To preserve, promote, and improve the health and wellbeing 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.online.mph.ufl.edu.

The first sections of the handbook provide background information on the College of Public Health and Health Professions and the MPH 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 few years. The next section provides information on the UF Institutional Review Board process. Finally, the Appendix contains information that is likely to be helpful to all preceptors: MPH core and concentration competencies (with special emphasis on the development of professional competencies, a hallmark of our program), relevant course syllabi, 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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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 wellbeing 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
ONLINE PUBLIC HEALTH PROGRAM OVERVIEW

The online Master of Public Health (MPH) program is offered in two different formats: a traditional 48-credit MPH program and an accelerated 42-credit MPH for qualified health professionals. In the online MPH format, students are in the Public Health Practice concentration which is comprised of the five core areas of public health: biostatistics, environmental health, epidemiology, health management and policy, and social and behavioral sciences. The online MPH curricula have been designed to meet current developments in the field of public health, Council on Education for Public Health (CEPH) accreditation criteria, and the College’s mission, goals and objectives.

Graduation Requirements:

- 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 (27 credits)
- Public Health Internship (5 credits)
- Major paper and presentation (credit assigned through the Seminar in Contemporary Public Health Issues)
- Health Issues

Specific course requirements are listed later in this handbook.

Students obtain a broad knowledge base of public health issues and perspectives through the online MPH courses. The concepts presented in these courses are integrated and assimilated through an internship which provides an opportunity for each student to apply his or her knowledge in the real world of public health practice. Students may engage in many activities during an internship. However, each student must have one special project which serves as the basis for a major paper and a presentation in oral or poster format. These final activities of the MPH program are intended to encourage students to understand their projects in the larger context of public health as a cross-disciplinary field and in relation to the competencies expected of all MPH graduates. Student presentations are scheduled on one or two Public Health Days near the end of fall, spring and summer semesters and are delivered in an online meeting site or as an online poster presentation.

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 are covered in the Certification in Public Health examination, which students are encouraged to take after graduation from the program. Additional competencies specific to the Public Health Practice 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.
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 credits, or 240 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 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. Public Health Day is scheduled every semester for special project presentations, and preceptors are encouraged to participate.

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 http://online.mph.ufl.edu. 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 http://online.mph.ufl.edu/internship/. 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 faculty advisor 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 faculty advisor. 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 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 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 is mandatory for all students who go through the internship process. Students are expected to submit to the University’s appropriate IRB office for review before beginning their internship.

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 what type of IRB review is necessary. The IRB homepage is located at [http://irb.ufl.edu](http://irb.ufl.edu). Please refer to the table below for IRB contact information.

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<tr>
<th>IRB – 01 Gainesville Health Science Center</th>
<th>IRB – 03 Jacksonville Health Science Center</th>
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<tbody>
<tr>
<td>Human Subject Research</td>
<td>Voice: (904) 244-9427</td>
</tr>
<tr>
<td>North Florida/South Georgia Veteran’s Health System</td>
<td>Fax: (904) 244-9035</td>
</tr>
<tr>
<td>Shands Health Care and Clinics</td>
<td>e-mail: <a href="mailto:IRBSubmission@jax.ufl.edu">IRBSubmission@jax.ufl.edu</a></td>
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<tr>
<td>Voice: (352) 273-273-9600</td>
<td>Web: <a href="http://www.hscj.ufl.edu/irb/">www.hscj.ufl.edu/irb/</a></td>
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<td>Fax: (352) 273-9614</td>
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<td>Behavioral/NonMedical Research</td>
<td>IACUC: Non Human Animal Research</td>
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<td>Voice: (352) 392-0433</td>
<td>Voice: (352) 273-9535</td>
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<td>Fax: (352) 392-9234</td>
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<td>Web: <a href="http://www.iacuc.ufl.edu/">http://www.iacuc.ufl.edu/</a></td>
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Public Health Internship: PHC 6946

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; 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
One credit = 48 internship contact hours. Online MPH students are required to complete at least 5 internship 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

View 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
Arrange to meet with the Internship Coordinator and your Faculty Advisor individually via an Internet meeting or telephone 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. Your Faculty Advisor is assigned to you upon pre-approval of your internship site and proposed special project by the Internship Coordinator. The Faculty Advisor will give final approval on the internship proposal and workplan.

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:
- Provide your interviewer with access to your MPH Portfolio prior 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 which IRB office would be appropriate for 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.

IRB approval is required and should be submitted the semester before beginning internship.

Complete the Internship and Special Project Proposal Form:
- This includes a description of the internship and projects that will be undertaken
- In the work plan, 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 http://online.mph.ufl.edu/internship/forms/ with original signatures to the Internship Coordinator. 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 Syllabus
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. Students will be enrolled in this course in the final semester, but elements of the course should be worked on throughout the MPH program. This work is coordinated through two online course sites. One is entitled “Public Health Seminar” which is a non-registered course for online MPH students to gain access to seminar sessions and assignments. Students will have access to this course site starting in their first semester. The other course site is “PHC 6601 – Seminar”, which students will be enrolled in during their final internship semester. Students will work with the Internship Coordinator and Faculty Advisor in this course site to complete the internship and special project requirements.

There are several elements to this course:

• View and report on 16 hours of the online seminar presentation sessions during their course of study. There will be two categories of sessions: Public Health Seminar Series and Internship Preparation Series. To receive credit for participating in these sessions you must submit a one-page summary of the presentation and identify which of the MPH competencies the presentation addressed. Note: Several of the presentations in the Internship Preparation Series are required sessions. These sessions and submission assignment links are in the “Public Health Seminar” course site.

• Complete an online HIPAA exam the semester prior to conducting an internship. Submit your HIPAA verification in the online “Public Health Seminar” course site.

• Complete a major paper on a special project and a live online presentation during the final semester of the program. This will be submitted via the assignment link in the “PHC 6601 – Seminar” course site.

• As a final course requirement, students are expected to complete the MPH Exit Survey prior to graduation. This will be emailed to students at the close to the end of the last 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 their special projects
4. Document and discuss public health accomplishments, including 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.

Complete an MPH electronic portfolio documenting achievement of MPH and concentration competencies at https://secure.phhp.ufl.edu/mph/efolio

Content
Seminar sessions are offered online and feature interdisciplinary topics and professional development skills considered essential to the contemporary practice of public health centered on themes, 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.

In addition to the above topics, sessions will be offered each semester on topics such as the role of MPH and concentration competencies in public health, developing a major paper and presentation, academic integrity, selecting an internship and special project, and Institutional Review Board requirements on research involving human subjects. Students are required to view the online Internship Preparation Series on the major paper, the program competencies, and other topics before they undertake their internships.

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

• Participate in at least 16-hours of online seminar sessions during the course of the MPH program.

  1. Submit a one-page, single-spaced, reaction paper and a check-list for the competencies addressed in the presentation via the Assignment link in the course site “Public Health Seminars.”
  2. Participate in all Internship Preparation Seminar Series that are indicated “REQUIRED” as part of the 16-hour count.

• Present Special Project in written and oral or poster format on Public Health Day

• Complete the online MPH Exit Survey.

Registration for course
Students will be officially registered for 1-credit of PHC 6601 during the final semester in the MPH program. Each student’s Faculty Advisor serves as the instructor of record for this course and will be assigned based on the student’s interests and goals.

Major Paper and Presentations
Each student develops a scholarly paper based on a special 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. The major paper must be approved by the Faculty Advisor at least three weeks before the student will be scheduled for a presentation.

Students must submit their near-final drafts and final papers to their Faculty Advisor and via the Assignment link in the eLearning course site, PHC 6601 - Seminar at http://lss.at.ufl.edu. The online submission will be reviewed by TurnItIn to validate the originality of the paper. Students should make all resubmissions of their paper via this same link. Students must also submit a one page abstract via the Assignment link in the course site by noon (Eastern Time) the day before their presentation. Note: due dates for drafts and final paper are on the Detailed Guidelines for Internship form which will be distributed at the beginning of the final semester.

A live online 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 presentation and written reports constitute the culminating experience and the final comprehensive examination for the MPH program.

Specific guidelines for developing the paper and presentation and evaluating the presentation are posted in the online course site.

Written reports should be 15-20 pages, exclusive of graphics and references. Oral presentations 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. Online presentations will be 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. All students and preceptors are invited to attend, either live or online via Adobe Connect or Skype. Students will be provided with a presentation and a guest link for their online presentations. Two faculty members, including the faculty advisor, view and assess each presentation and provide feedback to the student.

Presentation technical considerations

1. Computer with high speed Internet
2. Webcam
   a. Test your webcam image and room lighting
   b. Your webcam should capture your head-and-shoulders so that viewers can see you clearly
   c. Be sure the lighting in the room is not behind you so that your face is clearly visible
3. Microphone
   a. Use a good quality microphone
   b. Do not use a bud or inline microphone
4. Make sure speakers on computer are muted or off to avoid sound feedback
5. Quiet room with a neutral background

Content of Paper and Presentation

The written and oral/poster reports should include the following content as appropriate to the topic:

Background
- Summary of critical literature
- Rationale and/or need for the project
- 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 finding
Discussion
- Relationship of findings to literature cited in the summary of critical literature
- Strengths and limitations
- Generalizability

Implications
- Implications for research and/or practice
- Relationship of this project to the internship experience
- 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 two faculty members representing different disciplines. 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 to produce results that will inform policy decisions.

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

Presentation style
- Energy/enthusiasm
- Voice projection
- Inflection
- Avoidance of “um,” “ah,” etc.
- Ability to hold the attention of the audience
- Ability to maintain your camera presence and address your audience directly

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 Advisor 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 may also be presented. Students will work closely with their Faculty Advisor and internship preceptors to develop their major papers and presentations.
Electronic Portfolio
The MPH program has developed an online MPH portfolio management system for students to customize and share with potential preceptors, faculty advisor, Internship Coordinator, etc. The link may be found on the program website, http://online.mph.ufl.edu.

Exit Survey
As a final course requirement, graduating students will complete the online MPH Exit Survey. Students will be provided with access to the survey immediately after Public Health Day, and are directed to complete it before final grades are due. 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 continuously improve the quality and effectiveness 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 seminar sessions prior to the semester in which they will present the special project paper, based on:
- the content identified above, (60%),
- oral presentation (30%),
- 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 at http://www.dso.ufl.edu/drc/. The Dean of Student’s 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
The dates for live presentations will be posted at the beginning of the semester. All presenters are expected to be available for their presentation time (Eastern time). Schedules will be posted on that semester’s Seminar course site and emailed to presenting students. Students will present from their locations via an Internet site and will not be required to travel to the UF campus for presentations.
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
Guidelines for Internships and Special Projects can be found on the links below:

Guidelines by Concentration
http://mph.ufl.edu/internship/internship-guidelines/

Video Overview for Preceptors:
http://streaming.video.ufl.edu/~seminars/PreceptorforMPHInternship.mp4
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 http://online.mph.ufl.edu/internship/

Internship Proposal
Internship Evaluation
Internship Time Log
Preceptor Evaluation