

F2. Student Involvement in Community and Professional Service

Community and professional service opportunities, in addition to those used to satisfy Criterion D4, are available to all students. Experiences should help students to gain an understanding of the contexts in which public health work is performed outside of an academic setting and the importance of learning and contributing to professional advancement in the field.

- 1) Describe how students are introduced to service, community engagement and professional development activities and how they are encouraged to participate.**

Service and Community Engagement

Students are notified of college-wide opportunities to get involved in community and public health-related professional service through the college email listserv as well as through membership in service organizations. The college has supported an active chapter of Delta Omega, the Public Health Honorary Society, since 2010. Each year, the chapter executive committee plans service events that are advertised through the listserv and are open to all students in the college, regardless of membership. A benefit of these Delta Omega activities is that students interact with alumni and gain informal mentoring through that process. In addition, there are active chapters of the student-run Public Health Student Association (PHSA) for graduate public health students, and the Undergraduate Public Health Association (UPHA). These organizations are open to any student with an interest in public health and each group participates in community service and professional development activities. These activities are also shared through the college listserv.

HealthStreet also provides opportunities for student service and community engagement.. Students volunteer to assist with “Night of Dance” events, which bring Gainesville’s diverse communities together to celebrate the art of dance while spreading the word about health resources available to individuals and families in the community. Students have also participated in HealthStreet’s Howard Bishop Change Makers program, described in E5-4. HealthStreet distributes a weekly newsletter to over 6,000 people through the college’s listserv, community partners and other members throughout the country.

The COVID-19 pandemic has reduced some of the usual community participation activities, but students have been widely involved in pandemic response instead. Students have been involved in assisting at COVID-19 test sites and in contact tracing at health departments around the state. Several students in the college worked with the COVID-19 Student Service Corps. The mission of this group is to support health systems and their patients, workforce, and communities facing the COVID-19 pandemic through interprofessional student service-learning projects. Students learn of these opportunities through the college listserv.

Professional Development Activities

Professional development activities are offered at the department, college and university levels. Most departments offer financial support through travel grants for graduate students to present their work at national meetings; these grants are supplemented by university financial support. Students are also engaged by departments to meet with visiting seminar speakers to learn more about their research as well as to apply networking skills. At the college level, students have the opportunity to present their research at the annual PPHP Research Day and PPHP Diversity Day events. The call for abstract submissions is disseminated through the college listserv.

At the university level, opportunities for professional development are offered through the Office of Graduate Professional Development, the Organization for Graduate Student Advancement and Professional Development and through the Career Connections Center (C3). The Office of Graduate Professional Development offers workshops on topics such as Research and Knowledge, Management and Leadership, Effectiveness and Purpose, Professionalism, Communication and Career Advancement. These opportunities are announced in a newsletter, *Thrive!*, that is sent to graduate students every other week. The Organization for Graduate Student Advancement and Professional Development hosts an annual university-wide Graduate

Student Research Day and a 3-minute Thesis competition. These opportunities are also advertised to graduate students through a listserv. The Career Connections Center offers professional development services, workshops and programs for all students. Examples include career fairs, interview preparatory sessions, resume and LinkedIn labs, a six week Career Success Institute and a special International Student Series. Students learn about Career Connections Center professional development activities through Facebook, LinkedIn, Twitter and Instagram as well as through a student listserv.

2) Provide examples of professional and community service opportunities in which public health students have participated in the last three years.

Donations to the community

Students have participated in multiple opportunities to raise donations for the community over the past three years. Although students are always welcome to make donations to these causes, there are opportunities to be involved without having to provide monetary support. These opportunities have included the Food4Kids program that collects non-perishable foods and prepares backpacks of foods for kids to take home over a weekend, the annual diaper drive for Healthy Start of North Central Florida Coalition, and the annual book drive to donate children's books to a local school in conjunction with Project Makeover (see below).

Volunteering

Students have participated in numerous volunteering opportunities, including:

- Multiple opportunities at GRACE Marketplace, a one-stop homeless resource center, that have included painting dormitories, providing meals and tending the Grace Grows garden.
- Taking the required BPH Service Learning course, which 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.
- Participating in Project Makeover, a UF student-led initiative to create vibrant and dynamic learning environments in elementary schools.
- Assisting with HealthStreet's Night of Dance to spread the word about community health resources while celebrating the art of dance.
- Volunteering at the Equal Access Clinic, a student-run clinic that provides health care services to residents of the county who have low incomes or are uninsured.
- Participating in the Alachua County Health Promotion and Wellness Coalition DEA Drug Take Back Event.
- Volunteering at the Cade Museum for Creativity & Invention to guide children in Science Camp with small science inventions and experiments.
- Assisting with Florida Department of Health contact tracing and campus contact tracing during the COVID-19 pandemic.
- Participating in multiple projects through the COVID-19 Student Service Corps. These projects include writing letters to health care workers, sewing masks and doing outreach to homeless populations in the mobile testing unit.
- Assisting at COVID-19 testing collection sites.
- Preparing and testing samples for COVID-19 for the Emerging Pathogens Institute Testing Center.

Professional Development

- Students in the college participate in multiple opportunities to gain experience in presenting their research locally. These opportunities include the annual PPHP Research Day, PPHP Diversity Day poster session, College of Medicine Celebration of Research, Gator Healthcare Forum, UF Graduate Student Research Day and department seminars.
- Doctoral students are required to complete an Independent Development Plan (IDP) that they discuss with their research mentor. The IDP guides the student's professional development

by helping them identify areas of strengths and weaknesses and implement actions to leverage strengths and improve weaknesses.

- Students in the PhD in Public Health program as well as in the health professions doctoral programs take a course in College Classroom Teaching to prepare them to be effective educators.
- Students in the Public Health PhD programs take a research grant writing course.
- Professional Development is an integral part of the required MPH capstone course, which covers topics such as leadership, conflict management, negotiation and mediation, communication skills and networking,
- Both PHSA and UPHA have hosted several panel discussions on careers in public health for students.
- The MPH program implemented an Alumni Seminar Series in 2018. Alumni speakers are invited to campus to meet with current students, discuss their own career path and provide advice on careers in public health.
- The annual Clarion Competition provides UF students with an opportunity to work with an interprofessional team to provide recommendations surrounding an extensive health care case. The winning team earns an all-expense paid trip to the national competition at the University of Minnesota. PPHP students participate in the local Clarion Competition every year; in 2016 the UF student team, consisting of BHS, MPH and MBA students, placed first at nationals.
- The PPHP liaison to the Career Connections Center offers seminars on professional development topics such as writing curriculum vitae and cover letters, managing job searches, interviewing for faculty positions and other topics of interest to students.
- Students may participate in hands-on community engagement (CE) through the HealthStreet program, which assesses people's health in their communities. Through HealthStreet, master's and doctoral students have gained skills in CE work, including having their CE work published in The Practical Playbook through Duke University. Students have also mentored undergraduates, learning this professional skill at the sides of their own mentors. This mentoring mosaic approach helps teach future researchers skills that they will need in their own careers.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- Students have access to multiple community and professional service opportunities within the UF academic health center, the university community and the Gainesville area, including opportunities that allow for interprofessional learning and interactions with faculty and alumni. These opportunities provide exposure to a wide variety of public health initiatives outside of the academic setting.
- The required BPH Service Learning course and the MPH Capstone course provide a set of community engagement and professional development opportunities for students in these programs.
- Students in doctoral programs in the college complete IDPs tailored to their own unique professional development needs.

Weaknesses:

- None identified