



**Department of Public Health Sciences
MPH Tentative Program Syllabus**

Course name:	Practicum in Public Health
Course no.:	PUBH 5662
Course CRN:	
Semester/year	Maymester 2018 [May 14, 2018] through August 7, 2018
Undergraduate credit hrs.	6
Class location:	To be announced
Class meeting time:	Mondays from 5:30- 8:20 pm
Class instructor:	Ms. Cynthia Wittenburg, MS. , DrPh Student
Office location:	Health Science and Nursing Building Room 411
Phone:	915-747-7237
Email:	cwittenburg@utep.edu
Office hours:	Tuesdays and Thursdays: 9:00 AM – 11:00 AM and by appointment
Course description:	Field internship experience in public health agency or work site setting under the supervision of preceptor and university graduate faculty. Requires a significant project proposal approved by instructor and a final report. Prerequisite: Department approval. The practicum is designed to provide MPH students with the opportunity to integrate the knowledge and skills developed during their academic program in a structured, supervised, real-world professional setting under the direction of a site supervisor in a public health or social service agency.
Course pre-requisites:	Completion of all PUBH core and concentration courses; departmental permission
Required textbooks:	None. Pertinent supplemental readings which will be provided in class.
Course format:	On-site learning experiences in a public health or social service agency, in-class learning activities, oral and written presentations.
Major learning objectives Note: Individual learning objectives will vary by practicum site and the specific projects at those sites.	At the successful conclusion of the practicum in Community Health (PUBH 5662), students will be able to: <ol style="list-style-type: none"> 1. Integrate and apply public health theory, concepts, knowledge, skills, and the social justice perspective in a public health or social service practice setting serving Hispanic and border communities. 2. Demonstrate an understanding of public health practice as it relates to administrative, organizational, and policy issues, funding mechanisms, community relationships, program coordination, and challenges faced by agencies and organizations in addressing critical public health issues in Hispanic and border communities. 3. Apply one or more of the UTEP MPH Program core competencies and one or more Hispanic and border health concentration competencies with the skills expected in a public health or social service agency/organization serving Hispanic and border communities. 4. Identify, collect, analyze, and summarize data relevant to public health issues addressed in the practicum. 5. Demonstrate effective oral and written communication skills. 6. Demonstrate competence in leadership and teamwork during the performance of public health practice activities.

	<ol style="list-style-type: none"> 7. Demonstrate an understanding and skills used in the planning, implementation, and evaluation of one or more public health projects at the practicum site. 8. Complete defined project(s) in core public health functions and defined areas of public health practice (e.g., health needs assessment, policy development, social marketing or educational campaigns). 9. Critically self-evaluate personal strengths and weaknesses with respect to public health knowledge, skills, and professional growth. 10. Demonstrate professional work habits in a public health setting 11. Apply negotiation and mediation skills to address organizational or community challenges 12. Perform effectively on inter-professional teams
Assessment strategies:	<ol style="list-style-type: none"> 1. Overall performance evaluation by practicum field site supervisor (25%) 2. Practicum assignments to develop leadership and professional skills (50%) 3. Student midpoint evaluation (5%) 4. Student self-evaluation of practicum experience (5%) 5. Student reflective journals (5%) 6. Practicum poster powerpoint (5%) 7. Practicum experience oral (public) presentation (5%)

Program Competencies *	Learning objectives	Assessment strategies
This course meets the following MPH program Core & Concentrations competencies		
HEALTH POLICY & MANAGEMENT CORE COMPETENCIES		
5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.	2, 8	1
6. Apply principles of strategic planning and marketing to public health.	8	1
7. Apply quality and performance improvement concepts to address organizational performance issues.	1, 2	1
8. Apply "systems thinking" for resolving organizational problems.	1, 2	1
10. Demonstrate leadership skills for building partnerships.	6, 10	1, 3, 4
SOCIAL & BEHAVIORAL SCIENCES CORE COMPETENCIES		
5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.	7	1
9. Apply ethical principles to public health program planning, implementation and evaluation.	1, 7	1
BIostatistics CORE COMPETENCIES		
5. Apply descriptive techniques commonly used to summarize public health data.	4	1, 5, 6
8. Apply basic informatics techniques with vital statistics and public health records in the field	4	1, 5, 6
9. Description of public health characteristics and in public health research and evaluation.	4	1, 5, 6
9. Interpret results of statistical analyses found in public health studies.		
EPIDEMIOLOGY CORE COMPETENCIES		
1. Identify key sources of data for epidemiologic purposes.	4	1
9. Draw appropriate inferences from epidemiologic data.	4	1, 5, 6
HISPANIC & BORDER HEALTH CONCENTRATION COMPETENCIES		

4. Apply the basic principles of prevention and control for chronic, infectious, and other conditions especially those that differentially impact Hispanic and border communities.	1, 8	1, 5, 6
5. Identify and access the major sources of public health data that pertain to Hispanic and border communities (e.g., vital statistics and disease registries, health and nutrition surveillance databases, census data, national surveys).	4	1, 5, 6
6. Develop public health strategies and interventions that are responsive to the unique needs and cultural values/traditions of Hispanic and border communities.	2	1, 5, 6
8. Know how to plan, implement, administer, and evaluate public health programs to Hispanic and border communities.	7	1
9. Effectively communicate information to public and policy makers regarding the special public health challenges and needs of Hispanic and border communities.	5	1, 5, 6
10. Act as an effective resource person for Hispanic and border residents, organizations, and communities.	10	1, 5, 6

*** Note: The specific MPH Program core and concentration competencies covered during the individual practicum experiences of students will differ according to practicum placement site and projects. Specific core and concentration competencies are identified in individual PUBH 5662 Practicum Learning Contracts.**

Course/ Instructor Institutional Policies	
Grading scale & criteria	Grading scale: <ul style="list-style-type: none"> • A (> 90%-exceptional graduate-level performance) • B (80-89%-average graduate-level performance) • C (70-79%-below average graduate-level performance) • D (60-69%-unacceptable graduate-level performance) • F (< 60%-very unacceptable graduate-level performance)
Incomplete policy:	An “I” (incomplete grade) can only be considered only <u>if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies</u> . Failure to request and negotiate the terms of an “Incomplete” grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.
Course/Instructor & Institutional Policies	
Attendance:	<p>It is UTEP policy that all students attend all scheduled classes. Attendance will be taken at each class. When a student registers for a course, it is assumed that she/he has made arrangements to avoid such conflicts. Students are responsible for any information or activities presented in class discussions, lectures, assignments, and/or readings. If you are unable to attend class, it is your responsibility to inform the instructor before the respective class session. Students may be administratively withdrawn for excessive unexcused absences (2 or more classes). Compliance to due dates, in class presentations, homework, exams and other activities is mandatory. All emergency-related absences must be verified.</p> <p>Chronic tardiness not only reflects lack of commitment and professional behavior but also is disruptive to your classmates and the instructor. You are expected to be in class and seated by the beginning of class time.</p>
Reading assignments:	All assigned readings need to be completed prior to coming to the next scheduled class session. Example: the reading assignments for week 2 need to be completed prior to coming to the week 2 class session.

Writing standards	Effective public health leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. The MPH graduate program recognizes and expects good writing to be the norm for course work. Students are encouraged to obtain assistance from the UTEP Writing Center.
Policy for late assignments	Due dates for homework, exams, presentations and other assignments are designed for fairness to all students. No exceptions to those dates will be made except in cases of University-designated closures. All assignments are due at the beginning of the class period on the due date as instructed.
Permission to record lectures & discussions	Not permitted without express permission of the instructor

Cellphone/electronic tablet/ use policies:	Please note that all cellular telephones, pagers, headphones, iPods, iPads, mp3 players, earpieces, laptops, and other forms of communication and entertainment technology equipment must be powered off and put away during the class period. If a situation should arise which necessitates a student to be contacted by a physician or family member, the instructor shall be notified and cell phone can be set to “vibrate.” Please be advised that students who use unauthorized technology during class time will be dismissed from that week’s class session.
Class participation:	Active student participation in this course is very important. Students must be prepared to come to class to discuss, answer questions, and participate in all class activities.
Special accommodations:	If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu , or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass .
MPH handbook:	See website for on-line copy and forms.
Student conduct:	<p>Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts.” <u>Regent’s Rules and Regulations</u>, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (http://studentaffairs.utep.edu/Default.aspx?tabid=4386) “It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts”.</p> <p>Examples of “cheating” include:</p> <ul style="list-style-type: none"> • Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test;

- Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed “crib notes”;
- Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
- Collaborating with or seeking aid from another student for an assignment without authority;
- Substituting for another person, or permitting another person to substitute for one's self, to take a test;
- Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

“**Plagiarism**” means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

“**Collusion**” means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

Great toolkit to help you put together an effective presentation for your practicum experience oral presentation!

Effective Presentations: A Toolkit for Engaging an Audience. University of Washington School of Public Health, Northwest Center for Public Health Practice. Access at:

http://www.nwcphp.org/documents/training/Effective_Presentation_Toolkit.pdf

MPH PROGRAM COMPETENCIES:

The following public health core and concentration-specific (Hispanic & border health) Competencies have been adopted by the UTEP MPH Program. They guide all of our MPH courses, practical training, research, and other student activities.

I. PROGRAM CORE COMPETENCIES

Biostatistics is the development and application of statistical reasoning and methods in addressing, analyzing and solving problems in public health; health care; and biomedical, clinical and population-based research. Upon graduation, the MPH student should be able to.....

1. Describe the roles biostatistics serves in the discipline of public health.
2. Describe basic concepts of probability, random variation and commonly used statistical probability distributions.
3. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.
4. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
5. Apply descriptive techniques commonly used to summarize public health data.
6. Apply common statistical methods for inference.
7. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
8. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.
9. Interpret results of statistical analyses found in public health studies.
10. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.

Environmental Health Sciences is the study of environmental factors including biological, physical and chemical factors that affect the health of a community. Upon graduation, the MPH student should be able to.....

1. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.
1. Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
2. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.
3. Specify current environmental risk assessment methods.
4. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
8. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
9. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.
5. Develop a testable model of environmental insult.

Epidemiology is the study of patterns of disease and injury in human populations and the application of this study to the control of health problems. Upon graduation, the MPH student should be able to.....

1. Identify key sources of data for epidemiologic purposes.
2. Identify the principles and limitations of public health screening programs.
3. Describe a public health problem in terms of magnitude, person, time and place.
4. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
5. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of Epidemiological data.

6. Apply the basic terminology and definitions of epidemiology.
7. Calculate basic epidemiology measures.
8. Communicate epidemiologic information to lay and professional audiences.
9. Draw appropriate inferences from epidemiologic data.
10. Evaluate the strengths and limitations of epidemiologic reports.

Health Policy and Management is a multidisciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and populations. This definition assumes both a managerial and a policy concern with the structure, process and outcomes of health services including the costs, financing, organization, outcomes and accessibility of care. Upon graduation, the MPH student should be able to.....

1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.
1. Describe the legal and ethical bases for public health and health services.
2. Explain methods of ensuring community health safety and preparedness.
3. Discuss the policy process for improving the health status of populations.
4. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
5. Apply principles of strategic planning and marketing to public health.
6. Apply quality and performance improvement concepts to address organizational performance issues.
7. Apply "systems thinking" for resolving organizational problems.
8. Communicate health policy and management issues using appropriate channels and technologies.
9. Demonstrate leadership skills for building partnerships.

Social and Behavioral Sciences in public health address the behavioral, social and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations. Upon graduation, the MPH student should be able to.....

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
1. Identify the causes of social and behavioral factors that affect health of individuals and populations.
2. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
3. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
6. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
7. Describe the role of social and community factors in both the onset and solution of public health problems.
8. Describe the merits of social and behavioral science interventions and policies.
9. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
10. Apply ethical principles to public health program planning, implementation and evaluation.
11. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

II. HISPANIC & BORDER HEALTH CONCENTRATION COMPETENCIES

1. Describe the historical, cultural, social, economic, political and other similarities and differences among Hispanic and border groups and how these affect health equity and health disparities
1. Describe the roles of history, power, privilege, economics and other structural inequalities that restrict health equity and produce health disparities in Hispanic and border communities.
2. Identify the major chronic, infectious, and other public health challenges that face Hispanic and border communities.
3. Apply the basic principles of prevention and control for chronic, infectious, and other conditions especially those that differentially impact Hispanic and border communities.

4. Identify and access the major sources of public health data that pertain to Hispanic and border communities (e.g., vital statistics and disease registries, health and nutrition surveillance databases, census data, national surveys).
5. Develop public health strategies and interventions that are responsive to the unique needs and cultural values/traditions of Hispanic and border communities.
6. Recognize and apply the social justice perspective in public health practice as it relates to community capacity building and empowerment.
7. Know how to plan, implement, administer, and evaluate public health programs to Hispanic and border communities.
8. Effectively communicate information to the public and policy makers regarding the special public health challenges and needs of Hispanic and border communities.
4. Act as an effective resource person for Hispanic and border residents, organizations, and communities

TENTATIVE 2018 Summer MPH Practicum COURSE SCHEDULE*

PUBH 5662 Requirements	
Submitted to Practicum Coordinator	Due Dates
Mandatory Orientation For MPH Practicum	Late October
Practicum Intern Application Form and Practicum Interest Form Due	2 nd week of December
Individual Advising – By Appointment	Month of January
Meet with preceptors and discussion of possible projects	Feb- April
Submit Project proposal to Practicum Coordinator	2 nd Friday of April
Practicum Coordinator reviews project proposal	3 rd week of April
MPH program Director approves project proposal	3 rd week of April
Classes begin- orientation and Syllabus Review- Career Services_ professionalism _ Job Etiquette	1 st day of Maymester 2018 May 14, 2018
Learning Contract /Scope of Work/Competency Inventory Draft 1(submit via Email to Practicum Coordinator) May 31	1 st Friday after classes begin
Learning Contract /Scope of Work/Competency Inventory Draft 2 (submit via Email to Practicum Coordinator)	2 nd Friday after classes begin
Learning Contract /Scope of Work/Competency Inventory Final Doc (submit in paper with signatures- MPH Program Director will provide signature after this submission	3 rd Friday after classes begin
Weekly Time Logs & reflective Journals (submit to BlackBoard)	Due Fridays 11:59 p.m.
Reflective Journal 1- 60 hours	June 23
Reflective Journal 1- 120 hours	July 7
Reflective Journal 1- 180 hours	July 28
Reflective Journal 1- 240 hours	August 4
Seminar Attendance, presentation & BlackBoard Upload Assignments	
Learning Contract/Scope of Work/- Competency Inventory	1 st day of class Submit:1 st draft by Friday
Professional development course provided by Student Career Services addressing professionalism; including negotiation and mediation skills to address potential challenges and difficulties in the workforce. Activities include, pretest, team building activity, and posttest. Mandatory student participation.	2 nd class Submit:2 nd draft by Friday Submit 1st Journal Entries
Ethics: Guest Speaker [Professional from Community] Student homework assignment to be read prior to class: Ethical Situations in Public Health. Pre and post assessment. Ethical & Professionalism Agreement Form to be signed and submitted by intern after video review.	3 rd class Submit: Final draft by Friday
Leadership: Guest Speaker [professional from Community addressing Leadership] Professional development course that all students attend with seminar and pre/post assessment. Students must be present to engage and participate in leadership activity and pre-post assessment.	4 th class Submit 2nd Journal Entries
Provide Preceptors with COMPLETED midterm evaluations	To be announced
Submit MIDTERM EVALS to Coordinator on Monday, TBA, in class with Signatures from Student and Mentor	To be announced
Class will cover topics on how to prepare for the Practicum Poster Presentation :: Video on how to present /criteria Guidelines/ and poster template and dimensions	5 th class

Electronic Portfolio(i.e., Linked In & CV/Resumes) UTEP Career Center presentations	6 th class Submit 3rd Journal Entries
Week off Students will work on developing individual student's posters on the PP template	7 th class
Electronic Mock presentations given in class & Student feedback	8 th class Submit 4th (final) Journal Entries
Electronic Mock presentations given in class & Student feedback, Complete evaluations	9 th week Finals week
Students Reminder: Provide your preceptor with COMPLETED FINAL Evaluation	To be announced This will give them a week to complete it.
Preceptors Final evaluations DUE TO COORDINATOR : HARD COPY WITH Preceptor's Signature	To be announced
Mandatory Student Poster Presentation on Campus for evaluation by faculty	To be announced

*** Students must complete all work and hours by August 3rd, 2018 for a letter grade to be posted by August 14th. All others, please note an "Incomplete" will be assigned until all work and hours have been completed and attested for.