio and Peer Review	Student provided a link to their e-folio on the Canvas discussion board and reviewed by commenting at least 5 of their peers e-folio pages.	Student did not provide a link to their e-folio on the Canvas discussion board and/or did not review and comment on at least 5 of their peers e-folio pages.
Evaluation of Internship Site	Student submitted a Qualtrics response on the survey listed on the Canvas assignment page.	Student did not submit a Qualtrics response on the survey listed on the Canvas assignment page.
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.

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>

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 on a 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 the APE Coordinator. Students completing internship hours are expected to consult with the APE Coordinator 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 APE Coordinator monthly to evaluate progress and decide on subsequent meetings, in addition to the formal Touchpoint meeting with the APE Coordinator at the beginning of the semester.

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.

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 APE Coordinator 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
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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](#).
- **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).
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center. You can call them at (352) 264-6789 or you may visit their website for more

information: <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

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

