

**Master of Public Health Program, University of Texas El Paso
Course Syllabus**

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| Course Name, Number/CRN | Practicum in Public Health, PUBH 5662/ CRN 32497 |
| | June 10, 2024, through August 5, 2024 |
| Graduate credit hours | 6 |
| Class location, day, time | HSSN Room 432 Mondays starting June 10, 2024 starting 5:30-7:50 p.m. |
| Instructor, Office Hours | Cynthia Wittenburg, M.S. DrPh (cwittenburg@utep.edu), HSSN Rm 411, summer hours by appointment only. please email to arrange meeting. |
| Course description | This Public Health core course provides field internship experience in a public health agency or work site setting under the supervision of a preceptor and university graduate faculty. This course requires a master-level project proposal approved by MPH program director and practicum coordinator, guided by a qualified, master-level or higher degreed preceptor in areas of public health. Prerequisite: Department approval. The practicum is designed to provide MPH interns 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. In addition, interns must attend a mandatory Health Interprofessional Education (IPE) Community of Practicum roundtable symposium class (1 per practicum). |
| Course pre-requisites | Successful completion of All PUBH core and concentration courses (C or better); departmental permission; including successful passing of institutional (UTEP's) compliance requirements; including but not limited to Background check, Drug screening and in some cases, if required: list of required updated immunizations, and CPR. |
| Required text | None. Supplemental scholarly articles and material will be provided in class. |
| Additional readings | Refer to the course Calendar. |
| Course format | On-site learning experiences in a public health or social service agency for a cumulative of 240 hours, in-class learning activities (<i>not to applied towards the 240 practicum application hours</i>), oral and written poster showcase presentations. Mandatory participation in one symposium event of the Health Interprofessional Education Community of Practice (IPE). The IPE will entail a 2-hour health interprofessional education community of practicum event which will include interns from multiple disciplines to gather and discuss a couple of hypothetical real-life scenarios of a public health situation. The conference will be held through a ZOOM platform. Links will be provided. |
| THE COUNCIL ON EDUCATION FOR PUBLIC HEALTH FOUNDATIONAL AND CONCENTRATION COMPETENCIES | |
| <p>The UTEP MPH program is nationally accredited by the Council on Education for Public Health (CEPH). The CEPH has defined <u>22 foundational competencies</u> required for attainment of the MPH degree; in addition, our MPH program has defined <u>5 concentration competencies</u> that reflect the unique training that you will receive in our program in <i>Hispanic and Border Health</i>. During orientation, you were provided with the complete list of the foundational and concentration competencies. Each of your courses will address different competencies. The competencies that will be addressed in this course are listed below and during the first-class session, your professor will review these with you. In different ways throughout the semester, you will be evaluated on your <u>knowledge</u> regarding the specific competencies addressed in this course, and you will be assessed on your <u>ability to apply</u> each of the competencies addressed in this course.</p> | |
| Course Competencies | This course meets the following MPH Program Core & Concentrations competencies: <i>* 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</i> |

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss means by which structural bias, social inequities, racism undermine health/create challenges in health equity at organizational, community, societal levels.

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Inter-Professional Practice

21. Perform effectively on inter-professional teams

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| | <p><u>Systems Thinking</u> 22. Apply systems thinking tools to a public health issue</p> <p><u>UTEP MPH Hispanic and Border Health Concentration Competencies (5)</u></p> <ol style="list-style-type: none"> 1. State and discuss the current major communicable, non-communicable, and environmental public health threats in Hispanic and border communities. 2. State the basic principles of prevention and control of communicable and non-communicable disease; discuss how these principles can be modified to accommodate cultural values and practices in Hispanic and border communities. 3. Identify and access public health data on communicable and non-communicable disease in Hispanic and border communities (including vital stats and disease registries; health and nutrition surveillance data; census data; national surveys). 4. Identify, access and summarize the content of one or more current initiatives relevant to border health (e.g., Healthy Border 2020; US-Mexico Border Philanthropy Partnership; Paso Del Norte Regional Strategic Health Framework). 5. Identify health disparities, and approaches to achieving health equity. |
| <p>Assessment strategies</p> <p>PUBH 5662</p> <p>Practicum w/ simultaneously conducted in class lectures & professional development;</p> <p><u>Required 3-hour Inter-Professional Workshop</u></p> | <p>Your <u>knowledge</u> of course content related to each competency addressed in this course will be assessed in the following ways:</p> <ol style="list-style-type: none"> 1. Assessment of Knowledge: Weekly written summaries and reports on practicum progress based on objectives and tasks, including weekly deliverables on how to assess population needs, assets and capacities that affect the health of communities and other pertinent project responsibilities. 2. Assessment of Knowledge: Student-led discussion and small group presentations of inter-professional case examples. 3. Assessment of Knowledge: Weekly homework reading and in-class student-led discussions following seminar presentations on how to apply negotiation and mediation skills to address organizational or community challenges. 4. Assessment of Knowledge: Student-led individualized, class poster presentations requiring students to consider and incorporate key principles of systems thinking including inter-connectedness; relationships between system elements; circular effects and feedback loops; interdisciplinarity; wholeness; and synthesis. One-time draft presentation of poster which will allow interns to discuss the multiple dimensions of their practicum experience which may include but not limited a variety of public health processes, ethics, and community interventions and evidence to public health practice. <p>Your <u>ability to apply</u> course content related to each competency addressed in this course will be tested in the following ways:</p> <ol style="list-style-type: none"> 1. Assessment of Application: Written journals and assignments along with oral presentation of practicum progress based off of the learning contract and scope of work in which the practicum project has been developed for which may include but not limited to; population needs, assets and capacities relevant to the selected problem which are assessed and considered. 2. Assessment of Application: Throughout the entire span of the course, students will complete assigned assignments which will be based and graded on a rubric to demonstrate competency and skill attainment. |

3. **Assessment of Application:** During a 2-hour workshop, held separately from the Seminar Series, students work in interdisciplinary teams with clinical faculty and students from within the College of Health Sciences (Physical Therapy, Occupational Therapy, and Speech/Language Pathology programs) and from the Paul L. Foster School of Medicine. During the workshop students are guided to develop one interprofessional practice model for a selected case history in border health. At the end of the workshop, each interprofessional team presents to the group the specific plan for assessment and action that they have developed during the workshop. The class instructor will help facilitate the workshop and hold a group debriefing session at the end. Students will then discuss their experience in a journal entry and be graded on this by their class instructor.
4. **Assessment of Application:** Students complete a final project in which they must develop a professional practicum presentation for their individualized practicum project assigned and approved by practicum coordinator and MPH program director. For this project, students must develop a system thinking-based on public health responsibilities and competencies to guide the development of the practicum project and explain how the causal loop model addresses and incorporates each of the key principles of systems thinking (stated above).

Hispanic and Border Health Concentration Competencies

Assessment of Knowledge: 1 oral presentation with accompanying professional academic poster addressing current their individualized practicum project which reflects US-Mexico border health disparities, which must include a section that identifies health disparities and discusses how to achieve health equity.

Assessment of Application: Students complete and present a practicum poster showcasing their experience throughout their practicum and advancement of practicum project based on Hispanic health disparities in EL Paso County and or surrounding areas.

Learning Objectives

This course introduces basic concepts of Practicum experience in Public Health for the students to acquire the ability to accurately assess public health needs of individuals and communities.

By the end of this course, students will be able to:

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.
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. Negotiation and mediation skills are taught and discussed in the Professional Development seminar taken simultaneously with the Practicum experience and students are tested on these concepts.

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| | <p>12. Simultaneously attend the Professional Development seminar that addresses leadership, management, governance, creating and carrying out public health activities and interventions (vision), empowering others, collaboration and decision making. Students will complete tests on knowledge in these areas. Practicum settings provide students with opportunities to learn, observe, model and apply each of these skills in a public health setting. Weekly reflective journals provide an additional opportunity to consider and process the application of these skills.</p> <p>13. Be professionally critiqued by their preceptors on the level of skill demonstrated for this competency during the Practicum experience.</p> <p>14. Develop negotiation and mediation skills which will be taught and discussed in the Professional Development seminar taken simultaneously with the Practicum experience and students are tested on these concepts.</p> <p>15. Apply knowledge of negotiation and mediation skills as needed during the Practicum experience, and these applied experiences are discussed in the seminar. Weekly reflective journals will provide an additional opportunity to consider and process challenges and how to manage them in public health settings. At the end of the Practicum experience, Practicum Preceptors rate students on the level of skill demonstrated for this competency during the Practicum experience.</p> <p>16. Discuss their individual multiple opportunities to observe, model and participate in inter-professional team work. Students will also participate in a group case presentation and workshop with students from other disciplines to practice working with an inter-professional team.</p> | | | | | | |
| <p>Grading scale Based on 100 points</p> | <p>A (> 90% B (80-89% C (70-79% D (60-69% F (< 60%-</p> | | | | | | |
| <p>Grading Components</p> | <p>Assessments</p> <table border="0" style="width: 100%;"> <tr> <td>1. Learning Contract and scope of work</td> <td style="text-align: right;">10 %</td> </tr> <tr> <td>2. Reflective Practicum Journals (2 Journals and 1 summary of IPE experience/5% each)</td> <td style="text-align: right;">15 %</td> </tr> <tr> <td>3. Professional LinkedIn</td> <td style="text-align: right;">5%</td> </tr> </table> | 1. Learning Contract and scope of work | 10 % | 2. Reflective Practicum Journals (2 Journals and 1 summary of IPE experience/5% each) | 15 % | 3. Professional LinkedIn | 5% |
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| 3. Professional LinkedIn | 5% | | | | | | |

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| | <p>4. Ethical Assignment 5 %</p> <p>5. Letter of admission to graduate program or employment opportunity 5%</p> <p>6. Midterm Evaluation 15% (10/5)</p> <p>7. Final Evaluation 15% (10/5)</p> <p>8. Student Reflective Practicum Evaluation 10%</p> <p>9. Mandatory Participation in Health Interprofessional Education Community of Practice (IPE). 10 %</p> <p>10. Mandatory Final Practicum Poster presentation to Faculty & students 10%</p> <hr/> <p style="text-align: right;">100% total</p> <p>Work must be neatly and professionally written or typed; unacceptable written assignments will have points deducted.</p> <p><i>If excused absence, Interns will have 72 hours after the deadline to submit assignments, otherwise it will not be accepted.</i></p> <p>Professional work is expected and required from Interns at all times.</p> |
| <p>Incompletes</p> | <p>The grade of “I” (incomplete) is considered only in very rare circumstances involving fully documented emergencies, must be requested at least <u>four weeks</u> prior to the last class of the fall term, and is allowed at the discretion of the instructor. Student must have at least $\frac{3}{4}$ of the assignments submitted and passing with a C or better. However, please keep in mind that the mentor may not be in accordance with the incompleting of the project. The intern may have to start an entire new practicum project under a new mentor.</p> |

Course Policies and Institutional Policies

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| Attendance | <p>It is <u>UTEP policy</u> that <u>all students attend all scheduled classes</u>. 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 conflicts that would result in chronic tardiness or absence from class. Students are personally responsible for all information or activities presented in class discussions, lectures, assignments, and/or readings. If you are unable to attend class, <i>it is your responsibility to inform the instructor before the class session.</i></p> <p><u>Students will be administratively withdrawn for excessive unexcused absences of 4 or more classes.</u> Compliance is mandatory regarding assignment due dates, student-led discussions and class presentations, reading assignments, exams and all other activities. All emergency-related absences must be documented and verified by presentation of documents to the instructor. <i>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 seated and ready to begin class at 5:30 PM.</i></p> |
| Reading assignments | <p>Successful completion of homework assignments requires the completion and consideration of all assigned readings <u>prior to class</u>. Most students find that at least <u>4 days</u> are required to adequately read all of the assigned material and prepare presentation of key concepts, probe questions and discussion topics.</p> |
| Writing standards | <p>Effective public health leaders and practitioners must have highly developed written and oral communication skills. Excellent writing skills are a critical element of communication and information dissemination. Our MPH graduate program expects good writing skills as the norm for course work. Please speak with the instructor for resources on-campus that can help you develop necessary writing skills (e.g., UTEP Writing Center).</p> |
| Late Assignment Policy | <p>Late assignment policies reflect general graduate-level expectations. Due dates for assigned papers and the final project are established to ensure fairness for all students. No exceptions will be made except in cases of unexpected university-designated closures. No late submissions will be accepted; there are no “extra credit” options in this course.</p> |
| Permission to record | <p>Recording of lectures and discussion is permitted only with the approval of the instructor.</p> |
| Classroom electronics | <p><u>All cell phones, headphones, iPods, iPads, mp3 players, earpieces, and other forms of communication and entertainment technology must be powered off and put away during the class period.</u> 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.</p> |
| Class participation | <p>The class is conducted as a graduate seminar and relies on active student participation. Each week you will be assigned a selected segment of the reading for in-depth summary, critical analysis, and discussion of key concepts; each week, all students are also responsible for reading the entire assignment and coming to class prepared to actively engage in discussions led by other students.</p> |
| Special accommodation | <p>If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 915.747.5148, cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, visit http://sa.utep.edu/cass/. CASS Staff are the only individuals who can validate and authorize accommodations for students with disabilities.</p> |

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| <p>UTEP MPH Program Handbook</p> | <p>Available at: http://chs.utep.edu/publichealthsciences/pdf/MPH%20STUDENT%20%20HANDBOOK%202013-2014.pdf</p> |
| <p>Student Conduct</p> | <p><i>“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.”</i> <u>University of Texas Regent’s Rules and Regulations</u>, Part One, Chapter VI, Section 3.2, Subdivision 3.22.</p> <p>FOR THE PUBLIC HEALTH PROFESSIONAL, ETHICAL CONDUCT IS A CENTRAL TENET AND GUIDING PRINCIPLE OF ALL ACTIVITIES, DECISIONS AND CRITICAL ANALYSES. STUDENTS IN THE MASTERS OF PUBLIC HEALTH PROGRAM AT UTEP ARE EXPECTED TO BE ABOVE REPROACH IN ALL SCHOLASTIC ACTIVITIES.</p> <p>Students who engage in scholastic dishonesty will be subject to disciplinary penalties, including failure in the course and dismissal from the university. <i>“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, 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.”</i> (http://studentaffairs.utep.edu/Default.aspx?tabid=4386)</p> <p>“CHEATING” means copying from the work another student; possession and/or use during an exam or home test of materials which are not authorized by the person giving the test; 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; falsifying research data, laboratory reports, and/or other records or academic work offered for credit.</p> <p>“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.</p> <p>“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.</p> |

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| COVID-19 PRECAUTIONS | <p>Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.</p> <p>The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org</p> |
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WEEKLY PLAN

Tentative MPH Practicum Course Schedule