

**Advanced Applied Practice Experiences**

Semester Year

College of Public Health

COURSE SYLLABUS

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

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| --- | --- | --- |
| Instructor Information | Name | Office location: Office location |
| Email address | Office hours: Office hours |
| Phone | Preferred method of contact: choose preferred method of contact |
| Reply Policy: Reply Policy | |

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| --- | --- | --- |
| Teaching Assistant Information  *(Delete section if course does not have a TA)* | Name | 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

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| Required Materials | *Materials will be provided in Canvas. There are no required textbooks.*  HSC Bookstore <http://usfhsc.bncollege.com/>. |

# Technology Information

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| --- | --- |
| Technology Requirements | 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.  **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>  **Collaborate Computer Requirements (if applicable):** Collaborate: <http://eta.health.usf.edu/technology/Collaborate/Collaborate_Instructions.pdf>  Collaborate Ultra: <http://eta.health.usf.edu/technology/Collaborate/CollaborateUltra_Instructions.pdf> |
| Technical Assistance | 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.  **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. |

# Course Schedule

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| --- | --- | --- | --- |
| Lesson [release date] | Topic | Assignment | Due Date |
| Module 1 | APE Proposal | APE Proposal |  |
| Module 2 | Applied Practice Experience | APE Product |  |
| Module 3 | Reflection Paper | Reflection Paper |  |

**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. Integrate and synthesize public health academics into a final product that meets the real-world demands of an organization.
6. Provide leadership in the completion of a substantial product to enhance an organization’s policy or practice.

**Summary of Applied Practice Experiences (APE)**

The APE is required for completion of a DrPH. The Applied Practice Experience is designed to ensure that students have advanced-level practical experience outside of an academic setting. Students should consider that they, their faculty mentor, and their practice-based mentor are a team in this process. Both mentors should be included in decisions related to the APE product to ensure that the final product meets the needs of the organization and the course, as well as, provides an appropriate learning opportunity for the student.

During this course, the faculty mentor will conduct the following activities:

1. Approve APE experiences conducted by the student.
2. Collaborate with the student, and if necessary, the practice-based mentor to decide upon product direction.
3. Provide on-going guidance to the student to ensure that the APE product meets the needs of the organization and the course.
4. Review and provide feedback on a minimum of two products: APE and Reflection.

During this course, the practice-based mentor will conduct the following activities:

1. Approve APE experiences conducted by the student.
2. Collaborate with the student, and if necessary, the faculty mentor to decide upon product direction.
3. Provide on-going guidance to the student to ensure that the APE product meets the needs of the organization.
4. Provide feedback on the student’s performance in the APE experience.

Students are required to demonstrate DrPH-competency attainment through activities called the Applied Practice Experiences (APE) while enrolled in the DrPH degree program. The following are the requirements of the APE:

* Students must choose an APE product in collaboration with their faculty mentor and practice-based mentor prior to commencing their APE. **This product may not be an existing function at the student’s place of employment, but must be an extension.**
* From the Competency List below, the student must select a minimum of 5 competencies, with at least one being from the Leadership, Management and Governance section. APE competencies must be approved by the student’s faculty mentor using the attached form (Competency List) prior to completing them.
* All experiences initiated in this course must be approved by the student’s faculty mentor and practice-based mentor.
* Upon completion of each APE, the student must produce an APE Product (e.g., Policy Manual, Strategic Plan, Evaluation Report, Manuscript, etc.) that fulfills the needs of their chosen organization. These products may take on various forms to accommodate the nature of the experience and the needs of the organization.
* The student is expected to submit the product to their practice-based mentor, the organization, the faculty mentor and upload it into the student Box file.
* The student will also complete a reflection paper, integrating what that student has learned in his/her program and the APE experience.

**Grading Policies and Procedures**

## Grading Scale

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

## Grading Criteria

Students must receive a 3 or better on all rating rubrics and an overall grade of “B” or better to pass this course.

|  |  |  |
| --- | --- | --- |
| Assessment | Percent of Final Grade | Points from Grading Rubric |
| *Rating Rubric (Faculty Mentor)* | *13%* | *24* |
| *Applied Practice Experience Feedback (Faculty Mentor)* | *38%* | *68* |
| *Applied Practice Experience Feedback (Practice-based Mentor)* | *38%* | *68* |
| *Reflection Paper* | *11%* | *20* |
| Total | 100% | 180 |

Assignments in this course will allow the student to demonstrate attainment of at least five DrPH competencies, of which at one must be in the Leadership, Management and Governance section.

## Grading Policies

**APE Product**

The student will:

* Choose a minimum of five foundational or concentration competencies (at least one in Leadership, Management and Governance) for the APE product(s) and have them approved prior to completion.
* Complete an Applied Practice Experience Proposal form and have it signed by the faculty mentor and practice-based mentor (Page 7).
* Submit the APE product to the practice-based mentor, the organization, the faculty mentor and upload it to the student Box folder.

**Reflection Paper**

The student will:

* Submit a written reflection paper. This paper should be a comprehensive reflection on how the learning objectives and competencies were met, as well as how what was learned in the DrPH program influenced the experience.
* Along with the paper, the student should complete the Reflection Rubric, which assesses how well they believe they have met the required competencies and integrated their academic and practical experiences.

This course does not offer extra credit.

Competency List

|  |  |
| --- | --- |
| Demonstrated attainment of at least five DrPH foundational or concentration competencies: | **Student Choice**  **✓** |
| Leadership, Management and Governance **(Must choose at least one from this section):** |  |
| 1. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners. |  |
| 1. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies. |  |
| 1. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems. |  |
| 1. Create a strategic plan. |  |
| 1. Facilitate shared decision making through negotiation and consensus-building methods. |  |
| 1. Create organizational change strategies. |  |
| 1. Propose strategies to promote inclusion and equity within public health programs, policies and systems. |  |
| 1. Assess one’s own strengths and weaknesses in leadership capacities, including cultural proficiency. |  |
| 1. Propose human, fiscal and other resources to achieve a strategic goal. |  |
| 1. Cultivate new resources and revenue streams to achieve a strategic goal. |  |
| Data and Analysis |  |
| 1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels. |  |
| 1. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue. |  |
| 1. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population’s health. |  |
| Policy and Programs |  |
| 1. Design a system-level intervention to address a public health issue. |  |
| 1. Integrate knowledge of cultural values and practices in the design of public health policies and programs. |  |
| 1. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis. |  |
| 1. Propose interprofessional team approaches to improving public health. |  |
| Education & Workforce Development |  |
| 1. Assess an audience’s knowledge and learning needs. |  |
| 1. Deliver training or educational experiences that promote learning in academic, organizational or community settings. |  |
| 1. Use best practice modalities in pedagogical practices. |  |

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| **Advanced Practice Leadership**  **Concentration Competencies** |  |
| 1. Synthesize knowledge from a broad range of disciplines in public health. |  |
| 1. Apply a set of ethical standards in the conduct and dissemination of research. |  |
| 1. Influence others to achieve high standards of performance and accountability. |  |
| 1. Demonstrate a commitment to public health professional values. |  |
| 1. Demonstrate holistic thinking ability and understanding of the inter-connectivity of system elements. |  |
| 1. Communicate public health research, policy, or practice in a scholarly paper suitable for publication in a recognized journal. |  |
| 1. Disseminate Knowledge across target audiences in practice, policy, and community settings. |  |
| 1. Use concepts and methods from social and behavioral sciences in the design and implementation of community health research and intervention programs. |  |
| 9. Translate research-informed approaches to public health practice |  |
| **Public Health and Clinical Laboratory Science**  **Concentration Competencies** |  |
| 1. Demonstrate the laboratory’s culture of quality by integrating operations, services, and infrastructure into a system that meets applicable regulatory standards, professional guidelines, and customer requirements for ensuring and maintaining quality and continually improved laboratory services. |  |
| 1. Adhere to policies and principles governing professional and scientific ethics and rules of conduct when working in a public health laboratory. |  |
| 1. Promote sound management of laboratory operations and sound financial management, develop, implement, and review internal policies, ensure effective management of human resources, and model leadership behavior |  |
| 1. Communicate in writing, orally, or through nonverbal means in person or electronically in a clear, concise, and accurate manner appropriate to a given audience |  |
| 1. Ensure that the laboratory’s risk mitigation plan, security plan, personnel security program, and informational security meet organizational goals, regulatory requirements, and established standards, and ensures that physical security is maintained. |  |
| 1. Address the knowledge, skills, and abilities needed to mitigate, prepare for, respond to, and recover from laboratory-specific emergency events and situations. |  |
| 1. Cultivate the knowledge, skills, and abilities needed to train public health laboratory professionals by gathering training content, design training sessions, managing the logistics of set-up for training delivery, applying principles of learning to training implementation and delivery, evaluating learner knowledge and skills development, and marketing training opportunities |  |
| 1. Promote general laboratory practice related to scientific and technical components of laboratory testing including appropriate use and storage of laboratory regents and supplies, use, maintenance, and calibration of laboratory equipment, performing pre- post- and examination phase steps of testing, and compliance with regulations and guidelines governing laboratory testing. |  |
| 1. Promote the knowledge, skills, and abilities necessary to recognize potential hazards within a given laboratory setting, support and maintain a health and safety management system to control or prevent workplace hazards, develop a laboratory safety program that is compliant with regulatory, accreditation, and licensing requirements, ensure staff members are informed of all safety hazards through effective communication and the provision of related education and training, and document activities related to safety policies, processes, and procedures. |  |
| 1. Recognize the vital role of the laboratory in public health surveillance through the collection, validation, analysis, interpretation, dissemination, and use of laboratory-generated testing results to target public health prevention and ensure the health of communities. |  |
| 1. Integrate information science, information technology, computer science, algorithms, and social science to support public health practice, research, and learning |  |
| 1. Adhere to policies and principles governing actions and behaviors that are essential when working in a microbiology laboratory including working safely with microbiological agents, assessing microbiological samples during the pre-, post- and examination phases, and ensuring regulatory compliance. |  |
| 1. Apply knowledge of chemical concepts and techniques to studies of biological and environmental matrices including working safely with hazardous materials, assessing chemistry samples during the pre-, post- and examination phases, and ensuring regulatory compliance. |  |
| 1. Integrate knowledge of biology, computer science, and statistics to analyze biological data and conduct data management, storage, and retrieval. |  |
| 1. Translate a hypothesis-driven investigation that includes research development, testing and evaluation into professional and ethical public health practice. |  |

**Summary of APE**

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| --- |
| *Instructions: In this box write a 1-2 paragraph summary of your doctoral project. Describe succinctly the background of the problem you want to address, who the customer is that it will be for or help, what your overall deliverable will be, and what your expected timeline is to start and complete the APE project.*  [insert 1-2 paragraph APE summary] |

**Task: Complete the following table**

|  |  |  |
| --- | --- | --- |
| **Competency** | **Activity** | **Deliverable** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |

|  |  |
| --- | --- |
| Faculty Mentor Signature: | Practice-based Mentor Signature: |
| Date: | Date: |

Rating Rubric APE

(Completed by Faculty Mentor)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Competency Assessment | | | | | | |
| Competencies | 4  Proficient | 3  Knowledgeable | 2  Aware | 1  Novice | 0  None | Score |
| Has illustrated the ability to **evaluate** the experience and connect it to the competency. | Has illustrated the ability to **analyze** the experience and connect it to PH principles. | Has illustrated the ability to **apply** PH principles in explanation form. | **Understands** PH principles, but has not connected them to the competency. | None |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| Competency Approval | 4  Prior Approval |  | | | 0  No Prior Approval | Score |
| Prior Approval Sought and Received  (From Faculty and Practice-based Mentors-page 7) |  |  | | |  |  |
| A minimum score of 2 on each competency is required. | | | | | Total |  |

DrPH Applied Practice Experience Feedback

(To be completed by the student, Faculty Mentor and Practice-based Mentor)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Name: | | | Semester/Year: | | | Faculty Mentor: | | |
| Organization | | | Project Dates: | | | Practice-based Mentor: | | |
|  |  | |  | | |  | | |
| *Please rate the student on the following criteria:* | | | | | | | | |
| **Concept** | | 4  Proficient | | 3  Knowledgeable | 2  Aware | | 1  Novice | 0  None |
| Connections to Experience | | | | | | | | |
| Student applied public health concepts to the APE | |  | |  |  | |  |  |
| Completing the project deepened the students understanding of the organization and its role in Public Health | |  | |  |  | |  |  |
| Comments: | | | | | | | | |
| Collaboration | | | | | | | | |
| Communicated well with practice-based mentor | |  | |  |  | |  |  |
| Worked collaboratively with others within the organization | |  | |  |  | |  |  |
| Comments: | | | | | | | | |
| Integrated Communication | | | | | | | | |
| The format of the product was appropriate for the setting. | |  | |  |  | |  |  |
| The product contained appropriate elements to make it meaningful for the organization (graphs, visual representations, etc.) | |  | |  |  | |  |  |
| Comments: | | | | | | | | |
| Written Communication | | | | | | | | |
| The writing was clear and professional | |  | |  |  | |  |  |
| Any written aspects were appropriate for the organization/industry. | |  | |  |  | |  |  |
| Comments: | | | | | | | | |
| Leadership | | | | | | | | |
| The student took the lead on the project. | |  | |  |  | |  |  |
| The student acted appropriate as a leader. | |  | |  |  | |  |  |
| The student showed the ability to work with others at all levels of the organization | |  | |  |  | |  |  |
| Comments: | | | | | | | | |
| Self-Direction | | | | | | | | |
| The student was able to complete the project with minimal direction. | |  | |  |  | |  |  |
| The student sought out solutions independently. | |  | |  |  | |  |  |
| Comments: | | | | | | | | |
| Usefulness to the Organization: | | | | | | | | |
| The student provided an appropriate product to the organization. | |  | |  |  | |  |  |
| The product was comprehensive. | |  | |  |  | |  |  |
| The product will bring value to the organization. | |  | |  |  | |  |  |
| The product was delivered in a timely fashion. | |  | |  |  | |  |  |
| Comments: | | | | | | | | |

|  |  |
| --- | --- |
| Faculty Mentor Signature: | Practice-based Mentor Signature: |
| Date: | Date: |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Reflection  (To be completed by the Student and Faculty Mentor) | | | | | | |
|  | 4  Proficient | 3  Knowledgeable | 2  Aware | 1  Novice | 0  None | Score |
| Self-Assessment | Envisions a future self and makes plans that build on past experiences that have occurred across multiple and diverse contexts. | Evaluates changes in own learning over time, recognizing complex contextual factors. | Articulates strengths and challenges within specific performances or events to increase effectiveness in different contexts through increased self-awareness. | Describes own performances with general descriptors of success and failure. | Is unable to articulate strengths or weaknesses; or tie performance to aspects of learning. |  |
| Reflection | Reviews prior learning in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time. | Reviews prior learning, revealing fully clarified meanings or indicating broader perspectives about educational or life events. | Reviews prior learning with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events. | Reviews prior learning at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events. | Does not connect the past and present learning experiences and how they have impacted life events. |  |
| Transfer | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. | Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues. | Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues. | Shows no evidence of transferring skills, abilities, and theories from one situation to another. |  |
| Independence | Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently. | Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences. | Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences. | Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently. | No evidence exists to show interest in pursuing learning outside the classroom requirements. |  |
| Collaboration | Excelled in working collaboratively. Was a leader on the project and collaborated in appropriate ways, including taking the organization’s needs into account. | Worked collaboratively on the project and showed some leadership abilities. | Worked collaboratively, but did not exhibit leadership abilities. | Had some difficulty working collaboratively with others. | Was unable to work collaboratively with the organization mentor and/or other collaborators. |  |
| Adapted from: Rhodes, T. (2009). Assessing outcomes and improving achievement: Tips and tools for using the rubrics. Washington, DC: Association of American Colleges and Universities. | | | | | Total |  |

# 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 and concentration competencies are listed below.

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| --- |
| **Alignment Matrix** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Foundational Competencies (FC):** |  | **Course Objectives: *PHC 7941***  ***Advanced Applied Practice Experiences*** | **Meets FC/CC** | **Assessments\*** | **Module #** |
| 1. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners. |  | 1. Apply Public health theory and concepts to public health problems, issues, and settings. | CC2 | APE Product | 2 |
| 1. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies. |  | 1. 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. | FC2, FC5, A6, A11 | APE Product, Reflection Paper | 2, 3 |
| 1. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems. |  | 1. Demonstrate public health competencies and practice skills outside of the classroom. | FC8 | APE Product, Reflection Paper | 2, 3 |
| 1. Create a strategic plan. |  | 1. Report evidence of application of public health theory, competencies, and practice. | FC1 | APE Product | 2 |
| 1. Facilitate shared decision making through negotiation and consensus-building methods. |  | 1. Integrate and synthesize public health academics into a final product that meets the real-world demands of an organization. | FC5, FC6, FC17, CC5, CC9 | APE Product | 2 |
| 1. Create organizational change strategies. |  | 1. Provide leadership in the completion of a substantial product to enhance an organization’s policy or practice. | FC2, FC5, FC6, FC8 | APE Product | 2 |
| 1. Propose strategies to promote inclusion and equity within public health programs, policies and systems. |  |  |  |  |  |
| 1. Assess one’s own strengths and weaknesses in leadership capacities, including cultural proficiency. |  |  |  |  |  |
| 1. Propose human, fiscal and other resources to achieve a strategic goal. |  |  |  |  |  |
| 1. Cultivate new resources and revenue streams to achieve a strategic goal. |  |  |  |  |  |
| 1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels. |  |  |  |  |  |
| 1. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue. |  |  |  |  |  |
| 1. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population’s health. |  |  |  |  |  |
| 1. Design a system-level intervention to address a public health issue. |  |  |  |  |  |
| 1. Integrate knowledge of cultural values and practices in the design of public health policies and programs. |  |  |  |  |  |
| 1. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis. |  |  |  |  |  |
| 1. Propose interprofessional team approaches to improving public health. |  |  |  |  |  |
| 1. Education & Workforce Development |  |  |  |  |  |
| 1. Assess an audience’s knowledge and learning needs. |  |  |  |  |  |
| 1. Deliver training or educational experiences that promote learning in academic, organizational or community settings. |  |  |  |  |  |
| **Advanced Practice Leadership**  **Concentration Competencies (CC)** |  |  |  |  |  |
| 1. Synthesize knowledge from a broad range of disciplines in public health. |  |  |  |  |  |
| 1. Influence others to achieve high standards of performance and accountability |  |  |  |  |  |
| 1. Demonstrate a commitment to public health professional values. |  |  |  |  |  |
| 1. Demonstrate holistic thinking ability and understanding of the inter-connectivity of system elements |  |  |  |  |  |
| 1. Communicate public health research, policy, or practice in a scholarly paper suitable for publication in a recognized journal |  |  |  |  |  |
| 1. Disseminate Knowledge across target audiences in practice, policy, and community settings. |  |  |  |  |  |
| 1. Use concepts and methods from social and behavioral sciences in the design and implementation of community health research and intervention programs. |  |  |  |  |  |
| 1. Translate research-informed approaches to public health practice |  |  |  |  |  |
| **Public Health and Clinical Laboratory Science**  **Concentration Competencies** |  |  |  |  |  |
| 1. Demonstrate the laboratory’s culture of quality by integrating operations, services, and infrastructure into a system that meets applicable regulatory standards, professional guidelines, and customer requirements for ensuring and maintaining quality and continually improved laboratory services. |  |  |  |  |  |
| 1. Adhere to policies and principles governing professional and scientific ethics and rules of conduct when working in a public health laboratory. |  |  |  |  |  |
| 1. Promote sound management of laboratory operations and sound financial management, develop, implement, and review internal policies, ensure effective management of human resources, and model leadership behavior |  |  |  |  |  |
| 1. Communicate in writing, orally, or through nonverbal means in person or electronically in a clear, concise, and accurate manner appropriate to a given audience |  |  |  |  |  |
| 1. Ensure that the laboratory’s risk mitigation plan, security plan, personnel security program, and informational security meet organizational goals, regulatory requirements, and established standards, and ensures that physical security is maintained. |  |  |  |  |  |
| 1. Address the knowledge, skills, and abilities needed to mitigate, prepare for, respond to, and recover from laboratory-specific emergency events and situations. |  |  |  |  |  |
| 1. Cultivate the knowledge, skills, and abilities needed to train public health laboratory professionals by gathering training content, design training sessions, managing the logistics of set-up for training delivery, applying principles of learning to training implementation and delivery, evaluating learner knowledge and skills development, and marketing training opportunities |  |  |  |  |  |
| 1. Promote general laboratory practice related to scientific and technical components of laboratory testing including appropriate use and storage of laboratory regents and supplies, use, maintenance, and calibration of laboratory equipment, performing pre- post- and examination phase steps of testing, and compliance with regulations and guidelines governing laboratory testing. |  |  |  |  |  |
| 1. Promote the knowledge, skills, and abilities necessary to recognize potential hazards within a given laboratory setting, support and maintain a health and safety management system to control or prevent workplace hazards, develop a laboratory safety program that is compliant with regulatory, accreditation, and licensing requirements, ensure staff members are informed of all safety hazards through effective communication and the provision of related education and training, and document activities related to safety policies, processes, and procedures. |  |  |  |  |  |
| 1. Recognize the vital role of the laboratory in public health surveillance through the collection, validation, analysis, interpretation, dissemination, and use of laboratory-generated testing results to target public health prevention and ensure the health of communities. |  |  |  |  |  |
| 1. Integrate information science, information technology, computer science, algorithms, and social science to support public health practice, research, and learning |  |  |  |  |  |
| 1. Adhere to policies and principles governing actions and behaviors that are essential when working in a microbiology laboratory including working safely with microbiological agents, assessing microbiological samples during the pre-, post- and examination phases, and ensuring regulatory compliance. |  |  |  |  |  |
| 1. Apply knowledge of chemical concepts and techniques to studies of biological and environmental matrices including working safely with hazardous materials, assessing chemistry samples during the pre-, post- and examination phases, and ensuring regulatory compliance. |  |  |  |  |  |
| 1. Integrate knowledge of biology, computer science, and statistics to analyze biological data and conduct data management, storage, and retrieval. |  |  |  |  |  |
| 1. Translate a hypothesis-driven investigation that includes research development, testing and evaluation into professional and ethical public health practice. |  |  |  |  |  |

1. **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.

## Other Information

**Course Policies**

## Online Attendance and Participation

This course is designed to be taken as one of the student’s final courses; it is a required online course for completion of a DrPH. During this course, the faculty mentor will approve and grade products, as well as, provide feedback on APE products that the student has uploaded into the Canvas/Archivum during the DrPH program.

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](http://www.usf.edu/sds) (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](http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-0-004.pdf)). 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.*