

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 4943: Service Learning Practicum (3 credit hours)**  
 Spring: 2022  
 Delivery Format: On-Campus/Online and Service Learning  
 See course site at UF e-Learning in Canvas

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Instructor Name: Elizabeth Wood, DHS, MPH, CTTS, CHES  
 Room Number: HPNP 4150  
 Email Address: [liz07@php.ufl.edu](mailto:liz07@php.ufl.edu)  
 Office Hours: Tuesday, 9:30 -10:30am  
 Teaching Assistant:  
 Email Address:

Preferred Course Communications (e.g. email, office phone): Email through Canvas In-box

Classroom: HPNP G201  
 Time: Tuesday, 12:50 – 1:40 pm

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### **Prerequisites**

Bachelors of Public Health Major in Senior standing.

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## **PURPOSE AND OUTCOME**

### **Course Overview**

The Service Learning Practicum offers undergraduate students the opportunity to work with community partners to identify critical needs while providing meaningful and purposeful service that integrates reflection, social context, and social justice. By identifying and addressing real community problems, students strengthen their skills in civic responsibility and learn to apply classroom learning in the real world.

### **Relation to Program Outcomes**

### **Course Objectives and/or Goals**

#### ***Students in PHC 4943 will:***

- Work with a community partner and the instructor to develop a service learning project that addresses a critical need in the community
- Perform service where community needs are greatest and maximize the effectiveness of that service
- Develop professional skills and maintain appropriate communication with the community partner and instructor related to the service experience
- Reflect on the complexity of public health issues in relation to the service experience and the larger social context
- Evaluate the service experience to determine the extent to which the goals and objectives of the project were met

#### ***After completing the course students in PHC 4943 will be able to:***

- Address a critical community need through service and is mutually beneficial to their own development
- Analyze the systemic causes and impacts of a public health problem on a population
- Identify and exhibit behaviors associated with professionalism
- Evaluate personal attitudes and approaches to working with diverse communities and examine the impact of service on learning and communities
- Integrate the components of public health practice in relation to public health concepts such that the service experience is described in context with the ecological framework and the social determinants of health

- Determine the relevance of the public health practice to self, community partner, and community
- Effectively work in a diverse environment through interpersonal skill building, conflict resolution, and practical problem solving
- Evaluate the overall service experience to determine the success of the student
- Develop and communicate an action-oriented approach to address a community-identified public health problem

### **Instructional Methods (Expectations for Students)**

***Each student is required to dedicate a minimum of 105 hours to his or her service learning site.***

***Additionally, each student will:***

- Provide a work plan and establish a work schedule
- Provide weekly updates identifying hours worked and describing the week's activities
- Provide weekly journals addressing the reflection assignment for that week
- Attend all class meetings and maintain communication with faculty regarding progress and challenges, including timely completion of all required forms
- Write a paper as assigned
- Create or update a LinkedIn account
- Create or update an online ePortfolio
- Develop a presentation (PowerPoint, poster, Prezi, infographic, flyer/brochure, etc.) that clearly applies or utilizes what public health concepts that were learned during the practicum

### **What is expected of you?**

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

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### **Course Materials and Technology**

*The course site will be housed in UF e-Learning in Canvas.*

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

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### **ACADEMIC REQUIREMENTS AND GRADING**

#### **Assignments**

##### ***Reflective Journals (30 points each, 390 points total):***

A weekly 500-word response to the posted journal prompt. The prompts and additional instructions will be posted in the course site at e-Learning in Canvas. Journals topics will include areas around previous coursework (e.g. health policy, epidemiological curves, health promotion, global public health, etc.) as well as professional development topics.

13 Reflective Journal are required. Weekly Reflective Journals are due each Friday by 11:59 pm ET. No late journals will be accepted.

##### ***Service Learning Site Form (50 points)***

The Service Learning Site Form must be completed. The form includes:

- Student Information
- Community Partner Agency Information
- A work plan, with goals
- A proposed schedule

This document must be completed in collaboration with your instructor and agency supervisor. Your project should include direct application of principles of public health practice. The form is due **January 21, 2022** in the e-learning course site in Canvas.

Late submissions will receive a point deduction for each business day it is late.

### ***LinkedIn (25 points)***

For this assignment, you will create your own LinkedIn profile. Even if you already have a LinkedIn profile, read through the rest of this assignment to make sure your profile includes what is necessary for this class. You may choose to add the UF BPH group if you already haven't, this is a great resource to stay connected to the program, view recent and former student accomplishments, as well as to connect with others on various public health opportunities or general advice.

### ***ePortfolio (25 points)***

ePortfolios, or efolios, have risen in popularity to showcase student works (e.g., papers, presentations, posters, etc.). It allows students the opportunity to articulate the competencies they have achieved and expand upon a written resume or CV. You will have the choice, given many examples, of creating your own efolio using websites such as Wix, Google Sites, or your own .com website.

### ***Professionalism (See points detail below)***

The service learning experience is a concrete means of developing professionally prior to graduation. To that end there is a graded component for professionalism.

### **Site Supervisor Feedback (100 points total)**

While at their practicum sites, students are expected to conduct themselves in a professional manner at all times. This includes dependability, punctuality, appropriate dress and demeanor, and appropriate response to supervision, as well as appropriate interactions with peers, staff, clients, and/or patients. Site supervisors are to complete an [online evaluation form detailing the student's performance](#). This evaluation constitutes 10% of the final grade.

Late submissions will receive a point deduction.

### **Log of Hours (150 points total)**

Another facet of professionalism is managing one's projects and maintaining a log of hours and effort related to those projects. [Students are responsible for maintaining a log documenting the number of hours completed every week](#). Upon completion of the required **105 hours** of service learning, the student will have the site supervisor sign off on the hours. The complete, signed paper log is due in Canvas. If you have multiple logs, each should be uploaded to Canvas.

Failure to complete the mandatory 105 hours of service will result in an incomplete for the class.

Late submissions will receive a point deduction.

### **Professionalism (50 points total)**

During class time, the instructor and guest speakers will provide students with additional professional development and public health practice seminars. Students are expected to conduct themselves in a professional manner when attending class virtually or face-to-face, meeting with faculty, guests, instructors, teaching assistants, and peers. Students are expected to arrive on time and engage with the learning materials provided in an appropriate manner.

Students are also expected to maintain clear communication channels with faculty related to the progress on their project and the service learning experience. Do not wait until the end of the semester if there are issues or obstacles you are experiencing.

Unexcused absences will receive a point deduction.

**Presentation (100 points total)**

Students are required to develop a health communication presentation using their choice of media (poster, PowerPoint, Prezi, infographic, flyer/brochure, video, 'edutainment', etc.) that highlights the importance of communication to a specific audience. Presentations can be products (such as a flyer or brochure) that were directly used by the practicum site, but must be entirely created by the student. The health communication may be tied to your practicum site or not, however, it should be specifically tailored toward a specific audience (e.g. medical providers, community members, etc.) and include your health indicator.

Students will present their communication product, regardless of format, in a three-minute summary. Points will be deducted for presentations over 3 minutes. The product will be uploaded as an Assignment on **March 4, 2022**.

Student Feedback (10 points total) Within the Discussion, students must provide student feedback on their peers' presentation. A minimum of three responses are required.

**Research OR Program Paper (100 points total)**

A 4 – 5 page paper is due in Canvas by the end of the semester. This paper is to be double-spaced in Times New Roman and must include APA formatting for citations and references. Students will have the option to choose from a research-focused approach or program planning/evaluation. Examples and rubrics are included in the Assignment page on Canvas.

**Grading**

Requirement	Due date	Points or % of final grade (% must sum to 100%)
<b>Reflective Journals</b>	Friday each week	30 points each, 390 points total (39% total)
<b>Service Learning Site Form</b>	January 21	50 points total (5% total)
<b>LinkedIn Assignment</b>	February 4	25 points total (2.5%)
<b>Eportfolio Assignment</b>	March 25	25 points total (2.5%)
<b>Presentation</b>	March 4	100 points total (10% total)
<b>Peer Review</b>	March 18	10 points total (1% total)
<b>Research/Program Paper</b>	April 20	100 points total (10% total)
<b>Site Supervisor Feedback</b>	April 20	100 points total (10% total)
<b>Log of Hours</b>	April 20	150 points total (15% total)
<b>In-class Professionalism</b>	Throughout	50 points total (5% total)
		<b>1000 Points</b>

Point system used (i.e., how do course points translate into letter grades).

<b>Points earned</b>	930 to 1000	900 to 929	870 to 899	830 to 869	800 to 829	770 to 799	730 to 769	670 to 699	630 to 669	600 to 629	>600
<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	D+	D	D-	E

Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Exam Policy

NA

### Policy Related to Make up Exams or Other Work

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

### Policy Related to Required Class Attendance

See above. Professionalism and integrity are expected in class and in the community as appropriate, otherwise online.

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

See above. Professionalism and integrity are expected in class and in the community.

### Communication Guidelines

See above. Professionalism and integrity are expected in class and in the community.

### Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students

will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

## SUPPORT SERVICES

### Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.



### U Matter, We Care Information

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

### Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and

promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

### Topical Outline/Course Schedule

Week	Date	Topics	Readings	Activities/Assessments
1	01/11/2022	Class will meet  Online Materials: Introduction and overview: <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Health Indicator</li> <li>• Reflective Journals</li> <li>• Course schedule</li> </ul>	Syllabus	Finalize and submit your Service Learning Site Form  Service Learning Site Form
2	01/18/2022	No Class Meeting		Service Learning Site Form  Health Indicator  Reflective Journal 1
3	01/25/2022	No Class Meeting		Reflective Journal 2
4	02/01/2022	Class will meet  Topic: Basics to a LinkedIn Account		Reflective Journal 3  LinkedIn Assignment
5	02/08/2022	No Class Meeting		Reflective Journal 4
6	02/15/2022	No Class Meeting		Reflective Journal 5
7	02/22/2022	No Class Meeting		Reflective Journal 6
8	03/01/2022	Class will meet  Topic: 3MT and efolios	Three Minute Thesis (3MT) Guide: <a href="http://graduateschool.ufl.edu/about-us/events/3mt/">http://graduateschool.ufl.edu/about-us/events/3mt/</a>	Reflective Journal 7  Presentation communication product due in Canvas
9	03/15/2022	No Class Meeting		Reflective Journal 8  Student Feedback
10	03/22/2022	No Class Meeting		Reflective Journal 9  ePortfolio Assignment
11	03/29/2022	No Class Meeting		Reflective Journal 10
12	04/05/2022	No Class Meeting		Reflective Journal 11
13	04/12/2022	No Class Meeting		Reflective Journal 12

Week	Date	Topics	Readings	Activities/Assessments
14	04/19/2022	No Class Meeting		Reflective Journal 13 Supervisor Feedback Log of Hours Research/Program Paper