Master of **P**ublic **H**ealth

NEW Student Orientation
August 16th, 2023

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What is Public Health?

- Source:
  - http://www.apha.org
- Public Health is Prevention.
  - Public health is the practice of preventing disease and promoting good health within groups of people, from small communities to entire countries.
- Public Health is Preparedness.
- Public Health is Policy Development and Population Health Surveillance.
  - Public health professionals rely on policy and research strategies to understand issues such as infant mortality and chronic disease in particular populations.

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Opportunities and Challenges

- Baby boomers
  - US population of age>=65 is expected to rise to over 72 million by 2030.
- Healthcare system and reform
  - Intervention vs. prevention
  - Improving health service and reducing readmission
- Global health
  - HIV
  - N1H1
  - Covid-19
- Interaction between environment and health

The MPH Degree

- **Multidiscipline**
  - Science in health
  - Methodology
  - Policy and decision making, leadership and management skills
- **Practice-based**
  - An MPH will <u>expand</u> career opportunities in both clinical and practice settings.
- **Evidence-based**
  - An MPH will <u>develop</u> decision-making skills toward optimizing the health of populations.
- **Prevention-oriented**
  - An MPH will <u>assure</u> population pro-health development through upstream strategies.

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Why Earn a Public Health Degree?

- 21st century skills for our changing healthcare delivery systems
  - The field challenges its professionals to address complex health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards and injury, reducing violence, and reducing substance abuse.

- Competitive advantage
  - Public Health professionals come from varying educational backgrounds and can specialize in an array of fields.

- Career diversification*
  - Public health professionals serve local, national, and international communities. They are leaders who meet the many exciting challenges in assuring the public's health today and in the future

  ***NOTE**: An MPH degree is *NOT* a pathway into dental or medical school

Common Jobs of a Person with an MPH Degree

- Research coordinator
- Health educator
- Healthcare specialist
- Public/community health worker
- Epidemiologist
- Health services administrator
- Safety manager
- Environmental health officer
- Biostatistician
- Lab technician
- Health informatics
- Research associate
- Program coordinator
- Academia
- Policy analyst
- Prevention specialist
- Behavioral health

Current data has shown that 73% of public health graduates (MPH) are employed post graduation.

Of employed MPH graduates, most work in healthcare and community-based settings (27%) private industry (24%) academia (19%), government (17%), and the nonprofit sector (12%).

Of MPH graduates not employed, 15% enrolled in advanced education (e.g., PhD); 5% entered a fellowship, internship, residency, volunteer, or service program; and 6% percent sought employment within one year post graduation.

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MPH Leadership

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MPH Foundational Competencies

1	**Evidence-based Approaches to Public Health**
2	**Public Health & Health Care Systems**
3	**Planning & Management to Promote Health**
4	**Public Health Policy**

5	**Leadership**
6	**Communication**
7	**Interprofessional Practice**
8	**Systems Thinking**

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Concentrations of Study

❑ Biostatistics

❑ Environmental Public Health

❑ Epidemiology

❑ Global Health

❑ Health Education and Health Promotion

❑ Health Services Management

❑ Occupational Public Health (need to be an MD/DO)

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MPH Faculty

❑ Nationally and Internationally-ranked
❑ Multidisciplinary
  – Colleges of Medicine, Nursing, Allied Health, Arts and Sciences, Education, Criminal Justice, Human Services and Information Technology
❑ Community
  – CCHMC
  – Cincinnati VA
  – Cincinnati Health Department
  – Hamilton County Health Department
  – MedPace

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Student Expectations

- ***INDEPENDENT*** graduate professional
- Cultivate relationships with students, alumni, faculty, and community partners
- *ZERO* tolerance for plagiarism and AI Use
- MPH Student Handbook is in Canvas under [MPH Advising Community](#)
- High context and low context communication
- Regular review of degree audit with advisor
- ***Know Your Curriculum and Be Aware of Deadlines***

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Success as an MPH Student

To be successful in the MPH program, particularly in the epidemiology and biostats concentrations, students should have *strong* mathematical skills and be able to effectively analyze data sets using statistical software packages such as SAS, R, or SPSS.

Although these skills may not be required for all courses, the principal concepts of data analysis and interpretation must be mastered and demonstrated by all MPH graduates.

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MASTER OF PUBLIC HEALTH – CURRICULUM GUIDE

Epidemiology Concentration (Start Term Fall 2019 – Present)

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COURSE #	COURSE TITLE	CREDITS	REQUIRED/ELECTIVE	SEMESTER OFFERED
MPH Core Courses – 19 credit hours *(grade of B- or better required)*				
PH7010	Biostatistics for Public Health	3	Required	Fall/Spring/Summer
PH7012	Introduction to Qualitative Methods	1	Required	Fall/Spring
PH7020	Environmental Public Health	3	Required	Fall/Spring
PH7030	Epidemiology for Public Health	3	Required	Fall/Spring/Summer
PH7060	Health Systems & Policy	3	Required	Fall/Spring/Summer
PH7070	Leadership, Communication, & Systems Thinking in Public Health Management	3	Required	Fall/Spring/Summer
HPE7040	Social & Behavioral Foundations of Public Health	3	Required	Fall/Spring
*(See note pg 2)	DEPHS Wednesday Seminar (1 required each semester)	0	Required	Fall/Spring
Epidemiology Concentration Courses – 11-12 credit hours *(grade of B- or better required)*				
PH 7011	Statistical Computation and Software	1	Required	Fall/Summer
PH 7088	Regression Analysis	3	Required	Spring
PH 8028	Epidemiology Seminar	1	Required	Fall/Spring
PH 8028	Epidemiology Seminar	1	Required	Fall/Spring
PH 8082	Research Methods for Human Population Studies *(PH 7030 Prerequisite)*	3	Required	Fall
Select one course from the list below (Required) - Remaining course can count as an elective.				
PH 7083	Epidemiology of Infectious Disease *(PH 7030 Prerequisite)*	3		Fall
PH 8088	Cancer Epidemiology *(PH 7030 Prerequisite)*	2		Fall
Elective Courses – Select a minimum of 6-7 credit hours from the following list of suggested elective courses:				
PH 7003	Racism as a Public Health Concern	3	Elective	Fall
PH 7015	Case Studies in Global Health: Challenges and Proven Success	3	Elective	Spring
PH 7023	Advanced Biostatistics *(PH 7010 Prerequisite)*	3	Elective	Fall
PH 7034	Data Collection and Storage with REDCap	1	Elective	Fall
PH 7050	Evidence Based Public Health	3	Elective	Summer
PH 7061	Biostatistics in Research	3	Elective	Spring
PH 7081	IRB Submission for Researchers	1	Elective	Summer
PH 7085	Perinatal and Pediatric Epidemiology	2	Elective	Fall (odd years)
PH 7090C	Applied Survival Analysis *(PH 7010 Prerequisite)*	3	Elective	TBD
PH 7091	Applied Multivariate Analysis *(PH 7010 Prerequisite)*	3	Elective	TBD
PH 8050	Legal & Ethical Issues	3	Elective	Fall
PH 8054	Quality in Healthcare	3	Elective	Spring

Your Course Monitoring

Epidemiology Core Courses	Course Hrs	Semster 1	Semester 2	Semester 3	Semester 4
PH7010	3				
PH7012	1				
PH7020	3				
PH7030	3				
PH7060	3				
PH7070	3				
HPE 7040	3				
Concentration Courses					
PH7015	3				
PH7083	3				
PH8070	3				
PH8075	3				
Electives					
Course 1	3				
Course 2	3				
PH9010	2				
PH9020	3				
Total Hours	42				

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Practicum / Applied Practice Experience (APE)

❑ The goal is to *learn* how to *practice* and *apply* MPH competencies in a real-world setting under direct supervision as part of a team

❑ The student needs to:

– Practice at a site that is related to public health (i.e., community)

– Work under the guidance of a preceptor (i.e., site supervisor)

– Complete at least 120 total contact hours

– Two (2) CEPH deliverables are required:

- A written, scholarly product (i.e., practicum report)
- A piece of evidence that demonstrates how the student 'applied' MPH competencies in a real-world setting (e.g., a polished and professional infographic that is intended to be distributed amongst the population of interest)

– Present and share the experience at the end of the semester

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Practicum (APE) cont.

- UNDERLINE
- *You* are to <u>independently</u> locate a non-academic site in the community to apply public health
  - Must be completed prior to or at the same time as capstone/thesis
- Regular meetings with your site supervisor are mandatory
- **Prerequisites and a registration form required to enroll**
  - Must have completed at least 21 hours of coursework
  - Must have completed at least 20 hours of volunteer service within a public health agency (e.g., governmental, non-governmental, non-profit, industrial, or for-profit).
  - Must have attended at least **_one_** DEPHS mandatory seminar each semester prior to registering for practicum.
  - Acknowledgment form

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Practicum (APE) Registration Form

Practicum Registration Form

PH9010 - Practicum/Applied Practice Experience (APE)

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- Must be completed the semester prior to enrollment in PH9010.
- Must have completed **21 hours of coursework** and **20 hours of volunteer service**
- Meet with your practicum site supervisor (preceptor) to discuss and solidify your practicum project for the semester and complete forms.
- Meet with your MPH Concentration Director to discuss your project and have form signed.
- Email completed/signed Registration Form to PH9010 Course Instructor for approval signature.
- Register for course PH9010 after request is permitted by academic advisor. Students are responsible for adding their approved course(s) in Catalyst following the UC Office of the Registrar Dates & Deadlines Calendar.

Student Name: _____   Date: _____
UC E-mail: _____   UC M#: _____
Concentration: _____   Practicum (APE) Semester/Yr: _____

Practicum Site: _____
Practicum Site Address: _____
Practicum Site Supervisor (Preceptor): _____
Title/Position: _____
Email: _____   Phone#: _____

(To be completed by student)
Briefly describe your practicum plan:

List your practicum objectives:

List MPH (3-5) and concentration (3-5) specific competencies that will be addressed by this practicum experience. For each competency, please be sure to identify how these relate to your practicum objectives *(see the **Practicum Instructions Sheet**, pg. 19-20 for examples)*

(To be completed with practicum site supervisor/preceptor)
List any regular daily responsibilities of the practicum student:

List any organizational or professional meetings the student will be required to attend during the practicum:

List any additional contract items (student dress, procedures of confidentiality, etc.):

_____   _____
Student Signature   Date

_____   _____
Practicum Site Supervisor/Preceptor Signature   Date

_____   _____
MPH Concentration Director Signature   Date

_____   _____
PH9010 Course Instructor Signature   Date

Practicum Documents Acknowledgment Form

PH9010 - Practicum/Applied Practice Experience (APE)

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- To be completed the semester prior to or at enrollment in PH9010.
- Must be completed after meeting with the Course Instructor to discuss policies and procedures.
- Once completed/signed, this form must be uploaded to CANVAS as part of the course requirement.

Student Name: _____   **Date:** _____

UC E-mail: _____   **UC M#:** _____

Concentration: _____   **Practicum (APE) Semester/Yr:** _____

- I *acknowledge* that I have received, read, and understand the policies and procedures outlined for practicum.
- I *acknowledge* that the policies and procedures of practicum have been satisfactorily explained to me by the course instructor and that I have had the opportunity to ask questions and to have these questions answered.
- I *acknowledge* that each student's practicum report is unique to their practicum experience, and that any *SAMPLE PRACTICUM REPORTS* provided to me are meant to serve as a guide (only).
- I *acknowledge* that the final letter grade I receive for practicum will be assigned by the course instructor with input from the site supervisor based on total points received on the evaluation form and total points received for oral presentation.
- I *acknowledge* that I have read, received, and understand the following documents required to successfully complete practicum, and that these documents have been made available to me on the CANVAS course site.

  - **PRACTICUM INSTRUCTIONS**
  - **PRECEPTOR ROLES & RESPONSIBILITIES**
  - **PRACTICUM TITLE PAGE**
  - **PRACTICUM SAMPLE REPORT(S)**
  - **SITE SUPERVISOR EVALUATION OF STUDENT PRATICUM FORM (i.e., REPORT RUBRIC)**
  - **STUDENT EVALUATION OF PRACTICUM FORM**
  - **ORAL PRESENTATION RUBRIC**

By signing this form, I acknowledge all of the statements above and that I have met with the course instructor and received a satisfactory explanation on how to complete practicum.

STUDENT NAME (please print): _____

STUDENT SIGNATURE: _____ **Date:** _____

Practicum (APE) Evaluation/Rubric for Oral Presentation

Practicum Site Supervisor/Preceptor Student Evaluation

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PH9010 - Practicum/Applied Practice Experience (APE)

- Form is to be completed by the Practicum Site Supervisor/Preceptor.
- The completed/signed form must be uploaded as an assignment in the Canvas course (PH9010 – APE).
- Students must complete **two (2) deliverables** per CEPH requirements (e.g., report and infographic) that are _meaningful_ to the practicum site; and **one (1) oral presentation** per program requirements.*

* The oral presentation does not count as a CEPH deliverable. For a list of acceptable deliverables, please review the practicum instructions or contact the course instructor.

Student Name: _____ Date: _____
UC E-mail: _____ UC M#: _____
Concentration: _____ Practicum (APE) Semester/Yr: _____

Practicum Site (non-academic): _____

Practicum Site Address: _____
Practicum Site Supervisor (Preceptor): _____
Title/Position: _____
Phone#: _____ E-mail: _____
Date Practicum Began: _____ Date Practicum Ended: _____
# of Hours Worked (minimum of 120hrs is required): _____

General Appraisal of the Student

Rating Scale	
5 = Outstanding	Work exceeds a high degree of proficiency in **ALL** aspects for a graduate professional.
4 = Above Average	Work exceeds a high degree of proficiency in **MOST** aspects for a graduate professional.
3 = Average	Work is average for what is normally expected for a graduate professional.
2 = Below Average	Work is consistently below average for what is normally expected for a graduate professional.
1 = Not Acceptable	Work is unacceptable for a graduate professional and immediate improvement is required.

Using the chart above, please rate the student's performance on each of the criteria below (45 points max):

Professional attitude, disposition, and appearance.	/5
Self-direction, resourcefulness, thoroughness, and dependability.	/5
Effective and professional use of written communication.	/5
Willingness to accept feedback/mentorship and improve skillset.	/5
Reliably communicated in a clear, professional manner.	/5
Demonstrated initiative in achieving goals and objectives.	/5
Contributed to worksite as a productive and motivated team member.	/5
Required minimal assistance and oversight to perform duties as assigned.	/5
Produced **three** scholarly work-related products (e.g., report, infographic, & oral presentation)	/5

General Appraisal of the Final Report

CRITERION FOR EVALUATION	REVIEWER ASSESSMENT
Introduction/Methods/Results/Discussion Sections (70 points max)	
ABSTRACT: • Adequately summarized using appropriate headings (i.e., introduction, methods, etc.) • Information provided is scholarly written and adheres to empirical peer-review standards (e.g., journal-lite submission).	☐ Exceeds all criteria (5 pts) ☐ Meets criteria with some exceptions (4 pts) ☐ Does NOT meet criteria (3 pts and below) Points earned (0-5): _____
INTRODUCTION: • Background and significance of the public health problem is clear, coherent, and well-cited. • Learning objectives, aims, purpose statement and/or research question(s) are obvious and plainly stated. • If research, a hypothesis is clearly identified.	☐ Exceeds all criteria (10 pts) ☐ Meets criteria with some exceptions (8-9 pts) ☐ Does NOT meet criteria (7 pts and below) Points earned (0-10): _____
METHODS: • Activities and procedures clearly align with learning objectives/aims and are logically presented • If data used, how data were retrieved/collected, analyzed and treated is clearly described, as are what measures and variables were used to assess the public health issue • If human subjects research, relevant IRB information is clearly stated (e.g., recruitment, consent process, approval no., etc.)	☐ Exceeds all criteria (20 pts) ☐ Meets criteria with some exceptions (16-19 pts) ☐ Does NOT meet criteria (15 pts and below) Points earned (0-20): _____
RESULTS: • Outcomes and/or results are objectively summarized and appropriately documented, with clear connection back to aims and research question/hypothesis. • Gaps or limitations in the planned activities and/or methods are identified.	☐ Exceeds all criteria (20 pts) ☐ Meets criteria with some exceptions (16-19 pts) ☐ Does NOT meet criteria (15 pts and below) Points earned (0-20): _____
DISCUSSION: • Findings are grounded in the literature and next steps (e.g., future recommendations) are logically presented. • Strengths and limitations of practicum experience, as a whole, are identified.	☐ Exceeds all criteria (10 pts) ☐ Meets criteria with some exceptions (8-9 pts) ☐ Does NOT meet criteria (7 pts and below) Points earned (0-10): _____
CONCLUSION: • A minimum of three (3) MPH program and three (3) concentration-specific competencies were met • A clear description of how each competency was met through objectives/activities performed is described.	☐ Exceeds all criteria (5 pts) ☐ Meets criteria with some exceptions (4 pts) ☐ Does NOT meet criteria (3 pts and below) Points earned (0-5): _____
Scholarly Writing and Report Format (30 points max)	

WRITING:
- Strong evidence of scholarly writing that closely adheres to empirical peer-review standards (e.g., journal-lite submission)
- Minimal errors in grammar, spelling, or punctuation with appropriate use of transitions between paragraphs.
- Paragraphs are well-organized and logically presented
- Document reads well and is easy to comprehend
- Strict adherence to APA/AMA standards with correctly formatted in-text citations and reference section

☐ Exceeds all criteria (20 pts)
☐ Meets with some exceptions (16-19 pts)
☐ Does NOT meet criteria (15 pts and below)
Points earned (0-20): _____

FORMAT:
- Required use of appropriate title page
- Identifiable table of contents with clear headings and pagination throughout document
- A minimum of ten (10) peer-reviewed or scholarly sources are referenced
- Font is consistent throughout document (Times New Roman or Open Sans 11-pt font)
- Tables and figures stand alone and are adequately titled and formatted per APA or AMA standards

☐ Exceeds all criteria (10 pts)
☐ Meets criteria with some exceptions (8-9 pts)
☐ Does NOT meet criteria (7 pts and below)
Points earned (0-10): _____

For practicum, please add up all points earned from the sections above. Point scale is based on the requirement that a student must receive at least a **B- (80%) to pass** per the graduate handbook policy. A = 135 pts and above; A- = 131-134 pts; B+ = 127-130 pts; B = 122-126 pts; B- 121-116 pts; 115 pts and below (i.e., non-passing).

TOTAL Points earned* _____ /145*

*Please be advised that the total points earned for Practicum does not reflect the final letter grade assigned in CANVAS. Students will receive a letter grade that will be calculated according to the completed site supervisor evaluation form (145 pts max; 91% of final grade) and the rubric for oral presentation (15 pts max; 9% of grade) for a possible total of 160 points earned.

Strengths, weaknesses, and areas for improvement: (e.g., level of achievement, willingness to learn, professionalism, timeliness, sense of purpose and commitment, attention to detail, data analysis, initiative)

_____ _____
Practicum Site Supervisor/Preceptor Signature   Date

Indicate the quality of the student's presentation using the following rubric			
Content	**Format**	**Delivery**	**Rating Scale**
Comprehensive background provided	Presentation is logical, and well-supported	Speaks clearly with appropriate articulation	5 = Outstanding
Evident application of public health/practice	Minimal errors in PPT slides	Proper tone, speed, volume	4 = Above Average
Purpose/objectives are clear	PPT slides are professional and appealing	Good posture and eye contact	3 = Average
Assessment of MPH competencies	Material is adequately summarized	Appears comfortable and confident when presenting	2 = Below Average
Logical conclusions	Citations are appropriately formatted/noted	Stayed within allotted time	1 = Not Acceptable

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Capstone (Thesis) / Integrated Learning Experience (ILE)

❑ The goal is to *integrate* learned competencies into practice as an *independent* public health practitioner without the need of direct supervision

❑ Students can choose either:
  – Capstone format
  – Thesis format w/expectation of a publishable manuscript

❑ A committee is required with at least one chair and one member

❑ The student needs to:
  – Independently work
  – Produce a written, scholarly product (i.e., capstone report)
  – Present and share the experience at the end of the semester

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Capstone (ILE)

- UNPAID
- **_You_** are to <u>independently</u> locate a non-academic site in the community to apply public health
- Regular meetings with your capstone committee are **_<u>mandatory</u>_** and must be documented
- Public health **_practice_** intensive where you are independently leading a project of your own with minimal need for guidance and oversight and no supervision.
- Prerequisites and a registration form required to enroll
  - Practicum
  - Acknowledgment form

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Thesis (ILE)

- UNPAID
- *You* are to <u>independently</u> identify a research project with a testable hypothesis; preferably with original/primary data that you are expected to collect.
- Regular meetings with your committees are **<u>mandatory</u>** and must be documented
- Prerequisites and a registration form required to enroll
  - Practicum
  - Acknowledgment form
- Must adhere to ALL graduate school format and deadlines
- ***It is the expectation of those in thesis that they <u>will</u> submit a publishable manuscript***
- Three (3) distinct deliverables which are two for the MPH program and one for the graduate school per it's establish guidelines.

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Capstone/Thesis (ILE) Registration Form

Capstone/Thesis Registration Form
PH9020 - Integrated Learning Experience (ILE)

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- Must be completed semester prior to enrollment in PH9020.
- Ensure that you have successfully completed practicum (APE) or at a minimum, fulfilled all the prerequisites for practicum.
- Identify and meet with your committee Chair and members to discuss your Capstone/Thesis goals for the semester. Additional committee members are optional.
- Request IRB approval if necessary for a Thesis project. It is recommended to start the IRB approval process in the semester before you intend to register for Thesis credits.
- Email completed/signed Registration Form to PH9020 Course instructor for approval signature.
- Register for course PH9020 after request is permitted by academic advisor. Students are responsible for adding their approved course(s) in Catalyst following the UC Office of the Registrar Dates & Deadlines Calendar.

Choose Project: ☐ Capstone ☐ Thesis

Student Name: _____ **Date:** _____
UC E-mail: _____ **UC M#:** _____
Concentration: _____ **Capstone/Thesis Semester/Yr:** _____
Capstone/Thesis Site Name: _____
Address: _____

Committee Chair

Name: _____ **Email:** _____
Position: _____ **Affiliation:** _____
Concentration Director: ☐ Yes ☐ No

Committee Member

Name: _____ **Email:** _____
Position: _____ **Affiliation:** _____
Concentration Director: ☐ Yes ☐ No

Additional Committee Member (optional)

Name: _____ **Email:** _____
Position: _____ **Affiliation:** _____

Briefly describe your Capstone/Thesis plan:

List your Capstone/Thesis objectives:

List MPH (3-5) and concentration (3-5) specific competencies that will be addressed by your capstone/thesis plan and objectives. For each competency, please be sure to identify how these relate to your capstone/thesis objectives *(see the Capstone/Thesis Instructions Sheet, pg. 24-25 for examples)*

Please select your deliverables:
- ☐ Final Capstone report
- ☐ ETD Thesis
- ☐ Published Manuscript
- ☐ Other _____

I approve the Capstone or Thesis project described above and will serve as the student's committee Chair during the course of the project.

_____ _____
Committee Chair Signature **Date**

_____ _____
MPH Concentration Director Signature **Date**

_____ _____
PH9020 Course Instructor Signature **Date**

Capstone/Thesis Acknowledgment Form

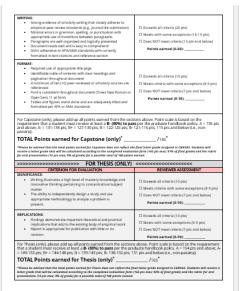*PH9020 – Integrated Learning Practice Experience (ILE)*

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- To be completed the semester prior to or at enrollment in PH9020.
- Must be completed after meeting with the Course Instructor to discuss policies and procedures.
- Once completed/signed, this form must be uploaded to CANVAS as part of the course requirement.

Student Name: _____ **Date:** _____

UC E-mail: _____ **UC M#:** _____

Concentration: _____ **Practicum (APE) Semester/Yr:** _____

- I *acknowledge* that I have received, read, and understand the policies and procedures outlined for capstone/thesis.
- I *acknowledge* that the policies and procedures of capstone/thesis have been satisfactorily explained to me by the course instructor and that I have had the opportunity to ask questions and to have these questions answered.
- I *acknowledge* that each student's capstone/thesis report is unique to their culminating experience, and that any *SAMPLE REPORTS* provided to me are meant to serve as a guide (only).
- I *acknowledge* that the final letter grade I receive for capstone/thesis will be assigned by the course instructor with input from the Committee Chair based on total points received on the evaluation form and total points received for oral presentation.
- I *acknowledge* that I have read, received, and understand the following documents required to successfully complete capstone/thesis, and that these documents have been made available to me on the CANVAS course site.

> ☐ CAPSTONE/THESIS INSTRUCTIONS
> ☐ CAPSTONE/THESIS COMMITTEE ROLES & RESPONSIBILITIES
> ☐ CAPSTONE/THESIS TITLE PAGE
> ☐ CAPSTONE/THESIS SAMPLE REPORT(S)
> ☐ COMMITTEE CHAIR EVALUATION OF CAPSTONE/THESIS FORM (i.e., REPORT RUBRIC)
> ☐ CAPSTONE/THESIS COMMITTEE MEETING REPORT FORM
> ☐ ORAL PRESENTATION RUBRIC

By signing this form, I acknowledge all of the statements above and that I have met with the course instructor and received a satisfactory explanation on how to complete capstone/thesis.

STUDENT NAME (please print):_____

STUDENT SIGNATURE:_____ **Date:** _____

Capstone/Thesis (ILE) Evaluation/Rubric for Oral Presentation

Indicate the quality of the student's presentation using the following rubric			
Content	**Format**	**Delivery**	**Rating Scale**
Comprehensive background provided	Presentation is logical, and well-supported	Speaks clearly with appropriate articulation	5 = Outstanding
Evident application of public health/practice	Minimal errors in PPT slides	Proper tone, speed, volume	4 = Above Average
Purpose/objectives are clear	PPT slides are professional and appealing	Good posture and eye contact	3 = Average
Assessment of MPH competencies	Material is adequately summarized	Appears comfortable and confident when presenting	2 = Below Average
Logical conclusions	Citations are appropriately formatted/noted	Stayed within allotted time	1 = Not Acceptable

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Practicum (APE) to Capstone (ILE) Example

Topic: Sexual Healthcare in Safety Net Providers Sites

Practicum (APE): The student worked for a min. of 120 hours with a state department of health office to assist in the development of a more holistic approach to HIV and STIs treatment. The student conducted a *lit review* on sexual health standard protocols and best practices from other states, as well as identified community stakeholders from around the state.

Capstone (ILE): The student created an asset-mapping tool for providers to identify the current screening and treatment procedures for STIs and HIV, including social services offered. The student then evaluated the use of the asset-mapping tool by community stakeholders. The final academic report included a summary of how the assessment tool was developed as well as preliminary results that were used by the state department of health to inform the development of standard protocols for HIV and STIs treatment.

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Capstone (ONLY) Project Ideas

- Develop and submit a full Grant Proposal
- Develop and conduct a Community Needs Assessment
- Develop and Evaluate a Public Health Program
- Develop and Evaluate a Community Intervention
- Conduct a Systematic Analysis of a Public Health Problem
- Create a comprehensive video for an organization documenting a public health issue
- Create a comprehensive resource directory for an organization
- Create a training manual on how to implement a public health program
- Develop a comprehensive website for an organization

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Timeline	Practicum/Applied Practice Experience (APE)	Capstone/Thesis/Integrated Learning Experience (ILE)
At least 3 wks. prior to end of semester (Week 12)	Propose a practicum (APE) project to be completed the following semester and request permission to enroll in PH9010. Complete registration form.	Propose a capstone (ILE) or thesis project to be completed the following semester and request permission to enroll in PH9020. Complete registration form.
Weeks 1-3	Begin practicum (APE) activities	Begin capstone (ILE) or thesis activities
Weeks 4-6	Conduct practicum (APE) activities	Conduct capstone (ILE) or thesis activities
Weeks 7-9	Conduct practicum (APE) activities. Begin drafting practicum (APE) report and submit first draft to your site supervisor.	Conduct capstone (ILE) or thesis activities. Begin drafting capstone (ILE) or thesis report and submit first draft to your committee.
Weeks 10-12	Conduct practicum (APE) activities. Make requested revisions to your draft and begin finalizing practicum (APE) report. Begin draft of practicum (APE) PowerPoint presentation. Send PowerPoint presentation draft to site supervisor for feedback.	Conduct capstone (ILE) or thesis activities. Make requested revisions to your draft and begin finalizing capstone (ILE) or thesis report. Begin draft of capstone (ILE) or thesis PowerPoint presentation. Send PowerPoint presentation draft to committee for feedback.
Weeks 13-14	Conduct practicum (APE) activities. Make final edits to your practicum (APE) PowerPoint presentation and submit it along with your **FINAL** practicum (APE) report for a grade in CANVAS. Submit evaluation form.	Conduct capstone (ILE) or thesis activities. Make final edits to your capstone (ILE) or thesis PowerPoint presentation and submit it along with your **FINAL** capstone (ILE) or thesis report for a grade in CANVAS. Submit evaluation form.
Week 15	Present your practicum (APE) PowerPoint presentation	Present your capstone (ILE) or thesis PowerPoint presentation

Sites

- Health departments
- Hospice
- Local, state, federal, and international governmental human service agencies
- Food banks
- Non-governmental human service agencies
- Community-based organizations (CBOs)
- Advocacy organizations
- Government policy-making bodies
- Community clinics, centers, and/or coalitions
- Hospitals, nursing homes, and other long-term care facilities
- Schools
- Childcare and day care centers
- International non-governmental organizations (NGOs)

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When You Need Help

- You have four (4) advisors:
  - Concentration Advisor = **1st**
  - Academic Advisor = **2nd**
  - MPH Program Director = **3rd**
  - Graduate School Advisor = **4th**

- You have two (2) MPH/Graduate office staff:
  - Beth Virant
  - New hire

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Opportunities & Academic Resources

- Mini info. sessions throughout semester
- Grad Life & Student Resources
- Academic Awards
  - Academic Achievement in DEPHS
  - UC International Office (travel award)
- Health Sciences Library
  - Library Workshops (PowerPoint, Photoshop, Endnote, How to conduct a Lit Review, etc.)
- Grant-writing workshops
  - Announced periodically throughout the year
  - Course BE-9075
- Student grant-funding opportunities
  - University Research Council
- Graduate Student Government
  - Grants, travel funds for graduate students

- Academic Resources:
  - MPH Website
  - MPH Student Handbook
  - MPH Curriculum guides
  - Sites List
  - MPH Advising Page in CANVAS
  - Study Groups
  - *Academic Writing Center*
  - Peer Tutoring
  - Accessibility Resources
- UC International Services

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Other things to remember

- Frequently check UC email

- Pay *close attention* to emails from MPH-Student Listserv

- All opportunities for practicum, capstone, and internships or research opportunities are communicated ***exclusively*** through the listserv

- Use only the latest up-to-date information that is available on the CANVAS course site for APE/ILE

- Public Health Week – First week of April
  – Activities organized and led by Gamma Rho

- Practicum/Capstone/Thesis presentations
  – Held the last Friday of each semester

Support and connect with the UC MPH Program on Social Media!

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