To preserve, promote, and improve the health and well being of populations, communities, and individuals. To fulfill this mission, we foster collaborations among public health and the health professions in education, research, and service.
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Introduction

Every year, almost 100 students in the Master of Public Health (MPH) Program at the University of Florida serve as interns in public health agencies and related organizations. Internships provide opportunities to apply skills and knowledge learned in the classroom to the real world of public health. And these applied experiences, in turn, strengthen our students’ competence in the key activities of our field.

We are very fortunate to work with a growing number of agencies and organizations in the development of internship opportunities for our students. As the number of students, internship sites, and preceptors has grown, so have requests for clarification of policies and general guidance about how to assure solid learning experiences for MPH interns while also meeting the needs of the agency or organization.

This Preceptor Handbook is an effort to address the questions posed thus far by students and preceptors. We anticipate that more issues will emerge in the future. As they do, the handbook will be updated. The most recent version of the handbook will always be available at our website: www.mph.ufl.edu.

The first two sections of the handbook provide background information on the College of Public Health and Health Professions and the MPH Program, with special emphasis on development of professional competencies, a hallmark of our program. The next section, The Special Role of the Preceptor, begins on page 13. This section addresses many of the specific issues and questions that our preceptors have posed to us during the past three years. The final three sections provide information that is likely to be helpful to all preceptors: relevant course syllabi, guidelines for special projects and internships by concentration, and the forms that students and preceptors are asked to complete.

We hope this handbook is helpful to you. If you have suggestions or questions, please feel free to contact us.

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COLLEGE OF PUBLIC HEALTH AND HEALTH PROFESSIONS (PHHP)
OVERVIEW

The Master of Public Health Program is offered by the College of Public Health and Health Professions (PHHP), one of six colleges that comprise the University of Florida Health Science Center. The other colleges are Dentistry, Medicine, Nursing, Pharmacy, and Veterinary Medicine. Established in 1958, the College was the first of its type in the United States dedicated to educating students of many different health professions in an academic health center. In 2003, the College expanded beyond its original focus on health professions to embrace public health as integral to its mission and goals. We envision our long history of national leadership in the education of health professionals to continue far into the future through development and application of innovative models of education, research, and service that derive from collaboration among public health disciplines and the health professions.

The mission of the College is:

To preserve, promote, and improve the health and well being of populations, communities, and individuals. To fulfill this mission, we foster collaborations among public health and the health professions in education, research, and service.

Consistent with its mission, the College has three primary goals:

Provide excellent educational programs that prepare graduates to address the multifaceted health needs of populations, communities, and individuals,

Conduct quality research and disseminate findings that are responsive to priority health needs,

Serve as active participants and leaders in University, public health, health practice, and health services communities through collaborative approaches to intervention, professional practice, and policy.

We emphasize the development of intellectual resources and skills that can help our graduates address today’s complex health problems and pursue fulfilling careers in a variety of health arenas. The College strives to impart the following values to all of our students:

♦ Commitment to excellence
♦ Diversity
♦ Integrity
♦ Respect for human dignity
♦ Social responsibility
MASTER OF PUBLIC HEALTH (MPH) PROGRAM OVERVIEW

The standard Master of Public Health program is a 2-year, 48-credit program. Selected students with terminal degrees in health-related fields may complete the MPH in an accelerated 42-credit program. The first three semesters usually involve traditional coursework, while the last semester is devoted to a practice-based internship, which includes a special project. The internship rounds out the MPH by providing opportunities to apply many of the skills introduced in the classroom to the real world of public health. The special project is completed during the internship and may be one of several projects undertaken within a single internship. All students present their special projects – both orally and in written report form -- during Public Health Day in the final semester of their programs. These presentations require consideration of the project in the larger context of public health as a cross-disciplinary field and in relation to the competencies expected of all MPH graduates. Faculty, students and preceptors attend Public Health Day presentations and engage in lively dialogue about the students’ projects.

Concentrations

MPH students are admitted into one of six concentration areas, from which the number and type of advanced specialty course credits are determined. The concentration areas are Biostatistics, Environmental Health, Epidemiology, Public Health Management and Policy, Public Health Practice, and Social and Behavioral Sciences.

Graduation Requirements

The major characteristics and graduation requirements of the 48-credit MPH curriculum are:

- One course in each of the five core areas (15 credits)
- Seminar in Contemporary Public Health Issues (1 credit)
- Core Courses in an area of concentration (15-21 credits)
- Elective courses relevant to the chosen concentration and individual career goals (up to 12 credits). Some students use 3 of these credits for a practicum or supervised research project.
- Public Health Internship (5-8 credits)
- Major paper and presentation (credit assigned through the Seminar in Contemporary Public Health Issues)

Competencies Expected of MPH Students

All students in the MPH Program are expected to master a set of public health competencies during the course of their studies. The MPH core competencies are adapted from the Ten Essential Public Health Services developed by several agencies within the US Public Health Service to expand upon the three core functions of public health -- assessment, policy development, and assurance. Learning objectives for the five MPH core courses were selected to contribute to the competencies. The learning objectives also reflect the topics that will be covered in the Certification in Public Health examination, which students are encouraged to take after graduation from the program. Additional competencies specific to each concentration were developed by the faculty, based on standards in the field. The decisions students make about courses and other learning experiences are guided by their relationships to achieving the competencies.
MPH Core Competencies and Learning Experiences

Graduates of the MPH degree program are expected to have entry-level competence in the following essential public health services:

1. Monitoring health status to identify and solve community health problems
2. Diagnosing and investigating health problems and health hazards in the community using an ecological framework
3. Informing, educating, and empowering people about health issues
4. Mobilizing community partnerships and action to identify and solve health problems
5. Developing policies and plans that support individual and community health efforts
6. Using laws and regulations that protect health and ensure safety
7. Linking people to needed personal health services and assuring the provision of health care when otherwise unavailable
8. Evaluating effectiveness, accessibility, and quality of personal and population-based health services
9. Conducting research for new insights and innovative solutions to health problems
10. Communicating effectively with public health constituencies in oral and written forms

Program Concentration Competencies

Each concentration offers a unique curriculum of courses designed to assure that students gain the skills necessary to become competent practitioners. Click below for more information about each concentration and competencies specific to each concentration.

Biostatistics Competencies and Learning Experiences

Environmental Health Competencies and Learning Experiences

Epidemiology Competencies and Learning Experiences

Public Health Management and Policy Competencies and Learning Experiences

Social and Behavioral Sciences Competencies and Learning Experiences

Competency Development

Each student maintains an MPH Portfolio during the Master of Public Health program. The Portfolio serves as:

1) a guide to self-assessment of achievement of the MPH and concentration-specific competencies, and
2) a compendium of documents that demonstrate accomplishments during the MPH program. Key elements include:

- Tables of competencies, both MPH core and concentration-specific competencies
- A CV and/or a resume
- Writing samples from courses
- Special Project report and power point presentation

The competency tables in the MPH Portfolio help students, advisors, faculty members and preceptors track progress on achievement of competencies and identify any areas that are deficient. Faculty and preceptors can then work with students to identify additional learning experiences that will address those shortcomings before graduation. Students are strongly encouraged to work with their preceptors to select internship activities that strengthen competence in appropriate areas. Ongoing assessment information should be utilized by the preceptor and the student to help modify activities during the internship. At the completion of the internship,
Preceptors are asked to submit a written assessment of the student’s performance. The assessment includes both MPH and concentration-specific competencies. Please see the Preceptor Evaluation Form for more details.

**THE SPECIAL ROLE OF THE PRECEPTOR**

Preceptors play critical roles in the education of MPH students. They have the knowledge and experience to guide students to new opportunities and to demonstrate how skills introduced in the classroom are implemented in the real world. Preceptors for MPH students have:

- A working knowledge and practical experience in the project areas assigned to the student
- Substantial experience in the agency or organization
- An interest in and commitment to helping a graduate student.
- Time to commit to mentor a student

In this section, we describe some of the ways in which preceptors have contributed to successful student experiences and we identify roles and responsibilities of preceptors, students, and the MPH Program.

The phrase practicum/internship/special project is used frequently below because the role of the preceptor often spans these activities. However, they are different activities from the perspective of the student and the MPH program. Thus some definitions may be helpful:

**Internship:** Every MPH student is required to complete an internship of 5-8 credits, or 240–384 contact hours. The internship must be conducted in a public health or related setting, and it may include many projects and other activities selected to strengthen the competence of the individual student. Students register for PHC 6946 for the internship course. They may split their time and credits across semesters, if appropriate, but the internship is usually undertaken after all or most required classroom-based coursework is completed.

**Special Project:** During the internship experience, each student is required to complete a special project, which serves as the basis of a written report and an oral presentation. The special project may be one of several activities undertaken during an internship. However, it should be a substantial project which involves identification of a question/problem/issue, review of relevant literature, application of appropriate public health methods, description of results, and identification of strengths and weaknesses. If a student is part of a team working on a large project, the student’s special project is the piece for which s/he is responsible. The content of special project reports is described in the syllabus for PHC 6601. A Public Health Day is scheduled every semester for special project presentations, and preceptors are encouraged to participate.

**Practicum:** Students who enter the MPH Program with limited experience in public health practice often choose to enroll in a practicum, usually during the summer between the two MPH years. Practica may take many forms depending on the needs of the student and the agency involved. In general, practica are intended to provide knowledge in a “hands-on,” observational manner. Most practica are taken for 3 credits, requiring 144 contact hours. Students enroll in PHC 6945 for a practicum. The course is individually designed with products agreed upon mutually by the student, preceptor and Supervisory Chair. A practicum cannot substitute for the required internship.

Syllabi with details about each of these courses are included in the Course Syllabi section of this handbook.
Suggestions for Successful Internships

Work together to develop an internship and special project or a practicum
One of the first tasks that preceptors carry out with students is the development of objectives that will assist the student to strengthen public health competencies, while meeting the organizational needs of the preceptor and agency. To assist the preceptor and student to develop objectives for student internships, Guidelines for Internships and Special Projects for five of the MPH concentrations are available on the MPH website at www.mph.ufl.edu/students. Since students in the public health practice concentration select competencies from two or more other concentrations, they usually engage in internship experiences that are common across their selected concentrations. Faculty Advisors help students and preceptors identify these activities.

Focus on competencies to be strengthened during the internship
A review of the student’s portfolio at the beginning of the internship to assess which competencies students still need to develop or strengthen helps to keep all parties on task.

Be familiar with internship and special project requirements
The internship and special project conducted by the student must meet the requirements of the course syllabi on the MPH website at www.mph.ufl.edu/students. If there are special issues regarding the internship or special project, such as confidentiality concerns that might prevent the student from presenting proprietary data, please contact the student’s Faculty Advisor to discuss the issues and how to address them.

Arrange an orientation to the agency
Properly introducing the student to the agency or organization is crucial to the overall success of the internship and special project. Beginning with an orientation, the preceptor provides the environment in which the student can gain confidence in his or her ability to perform successfully as a public health practitioner.

Find the right pace
Frequently, the preceptor and the student are working together for the first time during the internship. A thoughtful assessment of the student’s abilities helps to avoid assigning too much responsibility too soon or withholding responsibilities that s/he may be able to complete.

Schedule regular meetings
Regular meetings in which the student updates the preceptor on progress and identifies any problems or issues are key to successful internships. Students are required to maintain a log of hours and internship assignments. This log can be signed weekly or monthly by the preceptor to assure that not only the hour requirement for the internship/practicum is met but that the student is on track with previously established goals and objectives.

Contact the MPH Program
Communication is key! Questions will arise, many of which can be handled with a quick phone call or email. Don’t hesitate to contact the MPH Internship Coordinator or the student’s Supervisory Chair to discuss any issue that may arise.

Collaborate on the Special Project Report and Presentation
To the extent possible, preceptors are encouraged to review their students’ reports and allow students to present their reports to members of the organization for discussion and feedback. These opportunities not only provide additional hands-on experiences and formal feedback to the agency, but they also help students prepare for their Public Health Day presentations.

Preceptors are encouraged to attend their students’ Public Health Day presentations. This culminating experience has proven valuable to preceptors, students, faculty, and staff.
Roles and Responsibilities

Preceptor

Prior to placement, the preceptor should:
- Identify a project or set of projects for a student to complete. Sample assignments and objectives for each concentration are located in the Guidelines section of this handbook.
- Interview interested student(s) who contact the preceptor (you). If the student appears to be a match for the agency, confirm placement with him or her.
- Review the student’s portfolio and discuss competencies that the student will work to develop during the course of the internship.
- Review the student’s Proposal for Practicum Form or the Internship Proposal Form to be sure you and the student agree on the projects and work assignments to be completed.
- If you are in agreement, sign the form so the student can register for the course. The form will also be signed by the MPH Internship Coordinator and the student’s Supervisory Chair. You will receive an electronic copy of the form once it has been approved.

Once the placement has been made, the preceptor should:
- Arrange a schedule with the student for completing the necessary hours.
- Give the student an orientation to the site early in the field experience. This will assist in a smooth transition into the site and optimize the use of available resources.
- Provide adequate office space and office materials for the student if necessary.
- Explain to the student your expectations of his or her conduct. The areas of dress, conduct, scheduling of hours, and general characteristics of the Practicum/Internship should be discussed.
- Allow sufficient time for supervision and instruction in the form of routine interactions. Guide the student in his or her next steps throughout the project as needed and ask to review work periodically.
- Provide the student with constructive feedback.
- Afford the student the time and patience needed for an optimal learning experience.
- Keep a record of the student's progress, hours at the site, and copies of his or her work.
- The preceptor should provide constructive feedback privately to the student.
  - Feedback should be specific and timely, based on observation of behavior and skills.
  - Feedback should include descriptions of specific behaviors with both positive and negative statements.
  - In the event that the preceptor and student cannot resolve an issue, the MPH Internship Coordinator and the student’s Faculty Advisor should be contacted.
- Complete the final evaluation of the student.

Student

The student is responsible for choosing a special project/internship/practicum of interest and for contacting the potential agency/preceptor. Once a placement has been made, the student is expected to:
- Function as a professional: This should be reflected in projects and activities performed by the student as well as relationships with the preceptor, other agency staff, etc.
- Be professional in appearance, both in dress and conduct.
- Adhere to the schedule predetermined with the preceptor.
- Notify the preceptor if there is a possibility of being late or absent.
- Practice professional courtesy when communicating with clients and other health professionals.
- Clearly identify him or herself as a student when interacting with the public or with other health professionals.
- Report directly to the preceptor: The relationship between the student and the preceptor should be one of student-teacher rather than employer-employee, or co-workers. The student-teacher relationship should be built on mutual respect, trust, communication, and understanding.
- Complete an evaluation of the agency/preceptor at the end of the experience.
- Communicate concerns and problems to the preceptor and the MPH Internship Coordinator.
- Fulfill the learning goals, course objectives, and assignments.
- Follow agency policies and procedures (including policies on confidentiality, documentation, dress code, etc.)
- Develop a paper and presentation based on the Special Project for delivery on Public Health Day.
- Initiate a three-way conversation among student, preceptor, and Faculty Advisor to assess the progress of the Practicum/Internship and preparation of the final written and oral reports. This can be done by conference call or meeting.

Master of Public Health Program and Faculty

- Assist the student in clarifying educational goals and competencies to be strengthened by the placement.
- Assist the student in selecting potential sites for the field experience.
- Arrange affiliation agreements.
- Guide students through the IRB process via presentations and individual assistance.
- Respond to the needs of the student and preceptor during the placement and provide consultation to students and preceptors upon request.
- Review and critique student’s presentation prior to Public Health Day.
- Maintain regular communication with preceptors and students during the course of the internship.
- Notify the preceptor of the date and time of the student’s presentation on Public Health Day.
- Review and grade student paper and presentation about the special project.

Institutional Review Board

Institution Review Boards exist to protect human subjects from physical, emotional and economic harm; assess research risk as regards to benefit to the subject and research methodology; and assure University compliance with federal regulations.

IRB Review may be necessary on human subjects research conducted by UF faculty, staff and students.

Research: "A systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge"

Examples of Research

- Obtaining data from medical records
- Comparing two FDA approved drugs in an organized manner
- Running an investigational test for another site
- Doing statistical analysis for other sites
• Collecting left over tissues

"Human" subject: A living individual about whom an investigator obtains either data through intervention or interaction with the individual; or identifiable private information.

“Protected Health Information”:
Protected Health Information (PHI) is subject to federal privacy regulations. PHI is defined as health information about a patient that relates to the patient’s past, present, or future physical or mental health, the provision of health care, or the payment for health care, and identifies the patient or could reasonably be expected to identify the patient. Some examples include: name, telephone numbers, medical record numbers, full face photographic images, and biometric identifiers.

Students are encouraged to work with their Faculty Advisor and a preceptor to determine if an IRB review is necessary as well as what type of review. The IRB Homepage is located at http://www.irb.ufl.edu. Please refer to the table below for IRB contact information.

<table>
<thead>
<tr>
<th>IRB – 01 Gainesville Health Science Center</th>
<th>IRB – 02 UF Campus IRB</th>
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<tbody>
<tr>
<td>• Human Subject Research</td>
<td>• Behavioral/NonMedical Research</td>
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<tr>
<td>• North Florida/South Georgia Veteran’s Health System</td>
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<tr>
<td>• Shands Health Care and Clinics</td>
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</tbody>
</table>

New Protocol Assistance:

Renee Collins (rbcollins@ufl.edu) (352) 273-9605
Linda Fallon (lfallon@ufl.edu) (352) 273-9603
Ashley Anderson (sanderson@ufl.edu) (352) 273-9606

Voice: (352) 273-273-9600
Fax: (352) 273-9614
e-mail: irb1@grove.ufl.edu
Web: http://irb.ufl.edu/irb01

IRB – 03 Jacksonville Health Science Center

Sheila A. Heim, CIP
Administrative Coordinator, IRB-03
Voice: (904) 244-9427
Fax: (904) 244-9035
e-mail: sheila.heim@jax.ufl.edu

Web: www.hscj.ufl.edu/irb/

Institutional Animal Use and Care Committee

IACUC: Non Human Animal Research

Institutional Animal Care & Use Committee
Voice: (352) 273-9535
Fax: (352) 273-9538
E-mail: iacuc@grove.ufl.edu

Web: http://www.iacuc.ufl.edu/
COURSE SYLLABI
PHC 6946
Public Health Internship

Instructor
Each student’s faculty advisor serves as instructor for PHC 6946. Faculty advisors are involved in selection and approval of internship sites and special projects; development of documents for IRB approval, if necessary; supervision of the internship; and assignment of a final grade.

Purpose
To enable MPH students to apply entry-level competencies acquired in the classroom setting to public health practice through experiential activities.

Description
The internship provides an opportunity for each student to work in a public health setting in a position that carries responsibility and is of particular interest. Each placement is different, but all of them depend upon completion of most concentration coursework, the ability to work with minimal supervision, and permission of the student’s faculty advisor.

Objectives
At the completion of the Public Health Internship, the student will be able to:
1. Describe newly acquired knowledge in one or more specific public health area
2. Apply one or more MPH competency with the skill expected from a practical experience
3. Apply one or more concentration competency with the skill expected from a practical experience
4. Demonstrate professional work habits

Credits
This is a variable credit course reflecting the number of hours the student is engaged at the internship site. One credit = 48 internship contact hours. MPH students are required to complete at least 5 internship credits, but take as many as 8 credits.

Grading
This course is graded as Pass/Fail (S/U).

Requirements

During the Semester Before Your Internship

Complete the Internship Questionnaire and submit it to the MPH Internship Coordinator

Update the self-assessment of competencies (both MPH and concentration-specific) in your MPH Portfolio

Attend all sessions of the professional development and internship preparation series. Topics include:
- Selecting an internship site and a special project
- Institutional Review Board: What You MUST Know Preceptor Day, with visits by many internship preceptors from previous semesters
- Interviewing skills
- Preparation of the final paper and presentation
Meet with the Internship Coordinator and your faculty advisor individually for ideas and guidance. The lists of competencies in your MPH Portfolio will help you identify the skills and knowledge areas you would like to strengthen during your internship.

Begin researching and contacting potential internship sites and/or preceptors, for example
- National Organizations
- Government Organizations
- Local Departments of Health
- Community Centers
- American Public Health Association
- Florida Public Health Association

Update MPH Portfolio and prepare for interviews
- Create resume or curriculum vitae
- Select writing samples
- Contact and speak with possible references
- Practice interview skills
- Confirm, with the Internship Coordinator and your Faculty Advisor, the number of credits and contact hours you will need for your internship and how you would like to distribute them within one semester or across two semesters. 1 credit = 48 internship contact hours.
- Become familiar with the MPH Preceptor Handbook

Contact final site selections:
- Submit a letter of interest – Be sure to identify specific projects you would like to work on at that particular site
- Submit resume or curriculum vitae

The interview process:
- Take your MPH Portfolio to the interview
- Use this time to determine the scope of potential field experiences and activities available at the site
- Discuss goals, objectives, competencies, possible projects, timeframes, and expectations.
  If the field site does not meet your expectations, meet with the Internship Coordinator and/or your faculty advisor to discuss alternative sites and options.

Contact the Internship Coordinator as soon as possible if the chosen internship site requires a formal contract or affiliation agreement with the college.

Meet with your faculty advisor to determine whether or not your internship or any part of it will require IRB approval. Information about IRB requirements may be found at: http://irb.ufl.edu/education/trainreq.htm. Note that there are two IRBs at UF in Gainesville with slightly different requirements.

If IRB approval is required, prepare and submit an application as early in the semester as possible.

Complete the Internship and Special Project Proposal Form:
- This includes a description of the internship and projects that will be undertaken
- In the workplan, describe in detail at least one special project and provide sufficient information to determine whether the project can be completed in the time allotted to this internship.
- Goals must specify the strengthening of at least one MPH competency and one concentration competency
• Sign these forms and acquire original signatures from your Faculty Advisor, your Internship Preceptor, and the MPH Internship Coordinator

Submit the completed and signed Internship and Special Project Proposal Form (available in interactive pdf format at www.mph.ufl.edu) with original signatures to the Program Assistant. **Registration in PHC 6946 is restricted to students with signed Internship and Special Project Proposal Forms.**

**During the Public Health Internship**

Conduct your special project

Engage in other projects at the internship agency or organization

Participate in meetings and all other professional activities that your schedule allows. Learn everything you can about the agency or organization.

Maintain a log of hours worked throughout the internship period and have it signed by your preceptor.

Contact your faculty advisor and preceptor about once each month throughout the semester or project to discuss progress, review plans for the final paper and presentation, and receive feedback.

**Upon Completion of Public Health Internship**

Ask your preceptor to complete the Internship Evaluation Form

You complete the Agency and Preceptor Evaluation Form

Prepare a short factual report that includes:
- A signed log of hours
- Names of projects/assignments undertaken and whether they were completed during the internship

**Note:** The special project paper and presentation are requirements of PHC 6601. Please see the next section of the Handbook for that course syllabus.
PHC 6601
Seminar in Contemporary Public Health Issues
Fall Semester Thursday, 11:45AM-1:40 PM, according to schedule
Spring Semester, Monday, 11:45AM-1:40PM, according to schedule
Location: TBA per schedules
Credit: 1 credit

Description
This course is designed to provide a framework for students to integrate a variety of public health topics, issues, and skills into a culminating experience for the MPH program. The course is offered fall and spring with 3-6 one-hour sessions in each semester. MPH students are required to attend 16 contact hours of the sessions during their course of study, to complete a major paper and a presentation during the final semester of the program, and to complete the MPH Exit Survey. Since many students are not on campus during the final semester while they conduct their internships, it is wise to attend all sessions of this course early in the program. Seminar sessions consist of a mix of themed topics and required MPH program professional development programs each semester.

Objectives
Upon completion of this course, students will be able to:
1. Discuss selected interdisciplinary, cross-cutting issues in public health
2. Explain the interrelationships among the five core areas of public health
3. Discuss the MPH and concentration competencies that have been strengthened through the special project
4. Complete an MPH portfolio documenting achievement of MPH and concentration competencies
5. Present a complete project undertaken during the internship in written and oral form, thus strengthening competence in communication.

Specific learning objectives for each seminar session will be developed in collaboration with the speaker for that session and posted on the course Web site.

Content
Seminar sessions are offered on public health issues that include interdisciplinary topics considered essential to the contemporary practice of public health, such as:

- Communication: The ability to give, solicit and receive oral, written, graphic, and numerical information, taking into consideration target audience and using a variety of mechanisms in both formal and informal settings.

- Diversity and Cultural Proficiency: The ability to interact sensitively and professionally with individuals and communities with diverse characteristics.

- Leadership: The ability to create and communicate a shared vision for a better future, champion solutions to organizational and community challenges and energize commitment to goals.

- Professionalism and Ethics: The ability to demonstrate ethical choices, values and professional practices implicit in public health decisions, giving consideration to the effect of choices on community stewardship, equity, social justice and accountability, as well as to commit to personal and institutional development.

- Program Planning and Assessment: The ability to design, develop, implement and evaluate strategies and interventions to improve individual and community health.
• Systems Thinking: The ability to recognize dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, and communities.

Sessions are offered each semester on the role of MPH and concentration competencies in public health education, developing a major paper and presentation, academic integrity, selecting an internship and special project, Institutional Review Board requirements on research involving human subjects, interviewing skills, and resume construction. Some of these sessions are required of new students and students in the semester preceding their internships. Required sessions are identified on the seminar schedule for each semester.

Requirements
To receive a grade for PHC 6601, students must meet the following requirements:

- Attend at least 16 one hour seminar sessions during the course of the MPH Program
- Attend all required seminar sessions
- Attend 6, thirty minute Public Health Day presentations by other students during the semesters before their own internships; at least 2 sessions in the student’s own concentration
- Present the Special Project in written and oral form on Public Health Day
- Complete the online MPH Exit Survey

Behavioral Expectations
Students are expected to behave professionally throughout his course. Examples of professional behavior include:

- Completing required reading PRIOR to class
- Participating actively in the discussion of the topic after the presentation
- Register upon arrival at each session
- Be on time and stay until class is dismissed
- Turn off cell phones and pagers during class

Readings
Appropriate readings for seminar sessions will be announced prior to the session. Readings will include published literature and online resources recommended by the scheduled speaker.

Registration
Students will register for one credit of PHC 6601 during the last semester in the MPH program. Each student’s faculty advisor will serve as the instructor of record.

Major Paper and Presentations
Each student develops a scholarly paper based on a project undertaken as part of his/her internship. A substantial portion of this paper includes an in-depth discussion of the manner in which all five of the core disciplines and cross-cutting skills are involved in the project. Students are expected to use this opportunity to demonstrate their mastery of the broad field of public health. Written reports should be 15-20 pages, exclusive of graphics and references. The major paper must be approved by the faculty advisor two weeks before the student will be scheduled for a presentation. Specific guidelines for developing the paper and presentation, meeting with Faculty Advisors, and evaluating the presentation are distributed prior to commencement of the internship (during a PHC 6601 session).

Students must submit their drafts and final paper to the Assignment link on the eLearning course site at http://lss.at.ufl.edu. This submission will validate the originality of the paper. Students should make all resubmissions of their paper via this same link. Students must also turn in a hard copy of their final paper to their faculty advisor and a disk to the Program Assistant containing both the paper and a one-page abstract. On
Public Health Day students are expected to bring several copies of their abstract to their presentation for distribution to the audience.

An oral presentation based on the paper is made during a Public Health Day near the end of the student’s final semester in the program. The oral and written reports constitute the culminating experience and the final comprehensive examination for the MPH program.

Oral presentations are made during one or two Public Health Days at the end of each semester. The dates are announced at the beginning of each semester. Specific times for each presentation are posted two weeks before Public Health Days. Oral reports should be 20 minutes in length, followed by a 10-minute question and answer period. Students should use appropriate audio/visual aids in the delivery of their reports. All students and preceptors are invited to attend. Three faculty members attend each presentation and provide feedback to the student and Faculty Advisor.

Each report, both oral and written, is expected to include the following content:

**Background**
- Summary of critical literature
- Rationale and/or need for the project
- Relationship to public health values
- Objectives or specific aims

**Description of methods**
- Hypotheses
- Specific identification of methods used in needs assessments, policy analysis, epidemiological analysis, financial management, program planning, evaluation, etc., noting how methods of concentrations other than your own were used
- Justification of methods
- Stakeholder involvement, as appropriate

**Results**
- Description of findings/outcomes
- Relationship of findings to objectives, aims, or hypotheses
- Appropriate use of tables, charts, and other graphics
- Interpretation of findings

**Discussion**
- Relationship of findings to literature cited in the summary of critical literature
- Strengths and limitations
- Generalizability

**Implications**
- Relationship of this project to the internship experience
- Relationship to practice and research in the larger field of public health, focusing, as appropriate, on each of the other concentrations
- MPH and concentration competencies strengthened by this project
- Lessons learned from this project/recommendations for future projects

The quality of the content is assessed by three faculty members representing different concentrations. In general, the project itself should demonstrate your ability to apply one or more of your concentration
competencies. Your ability to integrate the MPH core competencies should be evident throughout the paper and presentation. For example, a project may involve biostatistical analysis and an epidemiological research design to produce results that will inform policy decisions.

Before Public Health Days, students are given opportunities to practice their presentations. They receive feedback on the content as well as the following characteristics that will be evaluated during the presentations:

**Presentation style**
- Energy/enthusiasm
- Appropriate body movements
- Voice projection
- Inflection
- Appropriate eye contact
- Avoidance of “um,” “ah,” etc.
- Ability to hold the attention of the audience

**Delivery methods**
- Organization of the material
- Clarity of delivery
- Appropriate use of time
- Appropriate audio-visual materials

Students are expected to consult regularly with their faculty advisors and preceptors as they develop their reports. At a minimum, students should have a meeting with the faculty advisor at mid-term to evaluate progress and decide on subsequent meetings.

**Faculty**
Guest experts and faculty of the MPH program, the College of Public Health and Health Professions, and other Health Science Center colleges at UF contribute to the seminar sessions. Timely and relevant Internet broadcasts from outside UF are also presented. Students work closely with their Faculty Advisors and internship preceptors to develop their major papers and presentations.

**Exit Survey**
As a final course requirement, graduating students complete the online MPH Exit Survey. Students are expected to complete the survey immediately after their presentations on PH Day. The Exit Survey provides students the opportunity to document the strengths of the MPH Program, and outline suggestions for improvement. This information is very important to continuous improvement of the program.

**Grading**
The course uses the standard letter grade format of the University of Florida. In order to receive a grade for the course, students **MUST** meet all requirements identified above. A letter grade is derived from participation in 16 contact hours of seminars (including all required seminars), attendance at 6 Public Health Day presentations prior to the semester in which they present, the special project paper, based on the content identified above, (60%), oral presentation (30%), and attention to guidance from faculty advisor and preceptor (10%).

**Accommodations for Students with Disabilities**
To obtain academic accommodations, first register with the Dean of Students’ Office. The Dean of Students’ Office will provide documentation to be given to the course instructor at the time you request the accommodation. The College is committed to providing reasonable accommodations to assist students’ coursework.
Academic Integrity/Honesty Statement
Students are expected to act in accordance with the University of Florida Honor Code, which recognizes that academic honesty and integrity are fundamental values of the University community. Cheating or plagiarism in any form is not acceptable.

Schedule
Three or four seminars will be scheduled at regular intervals during each of the fall and spring semesters. Schedules are posted on the MPH Web site.
PUBLIC HEALTH PRACTICUM: PHC 6945

Purpose: To enable public health students to gain familiarity with a variety of public health problems, programs, policies, issues, and service delivery settings.

Description: A public health practicum is arranged for students who desire to learn more about the practice of public health in any of its multifaceted forms. This course is especially helpful to students who have no experience in the field and would benefit from knowledge acquired in a “hands-on,” observational manner. The course may be taken during any semester of the MPH program.

Objectives: At the completion of the Public Health Practicum, the student will be able to:

1. Describe how selected public health principles apply to selected practice settings, and
2. Demonstrate professional work habits.

Course Design: This is a variable credit course (1-6) reflecting the number of hours the student is engaged at the practicum site. One credit = 48 internship hours. A maximum of 20 hours per week is acceptable at one site. The course may be repeated to a maximum of 6 credits.

Guidelines:
To begin a practicum, students must...

1. Discuss the appropriateness of a practicum with your Supervisory Chair.
2. Submit the Proposal for Practicum/Supervised Research Project Form delineating the goals for the practicum experience to the Faculty Advisor and the Assistant Director of Public Health programs at least 2 weeks before the practicum is due to start. Goals must incorporate general public health principles and/or skills relevant to the specialization area of the student.
3. Obtain authorization from the site and identification of the on-site supervisor at least 2 weeks prior to engaging in activities at the practicum site.

During the practicum...
4. Sign a log of hours worked.

Upon completion of the practicum...
5. Student will complete a brief report (not more than 5 pages) describing the manner and extent to which goals for the practicum were met.
6. On site supervisor will complete the Evaluation Form and submit it to the MPH Program Assistant.

Grading: This course is graded as pass/fail (S/U). Grades are based on evaluation of performance by the on-site supervisor, evaluation of the final paper, and completion of the agreed upon hours of service. Grades are assigned by the Faculty Advisor.
Guidelines for Internships and Special Projects

Purpose
The MPH internship is designed to (1) provide a variety of opportunities in which the student can enrich mastery of the MPH competencies and apply the skills learned across the MPH and (2) advance the student’s understanding of their concentration area and public health in a real-world application and setting. The internship can be in a variety of settings (public health agency, community based organization, federal agency, international public health organizations, etc.).

Credits
This is a variable credit course reflecting the number of hours the student is engaged at the internship site. One credit = 48 internship contact hours. MPH students are required to complete 5-8 internship credits.

Internship v Special Project
- Internship is broad and may have many projects and activities
- Special project is narrow and involves one in-depth project
  * The project must be an application of one or more concentration and MPH competencies (see lists of competencies on the PH website and in student portfolios).

Guidelines
Biostatistics Concentration Guidelines for Internships and Special Projects can be found on the links below:

Biostatistics
http://www.mph.ufl.edu/students/Biostat_Internship_Criteria.pdf

Environmental Health
http://www.mph.ufl.edu/students/EH_Internship_Criteria.pdf

Epidemiology
http://www.mph.ufl.edu/students/Epi_Internship_Criteria.pdf

Public Health Management and Policy
http://www.mph.ufl.edu/students/PHMP_Internship_Criteria.pdf

Social and Behavioral Sciences
http://www.mph.ufl.edu/students/SBS_Internship_Criteria.pdf
FORMS

The Master MPH Website is full of valuable information for students and preceptors, including forms. Below is a list of forms that will be used during the course of the internship. The website can be found at www.mph.ufl.edu/students.

- Internship Proposal
- Internship Evaluation
- Internship Time Log
- Preceptor Evaluation