

8. EXECUTIVE PROGRAM IN PUBLIC HEALTH PRACTICE

8.1 Welcome

Welcome to the Executive Program in Public Health Practice! Sections 8.1 – 8.14 are designed to give you specific information about the Executive Program. We trust that these sections will answer your questions and provide *practical* information through which you can successfully complete the Master of Public Health (MPH) degree. Please feel free to contact the Director of the Program, Dr. Robert Veninga at venin001@umn.edu and/or the Programs and Instructional Coordinator, Anne Ehrenberg at 612.626.5665 or php@umn.edu with any questions or concerns.

OVERVIEW AND GOALS

The purpose of the Executive Program in Public Health Practice is to provide students with an innovative and flexible curriculum that will enable them to achieve their career goals in Public Health. In addition to obtaining a broad background in Public Health through course work in areas such as Biostatistics, Epidemiology, Environmental Health and Health Administration (22 credits), students design a focus area based on their academic goals (13 credits). Among the focus areas are:

- Public Health Preparedness, Response and Recovery
- Occupational Health and Safety (with an emphasis on preparedness)
- Food Safety and Biosecurity
- Public Health Leadership Studies
- Cultural Responsiveness
- Risk Assessment

STUDENTS

There are approximately sixty students enrolled in the Executive Program, all of whom have advanced graduate/professional degrees. The educational backgrounds of our students include the disciplines of education, law, medicine, nutrition, pharmacy, psychology, and veterinary medicine. The goal of some students is to become more effective in their current practice. Others are looking to make major career shifts - moving from clinical practices to major leadership roles in the Public Health community. The career goals of the Executive students are truly diverse. Some envision working in national and local health agencies/organizations. Others are enhancing their skills to work in regulatory agencies while some wish to redirect their clinical skills to the health needs of disadvantaged people. Whatever the career goal, students share a common value and that is to make a *significant impact on the health of the public*.

FACULTY ADVISOR

One of the most important persons for students enrolled in the Executive Program is the academic advisor. We make every effort to link a faculty advisor whose research and professional interests interface with the academic needs of students. *It is important for students to keep faculty advisors informed as to progress and to periodically assess the curriculum and its relevance to your career goals.* At times, the educational objectives of students change and a different academic advisor may be needed. Please consult with the Director of the Program if a change is considered.

FACULTY PERSPECTIVE ON PUBLIC HEALTH

In keeping with the vision of "Healthy People in Healthy Communities", faculty members see Public Health as a broad social movement that seeks to impact the health of large populations in innovative ways. This calls for leadership skills through which the health of the public can be *dramatically* improved through education, engineering, and enforcement strategies. Public Health is unique in its interdisciplinary approach and its emphasis on preventive strategies, and its linkages with government, private and voluntary communities. One of the things you will discover in the curriculum is a belief that if major public health problems are to be

solved, it will take a coordinated, team approach in which the skills of every discipline are valued and employed.

CURRICULUM REQUIREMENTS

How long does it take to complete the curriculum? If students have the flexibility to take a full-time course load, it is possible to complete the curriculum in approximately thirteen months. Most students however, pursue their studies on a part-time basis. Approximately 15 credits of the program can be taken online. A maximum of 7 credits can be transferred in from other accredited graduate programs, provided the courses have been taken in the past five years and relate directly to the student's focus areas. In addition, the School of Public Health offers a wide listing of courses during a concentrated three-week Public Health Institute offered every Spring. Attendance at two Public Health Institutes and participation in online classes allows students to continue with their work responsibilities. *Sections 8.2 – 8.12* will provide information on graduation requirements. Curriculum objectives can be found in *Section 8.5*. *Section 8.13* will give you a perspective on the faculty and their professional interests. Your attention to these sections is appreciated.

The Executive Program is located in the Public Health Practice Major in the School of Public Health. In addition to the Executive program, the Public Health Practice Major offers programs in Public Health Medicine leading to a dual MD/MPH Degree and Veterinary Public Health, leading to a dual DVM/MPH degree. The Major also offers certificate programs in specialized fields of study.

8.2 Master of Public Health Graduation Requirements

NOTE: See *section 8.12* for the EPHP Graduation Checklist

PUBLIC HEALTH CORE AREA REQUIREMENTS

Students working towards an MPH degree must satisfy competency requirements in the six core areas of public health – administration, behavioral science, biostatistics, environmental health, epidemiology, and ethics – by completing one of the following in each core area:

- Satisfactorily pass one of the pre-approved courses in the core area (see pre-approved course list below); **OR**
- Pass an equivalency exam in the core area. Equivalency examinations for the 2005-200 academic year will be scheduled; **OR**
- Pass an advanced course in the core area as approved by the respective division head or the Educational Policy Committee, **OR**
- Complete a graduate level course, with a grade of B or better, at an accredited university or college that meets the competencies defined by CEPH. The Educational Policy Committee, upon petition of the student, will determine acceptance of a course for transfer.

PRE-APPROVED COURSES MEETING PUBLIC HEALTH CORE AREA REQUIREMENTS

Administration

- PubH 5751 Principles of Management in Health Services Organizations – 2 cr.
- PubH 5752 Public Health Management – 3 cr.

Behavioral Science

- PubH 5020 Fundamentals of Social and Behavioral Science – 3 cr.

Biostatistics

- PubH 5414 Biostatistical Methods I – 3 cr.
- PubH 5415 Biostatistical Methods II – 3 cr.
- PubH 5450 Biostatistics I – 4 cr.
- PubH 5452 Biostatistics II – 4 cr.

Environmental Health

- PubH 5200 Environmental Health – 2 cr.
- PubH 5201 Issues in Environmental and Occupational Health – 2 cr.

Epidemiology

- PubH 5320 Fundamentals of Epidemiology – 3 cr.
- PubH 5330 Epidemiology I – 4 cr.
- PubH 5340 Epidemiology II – 4 cr.

Ethics

- PubH 5741 Ethics in Public Health: Professional Practice and Policy – 1 cr.
- PubH 5742 Ethics in Public Health: Research and Policy – 1 cr.

REGISTRATION REQUIREMENT

Students are required to register for at least 2 semesters and 15 credits in the School of Public Health.

COURSEWORK AND CREDITS

Students must complete all required coursework and credits; *see section 8.3*.

COURSE NUMBERS AND GRADUATE CREDIT

5xxx 6xxx, 7xxx and 8xxx-level courses are considered graduate-level. 1xxx and 3xxx-level courses are for undergraduates and will not receive approval for graduate credit. Under some circumstances – with approval of the student’s Major Chair – 4xxx courses may also be applied toward a MPH degree as long as a member of the graduate faculty teaches them.

SPH GRADING POLICIES

Note: Students should refer to *section 6.5* of this guidebook for information on the University’s uniform grading policy.

Grade Point Average

Students must achieve a grade point average of no less than 3.0 (B) across their entire program to receive an MPH degree.

S-N Grade Option

MPH students may take no more than 20% of their coursework on an S-N grading basis, exclusive of those topics, seminars, and field experience courses offered only on an S-N basis. Courses designated as part of the public health core can NOT be taken on an S-N basis.

Public Health Core Courses

All courses designated as part of the public health core must be taken for a letter grade (A-F). Students will be required to achieve no less than a B- grade in each course taken on an A-F basis. Students may retake public health core courses at their own expense until they achieve a grade of B- or better. However, a retaken course may be counted only once toward degree requirements in the student’s study plan.

Each public health major may require higher levels of achievement for its own students in public health core courses that are also core to the major. This may include restrictions on retaking public health core courses that are also core to the major, or requiring more than a B- performance level. Students should consult their Major Coordinator for documentation of these requirements.

FIELD EXPERIENCE

All students matriculating in a MPH program must complete a formal, supervised fieldwork experience consisting of at least 90 hours in order to graduate (the EPHP program requires 135 hours). Neither prior professional degrees nor prior work experience in a field not closely related to the MPH degree program are sufficient grounds for waiving the fieldwork requirement. Each major has established requirements for completion of fieldwork; *see section 8.6*.

MPH STUDY PLAN

Students are required to submit a completed *Master of Public Health (MPH) Study Plan* to their Major Coordinator at least one semester prior to their anticipated completion of coursework. Earlier submission (e.g. in the second to last semester) is suggested to allow the Major Coordinators to review the study plan and notify students if they are missing any requirements prior to their last term of study. A copy of the *Master of Public Health (MPH) Study Plan* can be downloaded at www.sph.umn.edu/students/current/studyplan/.

MASTER’S PROJECT

MPH students must complete a master’s project, demonstrating familiarity with the tools of research or scholarship in the major, the capacity to work independently, and the ability to present the results of the investigation effectively. The master’s project should involve a combined total of approximately 120 hours of work. The major faculty specifies the nature and extent of the options available to satisfy this requirement and determines whether the requirement is to be satisfied in conjunction with or independent of the coursework in the student’s major; see *section 8.7*.

COMPREHENSIVE EXAMINATION

MPH students must complete a written and/or oral examination as specified by the major; see *section 8.10*.

TIME FRAME

The maximum time allowed by the School of Public Health for completion of an MPH degree is seven years. The seven-year period begins with the first term of enrollment after admission to a degree program within the School.

COURSE TRANSFER CREDITS

A student may seek transfer of no more than 15 semester credits of graduate or professional program courses taken at the University of Minnesota or at another college or university (EHPH program limits transfer credits to 7). Course credits may be used to satisfy public health core or other program requirements as jointly approved by the Major Chair and the Associate Dean for Academic Affairs. No course credits older than 5 years from the date of the student’s matriculation will be accepted for transfer. A grade of “B” or better is required for each course requested for transfer credit.

MPH students who have completed graduate-level coursework at the University of Minnesota or another college or university may petition to transfer those courses toward their MPH degree. To be considered for transfer, graduate level coursework must have been taken at an accredited graduate institution. Students must:

1. Meet with their advisor to discuss the petitioning process. If the petition is acceptable to the advisor, the student will complete and sign the *Petition* form, obtain the advisor’s signature, and attach an official transcript on which the final grade has been posted.
2. Submit the *Petition* form to the Major Coordinator for processing. The *Petition* form can be obtained from the Student Services Center or Major Coordinator.

The Major Coordinator will forward the petition to the major chair and then to the Associate Dean for final evaluation and/or approval.

COURSE SUBSTITUTIONS AND WAIVERS

All student requests that deviate from the degree curriculum requirements outlined in this Guidebook must be made on a *Petition* form. The *Petition* form can be obtained from the Student Services Center or Major Coordinator.

Students should note that the process for approving a course substitution or waiver could take up to one month, so plan accordingly.

Course Substitution Procedures:

The following process should be followed when requesting that a course substitute for a required course in your degree program.

1. Gather the course syllabi of the required course in your degree program and the proposed substitute course and a transcript on which the proposed course grade has been posted (if the proposed course has already been completed).
2. Complete the *Petition* form with the following information in each section:
 - **REQUEST SECTION:** describe the course requested for substitution including the course title, number of credits, term and year taken, and the name of the institution where the course was taken. Also list the course/requirement in your degree program for which you are asking for the substitution.
 - **REASON/EXPLANATION SECTION:** Indicate what skills and/or content overlaps between the required course(s) and the proposed substitute course(s).
3. Compile the above materials and have the request reviewed by your advisor. He/she will complete the Department section of the *Petition* form and indicate approval/non-approval of the request.
4. After the advisor has made his/her recommendations, the student should submit these materials to the Major Coordinator who will forward it to the appropriate Credentials Committee for review. The student will be notified via e-mail of the committee's decision.
5. If the substitute course is to replace a School of Public Health Core course (administration-PubH 6751/6752, behavioral/social science-PubH 6020, biostatistics-PubH 6414/6450, environmental health-PubH 6100/6102, epidemiology-PubH 6320/6330, ethics-PubH 6741/6742), there is an additional step to get School-level approval. To complete this next step, provide two additional copies of the above materials. All of those materials should be submitted to your Major Coordinator. Upon receipt of those materials, the Major Coordinator will review the request with the Major Chair and then if approved by the Major Chair, all copies of the request will be forwarded to Guy Piotrowski to be presented to the appropriate SPH Educational Policy committee members. The student will be notified by Guy Piotrowski via e-mail of the committee's decision. If the Major Chair does not approve of the request, the Major Coordinator will inform the student that the request will not be forwarded to the SPH Educational Policy Committee for review.

APPLICATION FOR DEGREE

MPH students are required to complete an *Application for Degree* form. There are strict deadline dates before a student can be cleared for graduation. Copies of this form can be obtained from the Major Coordinator, the Student Services Center or downloaded from http://onestop.umn.edu/Forms/pdf/Apppl_Degree.PDF. We strongly encourage students to submit the form in their first semester of matriculation.

REFLECTIVE SUMMARY

Executive students are required to submit a reflective summary (not more than 5 pages) of their learning objectives/focus area, how they met the objectives, and how the MPH prepared them for public health practice.

8.3 Program Curriculum

Students are required to complete a minimum of 35 credits. The curriculum in EPHP is divided into two components: a Basic Curriculum and Focus Area Curriculum.

BASIC CURRICULUM

The Basic Curriculum (22 credits) incorporates the core areas of public health instruction: biostatistics, epidemiology, environmental health, health services administration, ethics, and social/behavioral sciences. It focuses on the knowledge, skills, and attitudes necessary in each of these areas of fundamental competency needed to understand, assess, evaluate, and manage population health in the community.

Required Coursework

Course	Notes	Title	Offered Online	Credits
PubH 5299	①	Public Health Practice: Introductory Seminar for Health and Human Resources Professionals	Public Health Institute	1
PubH 5320	②	Fundamentals of Epidemiology	Spring/Summer	3
PubH 5414	②	Biostatistical Methods I	Fall/Summer	3
PubH 5020	②	Fundamentals of Social and Behavioral Science	Spring/Summer	3
PubH 5741	②	Ethics in Public Health: Professional Practice and Policy	Fall/Summer	1
PubH 5201		Issues in Environmental and Occupational Health	Spring/Sum	2
PubH 5752	②	Public Health Management	Fall/Summer	3
PubH 5296	③	Field Experience: Public Health Practice	All Terms	3+
PubH 5294		Master's Project: Public Health Practice	All Terms	3

① All students are required to take one credit of PubH 5299. This course is offered the weekend before the start of each Public Health Institute. Students are strongly encouraged to take it during their first attendance at a Public Health Institute.

② This course is offered in online and traditional classroom format options.

③ Minimum of 135 hours in a public health setting.

FOCUS AREA CURRICULUM

The Focus Area Curriculum of a minimum of 13 credits gives the student the opportunity to investigate specific public health applications. Students are required to choose across four goals incorporating public health practice domains as established by the Council on Linkages (<http://trainingfinder.org/competencies/>):

1. Public policy development using a systems framework;
2. Interventions based on the dimensions of community and culture;
3. Assessment and application of basic public health sciences; and
4. Program management and communications principles.

Students, in collaboration with their Academic Advisor, must arrange their curriculum around a theme of interest or focus representing current public health issues. See *Student Focus Area Planning Guide* in *Appendix C*. Activities chosen in completion of the Program's Field Experience and Master's Project are coordinated with the theme chosen by the student for the Focus Area Curriculum. Key learning objectives of the curriculum and how they are acquired are listed in *section 8.5*.

*****Please save the syllabi from all focus area courses as you will need to submit those to the PHP program office for inclusion in your permanent file in support of your MPH degree.*****

FOCUS AREA PLANNING GUIDE

When you applied to the Executive Program in Public Health Practice, you were asked to define a "focus" area. Some students have precise plans as to the areas in which they wish to concentrate; others are more generalized. However, for *your MPH program to have the most meaning, it is imperative that you have a focus area that relates directly to your educational and career goals.*

How do you sharpen your focus area so that it has relevance to your educational program?

1. Re-read the letter of intent you wrote when you applied to this program.
2. Read this guidebook carefully and consult with other resources. For instance, you may wish to conduct informational interviews with public health leaders to discuss your professional goals.
3. Ask for the names of students in the Executive Program or alumni who have career goals similar to your own and compare notes on potential course work.

4. Review the *Competencies Feedback Project* by the Council on Linkages Between Academia and Public Health Practice at <http://trainingfinder.org/competencies/>. This website provides information about Public Health domains and core competencies in current public health practice including policy development, community interventions, applications of knowledge, and program planning and management. What you discover in this website will give you a sharper perspective on what you wish to accomplish in your MPH program. You are encouraged to view this website early in your program.
5. Review the many courses offered through the School of Public Health at www.semesters.umn.edu/tccat/template/desn.cfm.

The above suggestions will help you sharpen the definition of what you wish to accomplish in your focus area.

After completing the above tasks, meet with your academic advisor to complete the *EPHP Focus Area Planning Form* (see *Appendix C*). Upon the completion of this meeting, you should have a precise description of your focus area and an agreement on specific courses (13 credits minimum) as well as a preliminary understanding of what you might wish to accomplish in your master's project.

Please note that your academic progress is documented by the completion and signing of various forms that can be found in the appendices section of this guidebook. These forms will become a permanent part of your file. Before the Master of Public Health degree is awarded, all forms must be signed by the appropriate individuals. **It is the student's responsibility to make certain that the forms are discussed with his/her academic advisor and filed at appropriate times with the Major in Public Health Practice and/or the School of Public Health.** A copy of each form should be submitted to Anne Ehrenberg, Public Health Practice Instructional Coordinator.

If at any point in your studies your educational expectations are not being achieved, please discuss your concerns with your academic advisor. If you are not satisfied with the outcome, please consult the Director of the Executive Program, Dr. Robert Veninga at venin001@umn.edu.

8.4 Required Course Descriptions

PubH 6299 Public Health Practice: Integrating the Science and the Art of Public Health

Designed to demonstrate how innovative public health strategies can impact the health of populations utilizing interdisciplinary approaches to change

PubH 6020 Fundamentals of Social and Behavioral Science

Four major approaches to public health problems: psychosocial, economic, community, policy. Lectures provide overview of theory/implementation. Small groups provide opportunity to practice skills.

PubH 6102 Issues in Environmental and Occupational Health

The field, current issues, and principles and methods of environmental and occupational health practice.

PubH 6320 Fundamentals of Epidemiology

Basic concepts and knowledge of epidemiology, a methodology used to study the etiology, distribution, and control of diseases in human populations.

PubH 6414 Biostatistical Methods I

Descriptive statistics, graphical methods. Use of Excel. Proportions, relative risk, odds ratios. Random sampling. Estimates of mean, medians, measures of variability. Normal distribution, t-/chi-square tests. Confidence intervals. Correlation/regression. Inference/causality.

PubH 6741 Ethics in Public Health: Professional Practice and Policy

Introduction to ethical issues in public health practice/policy. Ethical analysis. Recognizing/analyzing more issues.

PubH 6752 Public Health Management

Managing projects and organizations in public health. Focuses on the skills and knowledge necessary to determine the mission of the organization and plan for the future, structure the organization to support individuals in their work, and motivate and manage activities to achieve their goals.

PubH 7294 Master's Project: Public Health Practice

Directed field research, original or secondary analysis of data sets related to public health practice.

PubH 7296 Field Experience: Public Health Practice

Directed field experience/clinical rotation/practicum in selected community or public health agencies and institutions with opportunity for integration of knowledge and skills in population science for public health practice.

8.5 Curriculum Objectives

Objective	How acquired	How measured
1. Develop a population perspective on health and disease/injury.	PubH 6299 Elective Course in Assessment/Basic Sciences Elective Course in Policy/Systems	Course evaluations, examinations
2. Understand the principles and practices of health promotion and disease/injury prevention and protection of human populations from environmental hazards	PubH 6299 PubH 6320 PubH 6752 PubH 6102 Elective course in Intervention	Course evaluations, examinations
3. Integrate public health principles into the practice of health and human services	PubH 6299 PubH 6320 PubH 6414 Elective Course in Intervention Elective course in Assessment/Basic Sciences	Course evaluations, examinations
4. Appreciate the social, cultural and environmental factors that affect community health	PubH 6020 PubH 6102 Elective course in Policy/System Elective course in Management/Communications	Course evaluations, examinations
5. Understand public health as a social system	Elective course in Policy/System Elective course in Intervention Elective course in Management/Communications	Course evaluations, examinations
6. Identify the ethical issues in disease/injury prevention and health systems policy	PubH 6741 Elective course in Policy/Systems	Course evaluations, examinations
7. Develop a public health analysis of a current public health issue or program	Elective Course in Assessment/Basic Sciences Elective course in Policy PubH 7294	Course evaluations, examinations, project
8. Understand the application of public health tools to the evaluation and control of a specific health issue	Elective course in Policy/Systems Elective course in Intervention Elective course in Assessment/Basic Sciences Elective course in Management/Communications PubH 7294 PubH 7296	Course evaluations, examinations, project
9. Apply public health skills in a community practice setting	PubH 7296	Course evaluation, oral examination

8.6 Field Experience

INTRODUCTION

Part of the curriculum for the master's degree includes an opportunity for students to learn first-hand about the organization, operations, and special activities of selected agencies, institutions, and industries concerned with public health practice.

The PHP field experience provides students with a means of gaining additional insight into programs, personnel management, governmental relations, public relations, legislative support and, particularly, knowledge of special investigations conducted by these organizations. Participation in the activities of public health practice programs external to the University adds a dimension of experience to the curriculum that enriches the student's training and may be beneficial in seeking employment.

As part of fulfilling the MPH degree requirements, you must participate in a field placement experience. Please be aware that certain facilities are required by Minnesota law to submit paperwork for a criminal background check for all personnel with direct, unsupervised client contact. If you are placed in such a facility, you may be asked by the institution to submit paperwork, or the institution may require that you have this check facilitated by the School of Public Health. The School is prepared to assist you. Facilities that are covered by this law are hospitals, boarding care homes, outpatient surgical centers, nursing homes, home-care agencies, residential care homes, and board/lodging establishments providing health supervision services. Client contact must be direct and unsupervised (outside the hearing or vision of a supervisor at the facility). In the event this situation arises, please call The School of Public Health Student Services Center at 612.626.3500 or come to D305 Mayo, University of Minnesota TC campus for assistance. If you are outside the metro area, please feel free to call 800.774.8636.

REQUIREMENTS

1. All PHP major students are required to complete a field experience as part of their degree program.
2. Students, in consultation with their academic advisor, should select the particular organization with which they wish to work. Selection of the organization, contact with it and designation of a preceptor in the organization may be arranged any time during the academic year.
3. Students register for a minimum of 3 semester credits for PUBH 7296. These credits may be taken during one semester, or divided among several semesters. As a guideline, a minimum effort of 135 hours is expected.
4. A student registered for PubH 7296 must complete the *Record of Student Field Experience* and *Field Experience Agreement* forms. These forms should be signed by the person the student will work with at the agency, the academic advisor, and the student before filing with the academic advisor. File as soon as arrangements are completed for the agency assignment. The forms are intended to avoid misunderstandings concerning expectations on the part of people involved. Sample forms can be found in *Appendix B* of this guidebook.
5. Students must submit a Field Experience Report(s) to their academic advisor. For details on this report, see *Appendix B*.
6. Some students may find certain aspects of the agency activity of sufficient interest to do a "Plan B" project while assigned to the agency. This requires study that is more extensive, an appropriate literature review, and an expansion of the subject beyond the field experience. The ultimate feasibility of such arrangements should be decided jointly by the student, the academic advisor, and the preceptor.

OVERALL GOALS

Provide students with an opportunity to apply public health concepts to practice in a specific program, agency, or industry.

STUDENT OBJECTIVES

Development of your specific objectives should include consideration of:

1. The availability of a high quality learning experience in public health practice;
2. Your professional goals and interests;
3. Selected theories and concepts applicable to a role in the practice of public health;
4. The potential for practice in a leadership role(s); and
5. Your potential contribution(s) to the setting in which your field experience is based.

CREDITS AND GRADING

The number of credits is arranged between students and their advisor. The grading for the field experience is S/N. Grades for PubH 7296 are submitted when academic advisor has accepted and approved the report(s) on the field experience. (A total of at least 3 credits is required for graduation.)

FIELD EXPERIENCE: PUBLIC HEALTH PRACTICE REPORT

Submit a 2-5 page typed summary of your learning experience no later than one week after completion of your field experience. Points to be addressed are identified below.

1. Identify your primary goal for the practicum and your rationale for choosing the setting.
2. Describe the setting in terms of the organization: name, location, number of employees, organizational mission and its products or services.
3. Identify your preceptors by name, title, and professional degrees.
4. Restate your learning objectives and the strategies and resources used to attain those objectives.
5. Restate your evaluation criteria and describe the degree to which you achieved your objectives.
6. Identify the most important items you learned, both professional and personal.
7. Comment on whether or not you would recommend this setting and preceptor for future PHP students.
8. Recommend specific strategies PHP faculty might have employed to enhance your experience.

8.7 Master's Project

REQUIREMENTS

The use of the word Master's Project signifies a planned undertaking involving studious inquiry or examination. The product of that undertaking is a formal, written, scholarly report that demonstrates writing proficiency; and the ability to critically approach a topic, synthesize, interpret, and successfully convey information to the appropriate audience.

Students are expected to demonstrate familiarity with the tools of applied research or scholarship in public health practice, the ability to work independently, and the ability to apply skills learned in coursework by completing either a Plan B Research Paper or Plan B Systematic Literature Review. The research or review must involve more than one faculty member, one as primary academic advisor and at least one faculty member as a reader for the project to give feedback prior to scheduling the final oral exam. The Master's Project should involve a combined total of at least 120 hours (the equivalent of three fulltime weeks of work).

The student, his/her academic advisor, and the faculty member for whom the work is to be done (if different from the academic advisor) decide how the Master's Project requirement is to be met. The student is responsible for consulting with and acquiring approval from the academic advisor to confirm that the project meets the requirements of their program of study (use the *Master's Project Proposal Form* found in *Appendix A*). The topic and form of the Master's Project depend upon the student's experience and the interests of both the student and the faculty. For example, if the student lacks experience in writing scholarly papers the

student may profit from writing a Plan B Systematic Literature Review that involves a critical synthesis and interpretation of the literature on a public health topic using validated methodologies. However, those students with demonstrated writing skills and an interest in research might profit from working on a Plan B Research Paper involving collaboration with School of Public Health faculty on a data based project.

The student's work could culminate in the preparation of an article for potential publication. Guidelines for a Plan B Research Paper and a Plan B Systematic Literature Review can be found in *section 8.8*.

Refer to the class schedule of the semester you plan to register for the Master's Project. It is listed as PubH 7294 Master's Project: Public Health Practice, select the section # of your Advisor. Obtain a permission number from Anne Ehrenberg before registering for PubH 7294.

APPROVAL PROCESS

In order to maximize the benefit from the academic advisor's input, students must have their topic approved by their academic advisor. Approval must be received in writing before work can begin on the project proposal. After receiving the academic advisor's approval on the topic, the student should begin to develop the project proposal. (Use the *Master's Project Proposal Form* – a sample can be found in *Appendix A* of this guidebook.) The proposal sets up a guiding framework for the project and establishes a timeline for completion that is mutually satisfactory to the student and his/her advisor. The project proposal should include the following:

- Statement of purpose or the idea for the project
- Indication of culminating product: Plan B Research Paper or Plan B Systematic Literature Review
- Statement of key research questions to be addressed and rationale
- List of associated objectives for the project
- Brief description of the project's methodology
- Proposed timeline
- Project budget (if applicable)

The Project Proposal must be approved by the Academic Advisor and, where appropriate, the Preceptor before beginning the project itself. For projects involving collection of information from people, approval must be obtained from the Committee on the Use of Human Subjects in Research; see *sections 6.11 and 8.9* for more information.

COMPLETION OF THE MASTER'S PROJECT

Students must keep in touch with their academic advisor during the course of the Master's Project. Each Advisor should specify how he/she prefers to work with the student. Students should know that faculty may decline working with a student's project that is out of their area of expertise or if the student's timeline does not work out for the faculty member. Therefore, students are encouraged to seek information and ideas from other faculty members as well. A draft or drafts of the project should be submitted to the academic advisor for review and comments. These should be incorporated into the final draft of the project, and resubmitted to the advisor and reader. A student desiring publication of the Master's Project should discuss this with the advisor. Master's Projects written in publication format meet the program requirements with prior academic advisor approval. Once the academic advisor has approved a final version of the project, the final draft should be typed and submitted for acceptance. Also, submit a final copy to the Public Health Practice office.

8.8 Master's Project Options

OPTION ONE: RESEARCH PAPER

The Plan B Research Paper will focus on pertinent questions or issues in public health practice. This Master's Project option provides students with an opportunity to apply research skills to pertinent issues and questions under faculty supervision.

The component parts of a Plan B Research Paper are as follows:

- I. Abstract
- II. Introduction
 - A. Statement of the problem and its significance (historical background)
 - B. Review and synthesis of relevant literature (extent of written review dependent on nature of project)
 - C. Statement of conceptual framework, hypotheses and/or focused research questions, and the underlying rationale for each
 - D. Purpose of the study
- III. Methodology
 - A. Study design
 - B. Sample selection and description of sample characteristics - including nature of response and non-response, as appropriate
 - C. Description of data/information collection procedures, study site and instrumentation, as appropriate
 - D. Analytic technique used - quantitative, qualitative, as appropriate
- IV. Results (only the facts) - presentation and analysis of data/information
- V. Discussion
 - A. Study limitations
 - B. Biases
 - C. Consistency with prior research
- VI. References (APA reference style or appropriate alternative)
- VII. Tables
- VIII. Figures
- IX. Appendices
 - A. Data collection instruments and letters
 - B. Institutional Review Board permission (as appropriate)

A Master's Project resulting in a Plan B Research Paper may, but need not necessarily involve the collection of primary data by the student. A Master's Project can be completed through secondary analysis of data as well. Projects may be undertaken in conjunction with ongoing faculty research, a student's class, or be carried out in conjunction with a fieldwork experience. Doing research at the experience site can create the opportunity for the student to systematically investigate issues or problems that are of direct relevance to his/her fieldwork organization. Such research in an "applied" mode will then provide an opportunity for the student to wrestle with the issues of knowledge and research utilization in practice or program development. However, this option must be discussed and approved by the Academic Advisor and Preceptor early in the practicum experience and before beginning the Master's Project itself.

OPTION TWO: SYSTEMATIC LITERATURE REVIEW

The Plan B Systematic Literature Review will focus on pertinent questions or issues in public health practice. This Master's Project option provides students with an opportunity to apply analytical skills in the synthesis and interpretation of the literature under faculty supervision.

The component parts of a Plan B Systematic Literature Review are as follows:

- I. Abstract

- II. Introduction
 - A. Statement of the problem and its significance (historical background)
 - B. Statement of focused research questions and the underlying rationale for each
- III. Conceptual framework
- IV. Methodology (how is the search of the literature being conducted)
 - A. Locating and selecting studies
 - 1) Search methodology
 - 2) Selection criteria
 - B. Quality assessment of studies
 - 1) Evaluation of study designs
 - 2) Evaluation of study data
 - 3) Evaluation of study results
 - C. Data extraction from the studies
 - 1) Outcomes evaluated
 - 2) Data extraction protocol
 - 3) Data extraction method
 - D. Data synthesis from studies - analytic techniques (quantitative, qualitative)
- V. Results
 - A. Studies selected
 - B. Quality of studies
 - C. Findings of studies
 - D. Synthesis of findings
 - E. Assessment of biases
 - F. Limitations
- VI. Conclusions and recommendations - significance to the field of public health
- VII. References (APA reference style or appropriate alternative)

A Master's Project resulting in a Plan B Systematic Literature Review can be undertaken in conjunction with a faculty research project, student's class, or be carried out in conjunction with a fieldwork experience. Doing synthesis and analysis of the literature at the placement site can create the opportunity for the student to investigate issues or problems that are of direct relevance to his/her fieldwork organization. Such review in an "applied" mode will then provide an opportunity for the student to wrestle with the issues of knowledge and information utilization in practice or program development. However, this option must be discussed and approved by the Academic Advisor and Preceptor early in the practicum experience and before beginning the Master's Project itself.

8.9 Human Subjects Protections

All students at the University of Minnesota who conduct any research using human subjects are required to submit their research proposal to the University of Minnesota Institutional Review Board (IRB) for approval prior to conducting their study. The approval process can take up to two months. This time must be accounted for when developing the proposal timeline. No contacts with potential or actual study participants, including

recruitment, or other research may occur until final IRB approval. After the outline has been approved, each student should allow a minimum of six months to complete all the tasks involved in preparing the IRB application and getting approval, conducting the project and preparing the final draft.

Please see *section 6.11* for IRB procedures and further information.

8.10 Final Oral Examination

All master's degree candidates are expected to pass a final comprehensive oral examination, taken after submission of the Plan B project.

A committee will examine the student on the content of the Plan B project as well as questions on general areas of public health. The examining committee will consist of the academic advisor, a second focus specialist from the practice community (optional), a School of Public Health faculty member who also serves as reader of the Master's Project and the PHP major chair or designate. Final approval rests with the Dean of the School of Public Health.

The student is expected to present a professional seminar on their Plan B project (20-30 minutes) as part of the final comprehensive oral examination followed by questions. This seminar will be open to guests. A closed meeting between the candidate and the examining committee immediately follows the seminar. This closed meeting may include further questions on the Plan B project, as well as questions on general public health areas. Upon completion of the examination, the candidate is then excused and a formal vote of the committee is taken on whether the candidate passed the examination. In order to pass the examination, the candidate must receive at least three positive votes. After successful completion of the exam, committee members will sign the student study plan. The signed MPH study plan is forwarded to the PHP Major Coordinator.

8.11 Graduate Follow-up Survey

Students must submit the Graduate Survey prior to receiving their degree or certificate. Students may complete the process online at the Graduate Survey link on the SPH home page (www.sph.umn.edu). Upon submitting the electronic survey, the student's relevant major coordinator will be notified by e-mail. Coordinators may opt to have the student complete a paper copy, and then enter the information for the student using the online form.

All graduates will receive a three-month and six-month e-mail message asking them to update survey information (e.g., employment). This is through secure access and coordinators will not be able to input on students' behalf.

8.12 Graduation Checklist

1. Submit completed MPH study plan at least one semester (or earlier) prior to anticipated completion of coursework. Submit to Anne Ehrenberg, Academic Programs and Instructional Coordinator, in the PHP Major office, Mayo C302. The MPH study plan can be found at www.sph.umn.edu/students/current/studyplan/.
2. File Application for Degree form at 200 Fraser Hall by semester deadline (see sample form in the Student Guidebook). Students can turn the form in anytime after starting the program up to the deadline date (contact Major Coordinator for deadline dates). The form can be downloaded from the U of MN website at: http://onestop.umn.edu/Forms/pdf/Apppl_Degree.PDF or found in the PHP Major Office Mayo at C302, the SPH Student Services Center at Mayo D305 or at 200 Fraser Hall.
3. **Complete all coursework and requirements for your MPH** by the semester deadlines to be cleared for graduation (contact Major Coordinator for deadline dates)
4. Sign up for and complete at least 3 Field Experience credits (PubH 7296)
5. Sign up for and complete at least 3 Master's Project credits (PubH 7294)

6. Schedule oral exam. The student is responsible for scheduling the oral exam with the committee members and arranging for any audio-visual equipment needed for the presentation. Contact the PHP Major Coordinator to confirm PHP conference room availability.
7. Provide each committee member with a copy of your Plan B paper **at least two weeks before the scheduled date of your oral exam.**
8. Submit the following items to the PHP program office to ensure you're eligible to graduate:
 - a. Approved Focus Area Planning Form, in which you document how you achieved the EPHP focus area goals,
 - b. Course syllabi for ALL Focus area courses (**remember to save your course syllabi**),
 - c. University of Minnesota course work transcripts (do not need to be official transcripts),
 - d. The Master's Project and Field Experience documentation,
 - e. Plan B paper,
 - f. MPH Study Plan, plus copies of any amendments added at a later time, and
 - g. A reflective summary (not more than 5 pages) of your learning objectives/focus area, how you met them and how the MPH has prepared you for public health practice.
9. Notify Anne Ehrenberg (612) 626-5665 or php@umn.edu of the date of the oral exam at least two weeks prior to the exam so that your student file can be forwarded to your academic advisor.
10. At the oral exam, the committee will sign the study plan. The academic advisor is responsible for returning the student file with the signed study plan to the Academic Programs and Instructional Coordinator as well as submitting a grade change for the master's project credits.
11. Submit the *Graduate Survey*.
12. Sign up to participate in the SPH Commencement (held every May) and have your name in the Commencement program. Details available from the Student Services Center.

8.13 Staff and Faculty

PUBLIC HEALTH PRACTICE MAJOR STAFF

Public Health Practice Major Chair

Debra Olson 612.625.0476 olson002@umn.edu

Executive Program in Public Health Practice Program Director

Robert Veninga 612.625.7459 venin001@umn.edu

Public Health Practice Academic Programs and Instructional Coordinator

Anne Ehrenberg 612.626.5665 php@umn.edu

EXECUTIVE PROGRAM IN PUBLIC HEALTH PRACTICE FACULTY

John Adgate, PhD

Assistant Professor

612.624.2601; jadgate@umn.edu

Exposure and risk assessment; risk communication; environmental healthy policy

Bruce H. Alexander, PhD

Assistant Professor

612.625.7934; balex@umn.edu

Occupational and environmental epidemiology, especially occupational determinants of reproductive health, cancer,

and traumatic injury; use of biological markers in epidemiological research

Boris Bershadsky, PhD

Assistant Professor

612.626.2439; bersh002@umn.edu

Data operations; health care quality

Lynn Blewett, PhD, MA

Assistant Professor

612.626.4739; blewe001@umn.edu

Health care policy and analysis; finance and delivery; access to care

Lester Block, DDS, MPH

Associate Professor

612.625.6992; block001@umn.edu

Competition, regulation, rationing of health services, health policy

Lisa Brosseau, MS, ScD

Associate Professor

612.624.3143; brosseau@umn.edu

Measurement of respirator valve leakage; assessment of bio-aerosol fluorescence; control of wood dust in small woodworking shops

Tim Church, MS, PhD

Associate Professor

612.626.1494; trc@cccs.umn.edu

Design and analysis of screening and prevention studies in cancer and cardiovascular disease; model uncertainty and mathematical representations of causal models

Roger Feldman, PhD

Blue Cross Professor in Health Insurance

612.624.5669; feldm002@umn.edu

Health economics

John Finnegan, PhD

Professor, Associate Dean for Academic Affairs

612.626.4937; finne001@umn.edu;

finnegan@epi.umn.edu

Mass communication and public health

Jean Forster, PhD, MPH

Professor

612.626.8864; forster@epi.umn.edu

Prevention policy; community and environmental strategies to reduce chronic disease risk

Judith Garrard, PhD

Professor

612.625.9169; jgarrard@umn.edu

Psychology; behavioral geriatrics; pharmacoepidemiology

Susan Gerberich, PhD, MSPH

Professor

612.625.5934; gerbe001@umn.edu

Injury epidemiology and control; population-based/case-control studies (all ages); brain and spinal cord injuries; occupational injuries including agricultural injuries; intentional injuries, including work-related violence; sports-related injury; general unintentional injury; injury surveillance

Ian Greaves, MD

Associate Professor, Associate Dean for Research

612.624.6196/626.4855; igreaves@umn.edu

Lung disorders caused by airborne exposures; agricultural health and safety issues; health and safety problems of small businesses; workers compensation; international environmental and occupational health issues

Craig Hedberg, PhD

Associate Professor

612.626.4757; hedbe005@umn.edu

Food safety; surveillance of food borne diseases and hazards; prevention and control of outbreaks in commercial food service; ecology of infectious disease

Wendy Hellerstedt, PhD, MPH

Associate Professor

612.626.2077; hellerstedt@epi.umn.edu

Reproductive/perinatal epidemiology; adolescent pregnancy

Rosalie Kane, DSW

Professor

612.624.5171; kanex002@umn.edu

Aging and long-term care; ethics

John Krlewski, PhD, MHA

Professor

612.624.2912; krle001@umn.edu

Medical group practices; managed health care

U. Beate Krinke, PhD, MPH, RD

Instructor

612.624.8243; krinke@epi.umn.edu

Nutrition; aging; food and nutrition policy development

Harry Lando, PhD

Professor

612.624.1877; lando@epi.umn.edu

Smoking intervention and policy

DeAnn Lazovich, PhD, MPH

Assistant Professor

612.626.9099; lazovich@epi.umn.edu

Cancer prevention and control; cancer epidemiology

William H. Lohman, MD

Assistant Professor, Director Program in Public Health Medicine

612.626.4855; lohma003@umn.edu

Occupational health and safety; workers' health; respiratory health

Claudiu Lungu, PhD, MS

Assistant Professor

612.625.6904; lungu001@umn.edu

Applied industrial hygiene; evaluation, control and measurement of gas-phase contaminants; diffusive sampling; multiple component absorption; health physics. internal contamination, microdosimetry, and radon sampling

Patricia McGovern, PhD, MPH

Associate Professor

612.625.7429; pmcg@umn.edu

Occupational health policy including women's use of family medical leave policies in association with postpartum health and workplace violence prevention and control

Ira Moscovice, PhD

Professor

612.624.8618; mosco001@umn.edu

Operations research; rural health

James Neaton, PhD*Professor*

612.626.9040; jim@ccbr.umn.edu

Design and conduct of clinical trials and the application of statistical models to the analysis of data arising from them

John A. Nyman, PhD*Professor*

612.626.4425; nyman001@umn.edu

Health economics; the theory of the demand for health insurance; nursing home and long-term care policy; the behavior of physicians; cost-effectiveness analysis

Michael Oakes, PhD*Assistant Professor*

612.624.6855; oakes@epi.umn.edu

Quantitative methods; social epidemiology; bioethics

Charles Oberg, MD, MPH*Associate Professor*

612.625.6616; oberg001@umn.edu

Health disparities; childhood poverty; health care access & finance

Debra Olson, MPH*Instructor, Major Chair Public Health Practice*

612.625.0476; olson002@umn.edu

Occupational health nursing; injury prevention and control; agricultural safety and health; innovative teaching methods that employ new technologies and involve distance learning

Michael Osterholm, PhD, MPH*Professor*

612.626.6770; mto@umn.edu

Infectious disease epidemiology; bioterrorism; foodborne diseases; antibiotic resistance; vaccine preventable diseases; internet-based information systems; national policy development

Joän Patterson, PhD*Associate Professor*

612.624.1394; patterson_j@epi.umn.edu

Families and health; childhood chronic illness and disability

Cheryl Perry, PhD, MA*Professor*

612.624.4188; perry@epi.umn.edu

Community-based behavioral interventions with children, adolescents, and families

Gurumurthy Ramachandran, PhD*Associate Professor*

612.626.5428; ramac002@umn.edu

Methods of development for retrospective exposure assessment; measurement of air pollution, analysis of exposures to chemical mixtures, methods for analysis of aerosol measurements; theoretical and experimental studies on design of aerosol samplers; optical remote sensing applications in industrial hygiene

Peter Raynor, PhD*Assistant Professor*

612.625.7135; praynor@umn.edu

Engineering control of occupational hazards; theoretical and experimental filtration studies; measurement of volatile aerosols; protection of workers exposed to metalworking fluids; improving sampling methods used by industrial hygienists

William Riley, PhD*Assistant Professor*

612.625-0615; riley001@umn.edu

Health care management, health care financing

Pamela Schreiner, PhD, MS*Associate Professor*

612.626.9097; schreiner@epi.umn.edu

Cardiovascular disease epidemiology and etiology; the perimenopausal transition; osteoporosis

Mary Story, PhD, MS, RD*Professor, Associate Dean for Student Affairs*

612.626.8801; story@epi.umn.edu

Child/adolescent obesity

Traci Toomey, PhD*Assistant Professor*

612.626.9079; toome001@umn.edu

Alcohol & tobacco policy research, injury prevention

William Toscano, PhD*Professor, Division Head for Environmental and Occupational Health*

612.624.2967; toasca001@umn.edu

Gene environment interactions, environmental signals and sensors; hormone active agents in the environment; effect of environment on fetal development; global environmental health

Michelle Van Ryn, PhD, MPH*Associate Professor*

612.624.0023; vanryn@epi.umn.edu

Formal and informal social relationships and health; race/ethnicity disparities in treatment; intervention design and evaluation

Robert Veninga, PhD*Professor*

612.625.7459; venin001@umn.edu

Management communications; organizational behavior

Beth Virnig, PhD, MPH*Assistant Professor*

612.624.4426; virni001@umn.edu

Administrative data analysis; cancer surveillance and treatment; end of life care

Elizabeth Wattenberg, PhD*Associate Professor*

612.626.0184; watte004@umn.edu

Molecular toxicology; investigation of the mechanisms by which different types of carcinogenic agents modulate cellular signal transduction pathways; risk assessment and environmental regulation

Douglas Wholey, PhD, MBA*Professor*

612.626.4682; whole001@umn.edu

Organizational sociology; health care organization; managed care; informatics; management

ADJUNCT FACULTY

Sara Axtell, PhD

Assistant Professor
612.625.4489; axtel002@umn.edu

Edward Ehlinger, MD, MSPH

Adjunct Associate Professor
612.625.1612; ehlin003@umn.edu

Katherine Fennelly, PhD

Professor
612.625.6685; fenne007@umn.edu

James Hart, MD

Adjunct Assistant Professor
651.629.1286; hartx013@umn.edu

Will Hueston, DVM, PhD, DACVPM

Director, Center for Animal Health and Food Safety
612.625.8709; huest001@umn.edu

Lowell Johnson, MPA

Lecturer
651-739-7440; joh02011@umn.edu

David Radosevich, PhD

Assistant Professor
612.626.4701; davidmr@umn.edu

John Shutske, PhD

Professor
612.626.1250; shutske@umn.edu

8.14 Appendices

Appendix A

- Master's Project Proposal Form

Appendix B

- Field Experience Agreement
- Field Experience Record
- Field Experience Report
- Field Experience Worksheet

Appendix C

- EHPH Focus Area Planning Form

APPENDIX B – SAMPLE FORM

PubH 7296 Field Experience: Public Health Practice

AGREEMENT

This agreement specifies the general expectations for Public Health Practice Academic Advisor and for Community Preceptors.

The University of Minnesota **Public Health Practice Academic Advisor** will participate as follows:

1. serve as facilitator and resource person for student learning,
2. approve student’s learning objectives and plans for self-evaluation,
3. (may) initiate discussion with community resource person for field experience, and
4. take primary responsibility for evaluation process.

The **Community Preceptor** will participate as follows:

1. approve student’s learning objectives,
2. provide student with learning experiences appropriate to student learning objectives,
3. participate in evaluation process as arranged,
4. contact public health practice academic advisor as necessary, and
5. make recommendations to public health practice academic advisor for improvement of field experience.

_____	_____
Student	Date
_____	_____
Community Preceptor	Date
_____	_____
Academic Advisor, Public Health Practice	Date

7/04

APPENDIX B— SAMPLE FORM

PubH 7296 Field Experience: Public Health Practice

RECORD OF STUDENT FIELD EXPERIENCE IN PUBLIC HEALTH PRACTICE

- A. Name of Student: _____
- B. Field Organization Name: _____
Address: _____
- C. Specific Department, Division, Unit, or Program with which student will be affiliated:

- D. Field Organization preceptor or staff representative with whom student will be most directly associated in the conduct of this experience:
Name, Title, Phone: _____

- E. Period of Field Experience (estimated date agreed to by the organization and the student)
From: _____ To: _____
If feasible, indicate hours and days of each week scheduled for this experience:

- F. Brief but specific statement of the activity proposed and agreed to by the preceptor:

- G. Plan B Project (if any) - List title of paper or brief description of project:

- H. Agreement of proposed plans for field organization - student relationship as noted in A through G:
(Signatures)
Field Organization Preceptor: _____
Student: _____
Advisor: _____
Date: _____
- I. Advisor's Certification of Field Experience Completion:
Date of Completion: _____
Grade: _____
Signature: _____

APPENDIX B

PubH 7296 Field Experience: Public Health Practice

REPORT

The student is to write a two-five page, typed summary of their learning experience to be submitted no later than one week after completion of their field experience. Points to be addressed are identified below.

1. Identify your primary goal for the practicum and your rationale for choosing the setting.
2. Describe the setting in terms of the organization: name, location, number of employees, organizational mission and its products or services.
3. Identify your preceptors by name, title, and professional degrees.
4. Restate your learning objectives and the strategies and resources used to attain those objectives.
5. Restate your evaluation criteria and describe the degree to which you achieved your objectives.
6. Identify your major learning(s), both professional and personal.
7. Comment on whether or not you would recommend this setting and preceptor for future PHP students.
8. Recommend specific strategies your PHP academic advisor might have employed to enhance your experience.

APPENDIX B – SAMPLE FORM

PubH 7296 Field Experience: Public Health Practice

WORKSHEET

Learning Objectives	Learning Resources and Strategies	Theories and Concepts	Time Table	Criteria for Evaluation and Evidence of Satisfactory Achievement
<p>Example:</p> <p>1. Learn protocol for collecting genetic and epidemiological data in the field.</p>	<ul style="list-style-type: none"> ▪ Visiting field sites outside Dakar ▪ Background review of lab work in Paris 		<ul style="list-style-type: none"> ▪ 1-1/2 weeks in Paris ▪ 2 weeks in Dakar 	<p>Completion of master’s project describing field experience and conclusions of research conducted on malaria</p>
<p>Example:</p> <p>2. Begin statistical analysis of data collected on genetic susceptibility to malaria.</p>		<ul style="list-style-type: none"> ▪ Red blood cell disorders/blood groups ▪ HICA types correlated with susceptibility to malaria 	<ul style="list-style-type: none"> ▪ Remaining 6 weeks in Dakar, continuing for final 3 weeks in Paris 	

APPENDIX C – SAMPLE FORM

EPHP Focus Area Planning Form

STUDENT NAME _____ FOCUS AREA TITLE _____

FOCUS AREA DESCRIPTION _____

ADVISOR SIGNATURE: _____

FOCUS AREA GOALS	COURSE NUMBER AND TITLE				
	Example: PubH 6700 Foundations of Public Health Administration	Example: PubH 6717 Decision Making under Uncertainty	Example: PubH 6724 The Health Care System and Public Health	Example: PubH 6727 Health Leadership and Effecting Change	
Public policy development using a systems framework (Domain 2 and 8)	X		X		
Interventions based on the dimensions of community and culture (Domain 4 & 5)	X	X		X	
Assessment and application of basic public health sciences (Domains 1 & 6)	X	X			
Program management and communications principles (Domain 3 & 7)	X	X		X	

Place the course number and title of the course chosen for your focus area on the first line (the grey boxes)* and then indicate with an X the Goal(s) that will be accomplished by taking the course. As noted the Domains of Public Health identified by the Council on Linkages (<http://trainingfinder.org/competencies/>) have been combined for application to EPHP Focus Goals for planning purposes. All Goals must be met through a combination of your courses.

***Attach an additional sheet of paper if necessary**