

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 4943: Service Learning Practicum (3 credit hours)**  
 Spring 2023  
 Delivery Format: On-Campus/Canvas and Service Learning

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**Instructor Name:** Brittney N. Dixon, PhD, MPH, CPH, TTS

**Course Day and Time:** In-person sessions once per month, either Tuesdays, 3 PM – 3:50 PM (Period 8) or Thursdays, 12:50 PM – 1:40 PM (Period 6)

**Room Number:** HPNP, G312

**Phone Number:** 352-273-6068

**Email Address:** [brittneyndixon@ufl.edu](mailto:brittneyndixon@ufl.edu)

**Office Hours:** Wednesdays, 3 PM-4 PM (Zoom or in-person)

**Teaching Assistant:** Sofia Osorio

**Email Address:** [sosorio0728@ufl.edu](mailto:sosorio0728@ufl.edu)

**Office Hours:** TBA

**Preferred Course Communications (e.g., email, office phone):** Direct email ([brittneyndixon@ufl.edu](mailto:brittneyndixon@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 or after 5 pm on Friday will be answered by 2 pm on the following Monday.

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### **Prerequisites**

Bachelor of Public Health major in Senior standing.

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## **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

### ***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 10 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 final paper and conduct a presentation
- 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 were learned 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](mailto:Learning-support@ufl.edu)

Last Updated: 01/04/2022

- (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, August 26, 2022**, in the e-learning course site in Canvas.

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

#### ***Reflective Journals (10 worth 30 points each, 300 points total):***

A total of 10 reflective journals will be completed throughout the semester. The journals should be 500 words, 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)***

For this Assignment, you will create your own or update an existing LinkedIn profile. You may add the UF BPH group if you have not already; 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.

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

Last Updated: 01/04/2022

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, critical skills obtained, and communicate future educational goals and expand upon a written resume or Curriculum Vitae (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.

### ***Elevator Pitch Assignment (30 points)***

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 Work Products (60 points)***

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.

### ***Final Paper and Presentation (100 points total)***

**Final Paper:** You will complete a 3-4 page paper in which you will propose an intervention to help reduce a critical public health issue that your practicum sought to address. Your intervention should target at least one level of the CDC social ecological model and should include a brief introduction to the critical public health issue (background), a discussion of your intervention (including a rationale for why you selected this intervention, critical aims, and the outcomes that you believe your intervention will have on the selected population.

Students should utilize information from their reflective journals to help develop the paper. Rubrics will be included on the assignment Canvas page.

**Presentation:** Students will develop a 3-minute presentation to discuss their proposed intervention. This presentation should include the following sections: Background/Intro, Proposed Intervention, and Potential Health Outcomes. Rubrics will be included on the assignment Canvas page.

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

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

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

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.

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 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.**

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 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 there are issues or obstacles you are experiencing.

## Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
<b>Reflective Journals</b>	Friday each week	30 points each, 300 points total (30% of final grade)
<b>Professionalism</b>	Ongoing	50 points total (5% of final grade)
<b>Service Learning Site Form</b>	January 13	60 points total (5% of final grade)
<b>Practicum Work Products Form</b>	January 20	0 points total (0% of final grade)
<b>LinkedIn Assignment</b>	February 10	25 points total (3% of final grade)
<b>Elevator Pitch</b>	March 3	30 points total (4% of final grade)
<b>Eportfolio Assignment</b>	March 31	25 points total (3% of final grade)
<b>Practicum Work Products</b>	April 7	60 points total (10% of final grade)
<b>Final Paper</b>	April 21	60 points (10% of final grade)
<b>Presentation</b>	April 25	40 points total (5% of final grade)
<b>Site Supervisor Feedback</b>	April 25	100 points total (10% of final grade)
<b>Log of Hours</b>	April 25	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	67-79	63-66	60-62	< 60

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** email 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.

### **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/>.

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## 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 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](http://www.multicultural.ufl.edu)

### Topical Outline/Course Schedule

Week	Date	Topics	Readings	Activities/Assessments
1	01/09-01/13	<b>In-person Class Session</b>  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 <b><u>due Friday, 1/13 at 11:59 PM EST.</u></b>



Week	Date	Topics	Readings	Activities/Assessments
2	01/16 - 01/20	Please see Canvas	Please see Canvas	Reflective Journal 1 <b><u>due Friday, 1/20 at 11:59 PM EST</u></b>
3	01/23 - 01/27	Please see Canvas	Please see Canvas	Reflective Journal 2 <b><u>due Friday, 1/27 at 11:59 PM EST</u></b>
4	01/30 - 02/03	Please See Canvas	Please see Canvas	Reflective Journal 3 <b><u>due Friday, 2/03 at 11:59 PM EST</u></b>
5	02/06 - 02/10	<b>In-Person Session</b> Topic: Basics to a LinkedIn Account	Please see Canvas	Reflective Journal 4 <b><u>due Friday, 2/17, at 11:59 PM EST</u></b>
6	02/13 - 02/17	Please see Canvas	Please see Canvas	LinkedIn Assignment <b><u>due Friday, 2/10 at 11:59 PM EST</u></b>
7	02/20 - 02/24	Please see Canvas	Please see Canvas	Reflective Journal 5 <b><u>due Friday, 2/24 at 11:59 PM EST</u></b>
8	02/27 - 03/03	Please see Canvas	Please see Canvas	Elevator Pitch <b><u>due Friday, 3/03 at 11:59 PM EST</u></b>
9	03/06 - 03/10	<b>In-Person Session</b> Topic: efolios	Please see Canvas	Reflective Journal 6 <b><u>due Friday, 03/10 at 11:59 PM EST</u></b>
10	03/13 - 03/17	SPRING BREAK!!!		
11	03/20 - 03/24	Please see Canvas	Please see Canvas	Reflective Journal 7 <b><u>due Friday, 3/24 at 11:59 PM EST</u></b>
12	03/27 - 03/31	Please see Canvas	Please see Canvas	ePortfolio Assignment <b><u>due Friday, 03/31 at 11:59 PM EST</u></b>
13	04/03-04/07	Please see Canvas	Please see Canvas	Reflective Journal 8  Practicum Work Products  <b><u>due Friday, 04/07 at 11:59 PM EST</u></b>
14	04/10-04/14	<b>In-Person Session</b> Topic: 3MT	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 9 <b><u>due Friday, 4/14 at 11:59 PM EST</u></b>
15	04/17-04/21		Please see Canvas	<b><u>Final paper due Friday, 04/21 at 11:59 PM EST</u></b>

Week	Date	Topics	Readings	Activities/Assessments
16	04/24-04/26	Please see Canvas	Please see Canvas	Reflective Journal 10 Supervisor Feedback Log of Hours Presentation <b>All assignments are due            Wednesday, 04/25, at 11:59 PM EST.</b>