



University of South Florida
College of Public Health

PHC 6949: Applied Practice Experiences

Summer Semester 2023

CRN | Section # | 3 credit hours

College of Public Health

COURSE SYLLABUS

Course Description	Students demonstrate MPH-competency attainment through applied practice experiences. This course is a culminating experience for the MPH.		
Pre-requisites	Foundational MPH Courses	Course Website	http://my.usf.edu (Canvas)
Co-requisites	Enter	Delivery Method	Online

Instructor Information	Faculty Mentor	Office location: Office location
	Email address	Office hours: Office hours
	Phone	Preferred method of contact: choose preferred method of contact
	Reply Policy: Reply Policy	

Course Requirements

Required Materials	<p><i>Materials will be provided in Canvas.</i></p> <p>HSC Bookstore http://usfhsc.bncollege.com/.</p>
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Technology Information

Technology Requirements	<p>Students in all online public health courses are expected to meet the basic technology requirements to successfully participate in their courses. Failure to meet these requirements may cause problems accessing the course materials.</p> <p>It is the student's responsibility to ensure all requirements are met prior to the start of the semester. http://health.usf.edu/publichealth/eta/students_tech_requirements.htm</p> <p>Pre-requisite technology skills: Describe any technology skills required before taking this course here.</p> <p>Special Technology Requirements for this course (if applicable): Provide link and description of additional requirements here.</p>
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	<p>Collaborate Computer Requirements (if applicable): Collaborate: http://eta.health.usf.edu/technology/Collaborate/Collaborate_Instructions.pdf</p> <p>Collaborate Ultra: http://eta.health.usf.edu/technology/Collaborate/CollaborateUltra_Instructions.pdf</p>
Technical Assistance	<p>Use the Tech Assistance button on the course website. The Tech Assistance button links to the Technical Support page of the Office of Educational Technology & Assessment website at: http://health.usf.edu/publichealth/eta/techsupport.html. Select from any of the available options. Students will receive a reply WITHIN 24 hours via phone or email based on student preference.</p> <p>During Exams & Collaborate Sessions: Technical assistance for exams and Collaborate sessions are supported by ETA. The phone number will be posted on the course website. <i>(Otherwise indicate who to contact, method and expected reply time).</i></p>

Course Schedule

Lesson [release date]	Topic	Assignment	Due Date
Module 1	Introduction to Practical Public Health	Online Discussion	See Canvas
Module 2	Applied Practice Experience (APE)	APE Product #1 APE Product #2	See Canvas
Module 3	Interprofessional Experience (IPE)	IPE Product	See Canvas
Module 4	Career Readiness	Exit Interview with Faculty Mentor to discuss assessment of APE Products and Career Readiness	See Canvas

Course Objectives

1. Apply Public health theory and concepts to public health problems, issues, and settings.
2. Formulate and explain a coherent framework for the integration of public health theory and concepts with real-world experiences or settings outside of the classroom.
3. Demonstrate public health competencies and practice skills outside of the classroom.
4. Report evidence of application of public health theory, competencies, and practice skills to the student's area of concentration.
5. Collaborate and engage with professionals and/or students from outside of public health (e.g., nurses, lawyers, doctors, architects).
6. Formulate discussion points on areas of growth and future improvement in an interview with key faculty.
7. Appraise the various ways public health is practiced in traditional, non-traditional, and interprofessional settings.

Summary of Applied Practice Experiences (APE)

This course is designed to be taken during the student's last semester or near the last semester and is a required 3 credit hour course for completion of an MPH. During this course, the faculty mentor will conduct the following mentoring activities:

1. Approve APE and IPE Experiences proposed by the student for this course.
2. Review, provide feedback, and grade two APE Products and one IPE product.
3. Conduct an Exit Interview with the student.

Students are required to demonstrate MPH-competency attainment through activities called the Applied Practice Experiences (APE) while enrolled in the MPH degree program. Students are encouraged to participate in a variety of experiences to gain an increased awareness of the scope of public health. Examples of APE include but are not limited to field experience, community-work experiences, community-based projects, and internships. All experiences initiated for/in this course must be approved by the student's faculty mentor. Students who complete the field experience/internship as the basis of their APE may choose to expand or enhance the product submitted for this course for their Integrative Learning Experience (ILE) (with faculty mentor/instructor approval). The college maintains a database of governmental, non-governmental, not-for-profit, industrial, and for-profit settings or appropriate university-affiliated settings focused on community engagement with external partners.

APE Products

Upon completion of the experience/s, the student must produce two APE products that represent the experience and serve as deliverables to the site. These products may take on various forms to accommodate the nature of the experience. Two APE products are required.

The APE products are practical, applied, non-academic work products that were produced for the site's (where the APE took place) use and benefit. The products must demonstrate the student's attainment of the designated competencies.

The following are the requirements of the APE Products (2):

- Student must produce two APE products to receive full credit for the course.
- Examples of suitable products include product project plans, grant proposals, training manuals, surveys, videos, podcasts, presentations, spreadsheets, websites, photos (with explanatory text) or other digital artifacts of learning.

- Examples of products that are NOT suitable include reflection papers, contact hour logs, scholarly papers prepared for faculty to assess the experience, poster presentations, or other academic documents.
- From the Competency List below, the student must select at least three foundational and two concentration competencies for that can be assessed through the APE products. APE competencies must be approved by the student’s mentor prior to enrolling in the course. A competency list is provided below.
- The student is expected to upload all Applied Practice Experiences in the e-portfolio in Archivum and into the course Canvas page, including experiences initiated and completed over the course of the student’s entire MPH program.

IPE Product

“Interprofessional education occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes” (Health Professions Networks, Nursing & Midwifery, Human Resources for Health, (2010). *Framework for Action on Interprofessional Education & Collaborative Practice: WHO/HRH/HPN/10.3*. Geneva, Switzerland: World Health Organization.). In the context of this course, “interprofessional” refers to engagement with professionals (either students in other professions or practicing professionals) outside of public health (e.g., architects, nurses, social workers, physicians), rather than engagement solely with individuals from other public health disciplines (e.g., biostatisticians, health promotion specialists).

The College of Public Health offers multiple opportunities to complete the required interprofessional experience (IPE) requirement every semester. Students are encouraged to monitor their USF Health email to learn about such opportunities. In addition to those provided by the university, students may design their own IPE. The following is a list of possible examples: work on a campus project with students and faculty from colleges outside of public health; be a member of a committee addressing a public health issue with others who are not public health professionals; etc. After participating in the IPE, the student submits a product to Canvas linking the experience with competency #21: Integrate perspectives from other sectors and/or professions to promote and advance population health.

Exit Interview

The Exit Interview is an opportunity for students to connect the APE experience/s and products to their prior learning and future career goals. The student will reflect on their experience/s, assess themselves, and discuss how there are transferring their learning to their future career in the field of public health. The Exit Interview is conducted as a meeting between the student and the faculty mentor. The faculty mentor will tailor the interview to the student’s curriculum, career goals, and applied practice experiences. A list of example questions is provided in Canvas.

Grading Policies and Procedures

Grading Scale

Letter Grade	Percentage (%)
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	0 - 59

Grading Criteria

Assessment	Percent of Final Grade	Points from Grading Rubric
<i>APE Product #1</i>	35%	35
<i>APE Product #2</i>	35%	35
<i>IPE Product</i>	20%	20
<i>Exit Interview</i>	10%	10
Total	100%	100

Assignments in this course will allow the student to demonstrate attainment of at least five MPH competencies, of which at least three must be foundational competencies and two from the student's concentration.

Grading Policies

APE Products (2)

The student will:

- Track all experiences through the E-Portfolio in Archivum.
- Choose five competencies (3 foundational and 2 concentration) for the APE Products and have them approved prior to completion. Students whose products meet more than the required competencies should choose the top 5 (3 foundational and 2 concentration) for grading purposes.
- Complete the APE Product demonstrating attainment of the chosen competencies. Include the competencies on a cover page for the product.
- Submit to Canvas for grading using the grading rubric in Canvas. Each product can receive a maximum of 35 points.

IPE Product

The student will:

- Track all experiences through the E-Portfolio in Archivum.
- Complete the IPE Product demonstrating attainment of Competency #21: Integrate perspectives from other sectors and/or professions to promote and advance population health.
- Submit to Canvas for grading using the grading rubric in Canvas. The product can receive a maximum of 20 points.

Exit Interview, Feedback Summary of APE Products

The student will:

- Meet with their faculty mentor to participate in an exit interview. The interview can receive a maximum of 10 points and is assessed using the Grading Rubric in Canvas.
- Be prepared to discuss their products and integrate what was learned with future career goals. This meeting may occur in-person, online, or via phone.

This course does not offer extra credit.

If a student is unable to complete the course during the scheduled semester, they must discuss receiving an Incomplete (I). Incomplete grades are given at the discretion of the instructor. Please refer to the Graduate Catalog for additional information.

Course Competencies and Objectives

The applied practice experiences allow each student to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies and two from the student's concentration. Competencies are identified and approved by the student's faculty mentor/instructor of record. The competencies will vary from student-to-student based on their individual educational needs.

Foundational Competencies are listed below.

Concentration-specific competencies can be found at <http://health.usf.edu/publichealth/academicaffairs/faculty.html>

Alignment Matrix				
FOUNDATIONAL COMPETENCIES (FC):	COURSE OBJECTIVES: <i>PHC 6949 APPLIED PRACTICE EXPERIENCES</i>	MEETS FC	ASSESSMENTS*	MODULE #
1. Apply epidemiological methods to settings and situations in public health practice.	1. Apply Public health theory and concepts to public health problems, issues, and settings.	Student Selected	APE Product	1
2. Select quantitative and qualitative data collection methods appropriate for given public health context.	2. Formulate and explain a coherent framework for the integration of public health theory and concepts with real-world experiences or settings outside of the classroom.	Student Selected	APE Product	1
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.	3. Demonstrate public health competencies and practice skills outside of the classroom.	Student Selected	APE Product	1
4. Interpret results of data analysis for public health research, policy or practice.	4. Report evidence of application of public health theory, competencies, and practice skills to the student's area of concentration.	Student Selected	APE Product	1
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.	5. Collaborate and engage with professionals and/or students from outside of public health (e.g., nurses, lawyers, doctors, architects).	21	IPE Product	2
6. Discuss the means by which structural bias, social inequalities and racism undermine health and create challenges to achieving health equity at organizations, community and societal levels.	6. Formulate discussion points on areas of growth and future improvement in an interview with key faculty.		Exit Interview	3
7. Assess population needs, assets and capacities that affect communities' health.	7. Appraise the various ways public health is practiced in traditional, non-traditional, and interprofessional settings.		Exit Interview	3
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs.				

9. Design a population-based policy, program, project or intervention.				
10. Explain basic principles and tools of budget and resource management.				
11. Select methods to evaluate public health programs.				
12. Discuss the policy-making process, including the roles of ethics and evidence.				
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.				
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.				
15. Evaluate policies for their impact on public health and health equity.				
16. Apply leadership and/or management principles to address a relevant issue.				
17. Apply negotiation and mediation skills to address organization or community challenges.				
18. Select communication strategies for different audience and sectors.				
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation.				
20. Describe the importance of cultural competence in communicating public health content.				
21. Integrate perspectives from other sectors and/or professions to promote and advance population health				
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative.				

Additional Course Information

Reference List

Rhodes, T. (2009). *Assessing outcomes and improving achievement: Tips and tools for using the rubrics*. Washington, DC: Association of American Colleges and Universities.

Course Policies

Online Attendance and Participation

This course is designed to be taken during the student's last semester or near the last semester and is a required online 3 credit hour course for completion of an MPH.

See 'Institutional Policies and Resources' for Emergency Preparedness for Academic Continuity.

Institutional Policies

Academic Integrity of Students

Academic integrity is the foundation of the University of South Florida System's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently accredited institution.

Disruption to Academic Process

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

Student Academic Grievance Procedures

The purpose of these procedures is to provide all undergraduate and graduate students taking courses within the University of South Florida System an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An "academic grievance" is a claim that a specific academic decision or action

that affects that student's academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

Disability Access

Students with disabilities are responsible for registering with [Students with Disabilities Services](#) (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.

Sexual Misconduct/Sexual Harassment Reporting

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF System Policy 0-004](#)). The USF Center for Victim Advocacy and Violence Prevention is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the USF Center for Victim Advocacy and Violence Prevention: (813) 974-5757.

Other Institutional Policies and Resources

Download other Institutional Policies and Resources at: <https://tinyurl.com/ya32b32x>

Please note: The information in this syllabus is subject to change, as needed, by the instructor. You will be notified of any changes via an announcement on the course site or e-mail. It is your responsibility to keep up with any changes.