

University of Florida
College of Public Health & Health Professions Syllabus
PHC 4943: Service Learning Practicum (3 credit hours)
 Spring 2024
 Delivery Format: On-Campus/Canvas and Service Learning

Instructor Name: Brittney N. Dixon, PhD, MPH, CPH, TTS and Tyler Brown, M.Ed
Course Day and Time: In-person sessions once per month, Thursdays, 12:50 PM – 1:40 PM (Period 6)
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Office Hours: Thursdays, 3 PM-4 PM (Zoom or in-person, HPNP, ground floor, Room G229)

Teaching Assistant: Samantha Andritsch
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Office Hours: TBA

Preferred Course Communications (e.g., email, office phone): Direct email (brown.tyler@phhp.ufl.edu) through Outlook email. This is the preferred method of communication, not the message function within Canvas. Emails received on weekdays (Monday-Thursday) can expect a response within 24 to 48 hours. If I have not responded within two days, please contact me again. Your message is important to me, but it may have been overlooked. Emails received during the weekend will receive a response by 2 pm on the following Monday.

Prerequisites

Bachelor of Public Health major in Senior standing.

PURPOSE AND OUTCOME

Course Overview

The Service Learning Practicum (SLP) offers undergraduate students the opportunity to develop, strengthen, and apply critical public health skills. The course engages students in direct experience, focused reflection, and other critical course activities to increase knowledge acquisition, develop practical public health skills, and develop the capacity to contribute to the health of their local communities. Students will identify a community organization/practicum site and work closely with the site to address real-world public health challenges and the needs of the organization. Through this meaningful and purposeful service to the local community, students gain a greater understanding of community and public health workforce needs while engaging with key community stakeholders, leaders, and members. Upon completing the course, students will have gained greater knowledge and practical skills in key public health concentrations and other critical public health areas, including the social determinants of health, advocacy, and working within interprofessional teams.

Relation to Program Outcomes

1. Examine and address population health challenges, including the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.
2. Describe the socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
3. Utilize the basic concepts of public-health specific communication, including technical and professional writing and the use of mass media and electronic technology.

Course Objectives and/or Goals

Last Updated: 01/02/2024

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

Each student is required to dedicate a minimum of 105 hours to their 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 7 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
- Create or update a LinkedIn account
- Develop an elevator pitch and present it to your peers
- Develop portfolio products that demonstrate attainment of key public health domains and competencies
- Create or update an online ePortfolio
- Develop a presentation (PowerPoint, poster, Prezi, infographic, flyer/brochure, etc.) that showcases the ePortfolio and clearly applies or utilizes what public health concepts, skills, domains, and competencies were cultivated or honed during the practicum

What is expected of you?

You are expected to actively engage in the course throughout the semester and complete the required course assignments and service hours.

Course Materials and Technology

The course materials and content are provided in Canvas.

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

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

Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

[Student Complaints On-Campus](#): [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

[Online Students Complaints](#): [View the Distance Learning Student Complaint Process.](#)

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Service Learning Site Form (60 points)

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

- Student Information
- Community Partner Agency Information
- A work plan with clearly defined goals, tasks, and responsibilities
- A proposed schedule

Your project should include the direct application of core principles of public health practice. This document must be completed in collaboration with your instructor and agency supervisor. **The form is due Friday, January 26, 2023, on the e-learning course site in Canvas.**

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

Reflective Journals/Discussions (7 worth 30 points each, 210 points total, 25% of final grade):

A total of 10 reflective journals will be completed throughout the semester. The journals should be one double-spaced page, and topics will include areas focused on previous coursework (e.g., health policy, the social and behavioral sciences, epidemiology, biostatistics, health promotion, and environmental health) and professional development topics. The prompts and additional instructions will be posted in the course Canvas site. The reflective journals are due on ***Fridays at 11:59 PM EST***. No late journals will be accepted.

LinkedIn (25 points, 3% of final grade)

For this assignment, you will create a new or update an existing LinkedIn profile. If you have not already, you may add the UF BPH group; this is a great resource to stay connected to the program, view recent and former student accomplishments, and connect with others regarding various public health opportunities, graduate school, or general advice.

Note: If you have an existing LinkedIn profile, it is still very important that you read through the Assignment to make sure your profile includes what is necessary for this class and your future career goals.

Elevator Pitch Assignment (30 points, 3% of final grade)

Elevator pitches allow you to tell someone more about yourself given a short amount of time. In this Assignment, you will develop and practice your 2-minute elevator pitch. Additional details will be posted in Canvas to help develop your pitch.

Practicum Portfolio Products (P3) (60 points, 10% of final grade)

Practicum work products are an opportunity for you to demonstrate and show what you have accomplished at your practicum site. Practicum work products may include "written assignments, projects, videos, multimedia presentations, spreadsheets, websites, posters, photos, or other digital artifacts of learning (CEPH 2016 Accreditation Criteria). In this course, you are required to submit two Practicum Work Products. These products should be placed in your ePortfolio.

ePortfolio (100 points, 15% of final grade)

Electronic portfolios (ePortfolios), or efolios, have gained popularity as a tool to showcase student work and achievements (e.g., papers, presentations, posters). Portfolios allow students to articulate learning and critical skills obtained, communicate future educational goals, and expand upon a written resume or Curriculum Vitae (CV). You will have the choice of creating your own efolio using websites such as Wix, Google Sites, or your own .com website (example efolios will be provided).

Final Presentation (50 points total, 10% of final grade)

Students will develop and complete a 10-minute presentation that showcases their ePortfolio and provides a summary of their duties and responsibilities at their practicum site.

Attendance and Professionalism (See points detail below)

Students must attend the in-class sessions, which are held once per month. Please see the course schedule for additional details about in-class sessions. Further, the service learning experience is a concrete means of developing professionally prior to graduation. Thus, there is a graded component for attendance and professionalism.

Professionalism (40 points total, 5% of final grade)

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 professionally 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 of their project and the service learning experience. Please contact the instructor as soon as possible if you encounter any issues. Do not wait until the end of the semester if you are experiencing issues or obstacles.

Late submissions will receive point deductions (a one-point deduction for each day the assignment is late).

Site Supervisor Feedback (100 points total, 10% of final grade)

While at their practicum sites, students are expected to conduct themselves professionally at all times. This includes exuding the characteristics of dependability, punctuality, appropriate dress and demeanor, and appropriate response to supervision and constructive feedback, as well as appropriate interactions with peers, staff, clients, patients, and/or individuals that the organization services. Site supervisors are to complete an online evaluation form detailing the student's performance. This evaluation will constitute 10% of the final course grade.

Log of Hours (150 points total, 15% of final grade)

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 weekly. Upon completing the required **105 hours** of service learning, the student will have the site supervisor sign off on the hours. The completed, 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 in the course.

Grading

Last Updated: 01/02/2024

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Reflective Journals/Discussions	Friday each week	30 points each, 210 points total (25% of final grade)
Professionalism and Attendance	Ongoing	40 points total (5% of final grade)
Service Learning Site Form	January 26	60 points total (2% of final grade)
Practicum Portfolio Products (P3) Proposal Form	February 9	20 points total (2% of final grade)
LinkedIn Assignment	February 16	25 points total (3% of final grade)
Elevator Pitch	March 1	30 points total (3% of final grade)
Practicum Portfolio Products (P3)	March 29	60 points total (10% of final grade)
ePortfolio Assignment	April 12	100 points total (15% of final grade)
Presentation and Discussion	April 19	50 points total (10% of final grade)
Site Supervisor Feedback	April 24	100 points total (10% of final grade)
Log of Hours	April 24	150 points total (15% of final grade)

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

Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E
Percentage Earned	93-100	90-92	87-89	83-86	80-82	77-79	70-76	67-69	63-66	60-62	< 60

Note: The Bachelor of Public Health and Bachelor of Health Science Programs do not use C- grades.

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

Make-Ups: If you are unable to meet a deadline in this course for [approved reasons](#) and have given prior notification to the instructor when possible, you will be given adequate time to make up any coursework missed. All other missed or late work will receive a grade of zero.

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** email me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Last Updated: 01/02/2024

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

Attendance Policy: Attendance is required. Per the University of Florida, students are responsible for satisfying all academic objectives as defined by the instructor. Acceptable reasons for absence include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official University activities such as music performances, athletic competition, or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Remember that, when possible (i.e., extracurricular activities, official University activities, and religious holidays), prior notification of absence is required if the student plans to be given an extension on assignments.

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar's 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.

Use of Artificial Intelligence (AI) Software: Any work written, developed, created, or inspired by artificial intelligence (AI) is considered plagiarism and will not be tolerated. While the ever-changing (and exciting!) new developments with AI will find their place in our workforces and personal lives, in the realm of education and learning, this kind of technology does not belong. This is because the use of AI robs us all of the opportunity to learn from our experiences and from each other, to play with our creative freedoms, to problem-solve, and to contribute our ideas in authentic ways. This is a place for learning, and this class is specifically a space for learning how to improve our writing and professional development skills. AI simply cannot do that learning and skill development for us.

Recording Within the Course:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-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 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 website for more information: <http://www.counseling.ufl.edu>. Online 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 website 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>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

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

Topical Outline/Course Schedule

Week	Date	Topics	Readings	Activities/Assessments
1	01/08-01/12	In-person Session Introduction and Overview: <ul style="list-style-type: none"> • Expectations • Health Indicator • Reflective Journals • Course Schedule 	Syllabus	Nothing due this week!

Last Updated: 01/02/2024

Week	Date	Topics	Readings	Activities/Assessments
2	01/15-01/19	Please see Canvas	Please see Canvas	Reflective Journal 1 <u>due Friday, 01/19 at 11:59 PM EST</u>
3	01/22-01/26	Please see Canvas	Please see Canvas	<p>Two assignments due this week:</p> <ul style="list-style-type: none"> ● <u>Reflective Journal 2</u> ● <u>Finalize and submit your Service Learning Site form</u> <p><u>Both due Friday, 01/26, at 11:59 PM EST</u></p>
4	01/29-02/02	Please See Canvas	Please see Canvas	Reflective Journal 3 <u>due Friday 02/02, at 11:59 PM EST</u> , and reply to one peer's post by <u>Sunday 02/04</u> .
5	02/05-02/09	In-Person Session Topic: Basics of a LinkedIn Account	Please see Canvas	Practicum Portfolio Products (P3) Proposal Form <u>due Friday, 02/09, at 11:59 PM EST</u>
6	02/12-02/16	Please see Canvas	Please see Canvas	LinkedIn Assignment <u>due Friday, 02/16 at 11:59 PM EST</u>
7	02/19-02/23	Please see Canvas	Please see Canvas	Reflective Journal 4 <u>due Friday, 02/23 at 11:59 PM EST</u> .
8	02/26-03/01	Please see Canvas	Please see Canvas	Elevator Pitch <u>due Friday, 03/01 at 11:59 PM EST</u>
9	03/04-03/08	In-Person Session Topic: e-Portfolios/efolios	Please see Canvas	Reflective Journal 5 <u>due Friday, 03/08 at 11:59 PM EST</u> , and reply to one peer's post by <u>Sunday 03/10</u> .
10	03/11-03/15	SPRING BREAK!!!		
11	03/18-03/22	Please see Canvas	Please see Canvas	Reflective Journal 6 <u>due Friday, 03/22 at 11:59 PM EST</u>
12	03/25-03/29	Please see Canvas	Please see Canvas	Practicum Portfolio Products (P3) <u>due Friday, 03/29 at 11:59 PM EST</u>

Week	Date	Topics	Readings	Activities/Assessments
13	04/01-04/05	Please see Canvas	Please see Canvas	**Reflective Journal 7 <u>due Thursday, 04/05 at 11:59 PM EST</u> , and reply to <i>one</i> peer's post by <u>Sunday 04/07</u> .
14	04/08-04/12	Please see Canvas	Please see Canvas	ePortfolio Assignment <u>due Friday, 04/12 at 11:59 PM EST</u>
15	04/15-04/19	Presentations	Please see Canvas	Final Presentation due <u>Friday, 04/19, at 11:59 PM EST</u> , and reply to <i>two</i> peer's posts due by <u>Sunday, 04/21 11:59 PM EST</u>
16	04/22-04/26	Please see Canvas	Please see Canvas	Supervisor Feedback Log of Hours All assignments are due Wednesday, 4/24, at 11:59 PM EST.