



PBHL 5350.060 Practicum 1

Credit Hours: 3

Semester: Summer 2025

Class Location: Online

Modules open on Sundays at 8 am. **All times are US CST.**

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| Instructor | Hosik Min, PhD, Associate Professor |
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| Office Hours | by Appointment |

Prerequisite: Completion of coursework

Course Overview: This course is A required internship, which provides an opportunity for each student to work in a public health setting in a position that carries responsibility and is of particular interest. Each placement is different, but all depend upon completion of most concentration coursework, the ability to work with minimal supervision and permission of the student's faculty advisor. A minimum of 135 hours of effort is expected during the semester to satisfactorily complete the course.

Student Learning Outcomes:

By the end of the course, students should have experienced and shown a deeper understanding of practicum experience. This includes:

- Describe how practicum competencies were met
- Provide a summary of major projects and activities
- Produce evaluative statements on the preceptor and the practicum organization
- Reflect on how the experience has contributed to your education and professional development

MPH Generalist Program Competencies: (Refer to the ASPPH Core Competency Model for a more in-depth review of competencies). Suggested competencies include, but are not limited to the following:

Occupational and Environmental Health

- Describe major occupational/environmental health hazards (physical, chemical and biological), and assess their genetic, physiologic, and socio-economic impacts on vulnerable and susceptible populations with special emphasis on rural and underserved communities.
- Communicate occupational/environmental health hazards and associated health outcomes to community, stakeholders and professional audiences through oral and written communication and community-based interventions.

Epidemiology/Biostatistics

- Describe a public health problem in terms of magnitude, person, time and place.
- Provide the epidemiological and biostatistical components of the design of a public health or biomedical experiment by: clarifying the research objectives or questions; determining appropriate data and endpoints to be collected for the objectives; determining appropriate



methods of collecting data (study design methodology) translating the objectives into biostatistical questions via hypothesis testing or confidence interval frameworks; determining the appropriate sample size; determining appropriate methods of analysis; performing analysis using the appropriate statistical methods; and writing especially the objectives, methods, statistical analysis and results sections of experimental reports.

Healthcare Policy, Economics and Management

- Describe the principles of program development, management, budget preparation with justification and evaluation as related to public health initiatives. As such, define quality, cost benefit and performance improvement concepts to address organizational performance issues in public health. Students must consider trends in planning, resources allocation, and financing and their effects on consumers, providers and payers in public health.
- Compare leadership skills and models for building partnerships in public health and demonstrate health policy and management effectiveness using appropriate channels and technologies.

Community Health

- Apply knowledge and skills acquired in community health coursework in actual public health practice settings; identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions that will lead to improved health outcomes for the general public.
- Identify key community stakeholders in order to conduct effective public health promotional processes; utilize evidence-based public health communication tools in the development of a community health intervention.

Course Assessment / Methods of Evaluation

For the practicum, a grade of “**Pass**” or “**Fail**” will be recorded by the instructor of record based on satisfactory completion of the requirements outlined in this syllabus.

Assignments: Assignments will be given out throughout the course, such as bi-weekly report, final presentation, and required documents (e.g., work plan and post-practicum evaluation).

Student Responsibilities/Expectations ONLINE

Submit required assignments on time per requirement by the instructor. If there is any reason that may prevent a student from doing so, the student must inform the professor ahead of time and not make any excuses for failing to do so. It is your personal responsibility to complete assignments on time; make sure to use an electronic or paper calendar to keep up with your due dates for continued success in this course.

Email Correspondence: All email correspondence will be through the UT-Tyler/UTHSCT email system. Personal email accounts will not be used for any class related matters (ex. assignments, absence notifications, grades, etc.). All students are responsible for checking their UT-Tyler/UTHSCT email accounts regularly. Also, we will utilize “Chat” function in Canvas.

Assignments

| Assignment | Due |
|---|---------|
| 1. CITI program | 5/13/25 |
| 2. Educational Experience Affiliation Agreement | 5/15/25 |



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| 3. Educational Experience Program Agreement | 5/15/25 |
| 4. Work Plan | 5/15/25 |
| 5. Bi-weekly report 1 | 5/26/25 |
| 6. Bi-weekly report | 6/9/25 |
| 7. Bi-weekly report | 6/23/25 |
| 8. Bi-weekly report | 7/14/25 |
| 9. Final Report | 7/28/25 |
| 10. Final Presentation | 7/31/25 |
| 11. Post-Practicum Evaluations | 8/1/25 |
| 12. 135 hours of Practicum | 8/1/25 |

CITI program

ALL students are required to complete the following CITI Program Courses unless documentation of equivalent training is provided and approved:

1. Human Subjects Research - Students conducting no more than minimal risk research, Basic Course
2. CITI Health Information Privacy and Security (HIPS) for Students and Instructors, Basic Course
3. Responsible Conduct of Research Course for Social and Behavioral

Educational Experience Affiliation Agreement and Educational Experience Program Agreement

- Verify there is an active Educational Experience Affiliation Agreement and Educational Experience Program Agreement in place for the chosen practicum location. If these approved and signed documents are not in place, they must be completed and filed (executed) before the work plan will be approved by the Faculty Practicum Coordinator. Students will not be allowed to register for PBHL 5350 or PBHL 5360 if current Affiliation and Program agreements are not in place and on file.

Work Plan

- Work Plan signed by the student, the preceptor, the student's Faculty Practicum Instructor of record, and the Faculty Practicum Coordinator.

Biweekly Reports

- The student should complete all required bi-weekly reports and submit to the Practicum Instructor of record. The purpose of these reports is to provide an update on practicum progression, to allow the student to reflect upon their experiences, and to assist with development of the final report. Each report will be sent as an electronic attachment via email to the Practicum Instructor and the student's preceptor. An average report will be approximately 1-2 pages in length, single-spaced. Each report should specifically address the most beneficial activities and key learning experiences that occurred during that time period.

Activities

- Include dates and times as needed and describe events in narrative form to recount what occurred and why it is important.



- Examples: meetings, committees, boards, or individuals, duties assigned, other organizations visited, training events, etc.

Key Learning Experiences

- Describe how you gained knowledge or insight through this particular experience.
- Look for links between what you have learned during **your courses**.

Final Report

At the end of the practicum, the student is required to write a final report addressing the following elements and send to the Practicum Instructor of record:

- Describe how practicum competencies were met
- Provide a summary of major projects and activities
- Produce evaluative statements on the preceptor and the practicum organization
- Reflect on how the experience has contributed to your education and professional development

Final Presentation

- At the end of the practicum, each student is required to give a presentation to MPH faculty and students. There will be a designated day for practicum students to give their presentations. Specific guidelines for the timing and content of the presentations will be determined by the program. The preceptor and instructor are expected to attend their student's presentation.

Post-Practicum Evaluations

- The evaluation of the practicum experience involves a structured process involving two standardized templates, one completed by the preceptor and one completed by the student (Preceptor Evaluation of Student and Student Evaluation of Practicum Site form). Both forms should be completed prior to the end of the practicum and submitted to the practicum instructor of record. Students are responsible for ensuring the preceptor receives a copy of the 'Preceptor Evaluation of the Student' form and returns it to the instructor in a timely manner.
- In conducting the evaluation, the preceptor will review the weekly activities conducted by the student as well as any reports or projects completed. The evaluation form will be completed and sent to the Practicum Instructor with a copy to the Faculty Practicum Coordinator.

135 Hours of Practicum

- A minimum of 135 hours of effort is expected during the semester to satisfactorily complete the course.

Student Resources:

Faculty can update student resources to provide additional supports appropriate for each course.

Resources to assist you in the course

- [UT Tyler Student Accessibility and Resource \(SAR\) Office](#) (provides needed accommodations to students with document needs related to access and learning)
- [UT Tyler Writing Center](#)
- [The Mathematics Learning Center](#)
- [UT Tyler PASS Tutoring Center](#)
- [UT Tyler Supplemental Instruction](#)
- [Upswing \(24/7 online tutoring\) - covers nearly all undergraduate course areas](#)
- [Robert Muntz Library](#) and [Library Liaison](#)
- [Canvas 101](#) (learn to use Canvas, proctoring, Unicheck, and other software)
- Digital Support Toolkit (for supported courses only. Students are automatically enrolled in the toolkit for supported courses)
- LIB 422 -- Computer Lab where students can take a proctored exam
- [The Career Success Center](#)
- [UT Tyler Testing Center](#)
- [Office of Research & Scholarship Design and Data Analysis Lab](#)

Resources available to UT Tyler Students

- [UT Tyler Counseling Center](#) (available to all students)
- [MySSP App](#) (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- [Student Assistance and Advocacy Center](#)
- [Military and Veterans Success Center](#) (supports for our military-affiliated students)
- [UT Tyler Patriot Food Pantry](#)
- [UT Tyler Financial Aid and Scholarships](#)
- [UT Tyler Student Business Services](#) (pay or set up payment plans, etc.)
- [UT Tyler Registrar's Office](#)
- [Office of International Programs](#)
- [Title IX Reporting](#)
- [Patriots Engage](#) (available to all students. Get engaged at UT Tyler.)

University Policies and Information**Withdrawing from Class**

Students may [withdraw](#) (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#).

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and



universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). **CAUTION #2:** All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. **CAUTION #4:** All veterans or military-affiliated students should consult with the [Military and Veterans Success Center](#).

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. *Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).*

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade *only when all of the following conditions are met:* (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within

one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The [Military and Veterans Success Center \(MVSC\)](#) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.



- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to [Excused Absences for University Events or Activities](#) as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to [Excused Absences for Religious Holy Days as noted in the Catalog](#).

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the [Pregnant and Parenting Self-Reporting Form](#).

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.



Appendix: CEPH Competencies

| CEPH Competencies |
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| <i>Evidence-based Approaches to Public Health</i> |
| 1. Apply epidemiological methods to 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. |
| <i>Public Health and Health Care Systems</i> |
| 5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings. |
| 6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels. |
| <i>Planning & Management to Promote Health</i> |
| 7. Assess population needs, assets, and capacities that affect communities' health. |
| 8. Apply awareness of cultural values and practices to the design, implementation, or critique 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. |
| <i>Policy in Public Health</i> |
| 12. Discuss 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. |
| <i>Leadership</i> |
| 16. Apply leadership and/or management principles to address a relevant issue. |



17. Apply negotiation and mediation skills to address organizational or community challenges.

Communication

18. Select communication strategies for different audiences and sectors.

19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation.

20. Describe the importance of cultural competence in communicating public health content.

Interprofessional and/or Intersectoral Practice

21. Integrate perspectives from other sectors and/or professions to promote and advance population health.

Systems Thinking

22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative.

UT Tyler MPH Program Competencies

1. Utilize community assessment and analysis tools to address factors that contribute to disparities in rural populations.
2. Develop a risk assessment and management plan relevant to PH programs and services.
3. Develop strategies for obtaining resources for PH programs, projects, and services.
4. Evaluate major environmental laws and their effects on environmental factors in health.
5. Examine occupation as a social determinant of health.