

**2.8 Other Graduate Professional Degrees. If the school offers curricula for graduate professional degrees other than the MPH or equivalent public health degrees, students pursuing them must be grounded in basic public health knowledge.**

### **Required Documentation**

**2.8.a Identification of professional degree curricula offered by the school, other than those preparing primarily for public health careers, and a description of the requirements for each.**

The other professional degree programs, listed in the instructional matrix, Table 2.1.a, are Master of Arts with a major in Communication Sciences and Disorders, Master of Health Administration (MHA), Master of Health Science in One Health, Master of Occupational Therapy (MOT), Doctor of Audiology (AuD), and Doctor of Physical Therapy (DPT). Each program's requirements are described briefly below. More detail may be found at the program websites and in the accreditation documents for the MHA, Speech-Language Pathology, Audiology, Occupational Therapy and Physical Therapy programs in the Resource File.

#### **Master of Arts with a major in Communication Sciences and Disorders**

- Credits: 60 credits
- Time: 5 semesters
- Practical experience: Externship
- Culminating experience: Comprehensive examination or thesis
- Accrediting body: Council on Academic Accreditation in Audiology and Speech-Language Pathology
- Website: <http://slhs.php.ufl.edu/academics/masters/>

The Master of Arts degree with a major in Communication Sciences and Disorders offers comprehensive academic and clinical education in the area of speech-language pathology. The 60-credit program includes in-depth coverage of communication differences as well as disorders that affect speech, language and swallowing, and therapies to address them. Graduates of the program develop the knowledge and skills that are needed to deliver evidence-based clinical services to a wide range of populations in a variety of clinical settings. The MA program is primarily oriented toward developing students' clinical competence; however, students also have access to a range of opportunities for developing skills in basic and applied research. Students who enter the thesis track of the program conduct original research in laboratory or real-world settings under the mentorship of graduate faculty. The department operates two primary clinics: the [UF Health Speech and Hearing Center](#) and UF Health Shands Rehab at Magnolia Parke for Kids. The department also has affiliations with several other clinical programs on or near campus, including the [UF Center for Movement Disorders and Neurorestoration](#), the [UF Craniofacial Center](#), the School Board of Alachua County, the [Malcom Randall Veterans Administration Medical Center](#), and [Tacachale Developmental Disability Center](#). In these settings, students have the opportunity to learn state-of-the-art methods in prevention, assessment and treatment. The MA program culminates in the completion of either a clinical internship or a master's thesis. The comprehensive program provides graduates with a solid foundation for a career in speech-language pathology.

### **Master of Health Administration**

- Credits: 63
- Time: 5 semesters
- Practical and culminating experience: Practical: Internship; Culminating: Capstone Seminar
- Accrediting body: Commission on Accreditation of Healthcare Management Education
- Website: <http://hsrmp.phhp.ufl.edu/academic-programs/master-of-health-administration/>

The MHA program covers all fundamental aspects of business and management as applied to health care settings. Graduates are prepared for fellowship or employment in health delivery settings such as hospitals, ambulatory care centers, mental health facilities, rehabilitation facilities, nursing homes, home care agencies, and physician group practices. In addition, graduates are placed in non-provider settings which include insurance companies, Health Maintenance Organizations (HMOs), Preferred Provider Organizations (PPOs) and other managed care systems, consulting firms, regulatory agencies, and professional associations. Students learn how to use current technology for presentation materials, data analysis, electronic mail and Internet use. Students' coursework requires group work, projects and presentations, which prepare students to function effectively and professionally with others.

The curriculum for the Master of Health Administration (MHA) consists of 23 courses totaling 63 credit hours. The program requires five semesters to complete. The internship provides a unique opportunity to actively contribute to a health care organization during the summer between the first and second year of coursework. The 10- to 12-week full-time work experience allows students to apply management concepts in the world of practice. The program concludes with a capstone course that focuses on analysis of cases dealing with administrative issues in health services, and requiring completion of a semester-long comprehensive project for a client in a provider organization.

### **Master of Health Science in Environmental and Global Health: One Health**

- Credits: 40 credits
- Time: 3-4 semesters
- Practical experience: 3 credit field research experience
- Culminating experience: poster presentation at a research symposium at the University of Florida
- Website: <http://egh.phhp.ufl.edu/academic-programs/masters-programs/mhs-one-health/>

The MHS One Health concentration emphasizes working across public health, veterinary health and environmental health disciplines to tackle difficult health problems. One Health principles are strongly endorsed by prominent supporters of the One Health concept including the US CDC, NIH, USDA, and many academic and professional organizations:  
<http://www.onehealthinitiative.com/supporters.php>.

The MHS One Health curriculum addresses a diverse range of health issues but has a strong focus upon infectious diseases. Courses and other educational experiences are carefully structured to enable students to develop competence in very specific health skills. The program offers particular depth in how infectious diseases are transmitted at the human-animal interface;

how the environment impacts such disease transmission; and how we can predict and mitigate new and current disease threats. An emphasis is placed upon agricultural industries, biosecurity, entomology, zoonotic diseases, animal health, food production, pathogen detection and identification, and environmental controls. Through elective courses, students may draw on the extensive expertise of University of Florida faculty from diverse disciplines to gain special training in a specific field of interest. Where possible, students will emerge well versed in One Health problem solving via partnerships with industry.

This is the first graduate program of its type not only in the United States, but also worldwide. Graduates are expected to find opportunities for employment in many venues. In particular, academic centers and the US government need broadly trained individuals to tackle, in a multidisciplinary fashion, today's most difficult public health problems. Trainees in this degree program will likely have employment opportunities in US universities, federal, state and county health departments, food and pharmaceutical industries, federal agencies, consulting and research companies, occupational safety, and other industries. Trainees will also likely have international employment opportunities. These professionals will work in teams and interact with professionals from many different organizations.

### **Master of Occupational Therapy**

- Credits: 58 credits (after 21 credits pre-OT)
- Time: 5 semesters
- Practical and/or culminating experience: 12-credit internship
- Accrediting body: Accreditation Council for Occupational Therapy Education
- Website: <http://ot.pphp.ufl.edu/academics/mot/program-description/>

The Master of Occupational Therapy Degree Program (MOT) is designed as a professional entry-level program. Students prepare for the program by studying the biological, psychological, and social systems that impact the performance of occupational roles at the baccalaureate level.

This course work is a prerequisite to the strong background in theory, assessment and therapeutic interventions provided within the master's program. Preceding their professional preparation, students receive an undergraduate liberal education in their pre-professional studies. Many students will have completed the Bachelor of Health Science degree (BHS) at UF and courses (pre-OT track; 21 credit hours) specifically focused for students planning to enter the master's in occupational therapy degree program. Students begin this program in their junior year.

Students who have graduated from other majors or universities may have taken equivalent coursework at their undergraduate alma mater, or may enroll in the PPHP pre-OT track courses, prior to initiating coursework in the master's in occupational therapy degree program. The six pre-OT courses are offered over fall and spring semesters. After completing the 21 required credit hours, students on this path may begin the MOT course work.

The MOT program begins in the summer semester, and students graduate at the end of the fall semester following 1.33 years of full-time graduate study (five semesters) and 58 credits, including 12 credits of internship in the last two semesters. Upon completion of the program, students receive a Master of Occupational Therapy degree and may sit for the national OT

certification exam. Additional information may be found at the Department of Occupational Therapy website: [www.phhp.ufl.edu/ot](http://www.phhp.ufl.edu/ot)

### **Doctor of Audiology On Campus**

- Credits: 125
- Time required: 45 months
- Practical and culminating experience: One year externship
- Accrediting body: Council on Academic Accreditation in Audiology and Speech-Language Pathology
- Website: <http://audiology.ufl.edu/programs/on-campus/on-campus-au-d/>

The curriculum of the AuD is designed to meet the needs of comprehensive audiologic practice. The goal of the curriculum is to educate professionals who are able to function and work independently upon graduation, and to provide a sound foundation for those students who are interested in subsequently pursuing a PhD in audiology.

The program is a 45-month course of study emphasizing the principles and practices underlying the evaluation and (re-) habilitation of human auditory and vestibular disorders. It incorporates didactic instruction overlapping with clinical rotations during the first eight semesters of the program, followed by competency-based evaluations of critical clinical reasoning skills and a 12-month clinical externship. The audiological externship during the final year of the program provides the student with the opportunity to hone their clinical skills in a variety of areas. Therefore, potential externship sites must meet with the approval of the AuD faculty. Completion of the program leads to the Doctor of Audiology (AuD) degree and eligibility for the Certificate of Clinical Competence in Audiology (CCC-A, awarded by the American Speech-Language-Hearing Association), Board Certification in Audiology from the American Academy of Audiology, and for state licensure/registration in Audiology.

### **Doctor of Audiology, Distance Learning**

- Credits: 45 credits
- Time: 18 months
- Practical and/or culminating experience: Comprehensive examination
- Website: <http://audiology.ufl.edu/programs/distance-learning/distance-learning-au-d/>

The Distance Learning AuD Degree is designed to provide working professional audiologists with the complex and diverse skills necessary to meet the challenges of the dynamic health care marketplace.

Each student must complete nine five-credit courses, which are offered one at a time, and the entire program is repeated every 18 months. Students are not required to go straight through if they wish to take longer to complete the program.

Courses utilize a combination of video lecture presentations on CD-ROM, virtual clinics, course workbooks, traditional readings, Internet postings, online discussion groups, and face-to-face regional location meetings. Each course involves clinical competencies that must be demonstrated by each student. These are performed in the regional area under the guidance and

direction of the regional facilitator in collaboration with the course instructor. Regional facilitators are doctoral-level audiology professionals who oversee the face-to-face meetings, lead weekly online chat sessions, and support the students' academic needs throughout the course.

Regional meetings are held throughout the country every eight weeks. The meetings allow students to complete clinical skills assessments, clinical practicum and course examinations. The meetings also provide a forum for students and facilitators to interact on issues central to the program and the audiology profession.

Students are required to take a comprehensive qualifying examination after completion of seven courses.

### **Doctor of Physical Therapy**

- Credits: 113 credits
- Time: 8 semesters
- Practical and/or culminating experience: 18-credit full-time clinical internship
- Accrediting body: The Commission on Accreditation in Physical Therapy Education
- Website: <http://pt.phhp.ufl.edu/dpt-program/program-overview/>

The DPT curriculum is an eight semester plan of study which incorporates 18 weeks of full-time clinical internship and several weeks of integrated part-time clinical experiences. Students enter the program after completing a bachelor's degree. The students are awarded the DPT degree after completing 113 credit hours of graduate course work.

The curriculum has been established along three basic educational principles that are instilled in the philosophy and mission of the program. First, it is necessary that a strong basic science background in the biological, kinesiological and behavioral sciences be established as the foundation upon which the curriculum is developed. Second, incorporation of principles underlying logical reasoning and the scientific method are woven throughout all aspects of the curriculum. These principles are explicitly stated in the design and content of each course; they are implicitly stated in the faculty's behavior as role models through incorporation of their research and clinical practice experiences into the classroom setting. Third, students recognize that the practice of physical therapy is empowered by the collaborative efforts of the team, ensuring a partnership of people working towards a common goal. This principle is instilled in the students throughout the content of the curriculum and is exemplified by the faculty's collaborative teaching and research efforts.

### **2.8.b Identification of the manner in which these curricula assure that students acquire a public health orientation. If this means is common across these other professional degree programs, it need be described only once. If it varies by program, sufficient information must be provided to assess compliance by each program.**

A public health orientation is provided to students in other professional programs (and academic programs) via a three credit course, entitled Introduction to Public Health. This course is designed for students in other professional and PhD programs in the College of Public Health

and Health Professions, who do not have prior public health training. The purpose of the course is to provide a broad introduction to public health as well as an understanding about how each student's specialization contributes to achieving the goals of public health. The course is provided entirely online using voice-over PowerPoint presentations in a self-paced format. The course requires 48 contact hours and may be taken at any time during a student's program. Course content, depth and level of difficulty are equivalent to three graduate credits at the University of Florida. Students may choose to take the course for academic credit (three credits) or as a non-credit program requirement. Both versions of the course syllabus are in the Resource File.

This course is required of students who enter other professional degree programs beginning in fall 2013. The MHA program elected to require the course for students who entered in fall 2011. Other professional degrees, except the new MHS in Environmental and Global Health: One Health, required a 20 hour course, Introduction to Public Health for the Health Professions, for cohorts that started prior to fall 2013.

Access to the course, enrollment and completion data are maintained by the Public Health Programs office in the Dean's Office.

All of the other professional programs in the College include additional public health content in their curricula, such as overviews of the health care system, principles of health administration, and environmental impacts on the populations of interest (e.g., noise conservation for audiologists). Faculty of these programs participated with public health faculty in development of the presentations in the new course.

### **2.8.c Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.**

This criterion is met.

#### **Strengths:**

1. All professional degree programs in health professions are accredited, thus meeting the accepted conventions of their fields of practice.
2. An introduction to the content and breadth of public health is provided through a three-credit online course, and each program provides additional public health content in its required courses.

#### **Weaknesses:**

1. None identified

#### **Plans:**

1. Continue system in place to assure public health content in other professional degree programs.
2. Update course components regularly.