



**ASPEN**  
UNIVERSITY

**2023-2024**

**Master of  
Public Health  
Handbook**

4615 East Elwood Street  
Phoenix, AZ 85040

# Program Overview

The **Master of Public Health** (MPH) program is designed to create leaders in areas that are vital to local, national, and international public health concerns. The curriculum for the Master of Public Health degree program comprises of core competencies, specialized courses, electives, and a practical experience in the field of Public Health. This curriculum covers a wide range of topics to assist students to enhance their knowledge, skills, and capacities as public health leaders.

**The University Based Mission Outcomes of Aspen University's education programs are to prepare students who emulate the following characteristics and behaviors:**

## Ethical Professionalism

- Exhibits self-directed learning and professional behavior that adheres to the standards of the discipline
- Behaves in ways that are founded in socially responsible, ethical framework

## Effective Communication for Creating Change

- Uses reading, writing, listening and speaking as communication tools to effectively express and comprehend ideas
- Implements effective communication to function successfully in multiple roles while collaborating on teams
- Demonstrates cultural competence when interacting with diverse populations through multiple modes of communication

## Active Leadership

- Exhibits a self-awareness of leadership style and personal values

- Recognizes and articulates leadership theory in real-life contexts
- Participates in the profession at different levels

## Critical Thinking and Analytical Reasoning

- Demonstrates logical reasoning by using evidence-based paradigms that are anchored in solid research and reliable, valid data
- Analyzes and evaluates multiple sources of information to draw conclusions and generate plans for solving complex problems

## Technological Literacy

- Leverages technology to achieve goals and produce high-value work products
- Accesses and uses information ethically and legally
- Employs technology for effective online collaboration

Certified as true and correct in content and policy by

Joanne Weiss, Provost

August 31, 2023

## Program Learning Goals

The goals of the MPH program are to prepare public health professional and educators who emulate, demonstrate, and integrate the following characteristics and behaviors:

- Evidence-based Approaches to Public Health: Describe epidemiological methods, use data collection methods and interpret results of data analysis for improvement to public health research, policy or practice

- **Public Health & Health Care Systems:** Apply public health theory and evidence to develop and manage project, partnerships, programs and institutional strategies to reduce community and individual health risks to mitigate the impact of disease
- **Planning & Management to Promote Health:** Describe how health systems performance is affected by various approaches to health care organization, health law, health workforce development and health care financing
- **Policy in Public Health:** Advocate for political, social or economic policies and programs that will improve health in diverse populations
- **Leadership:** Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision-making
- **Communication:** Communicate culturally-appropriate public health content, both in writing and through oral presentation
- **Interprofessional Practice:** Perform effectively on interprofessional teams
- **Systems Thinking:** Apply systems thinking tools to public health issues

## Program Description

The Master of Public Health (MPH) program provides foundational knowledge for public health practice with an emphasis on what is required to be a competent public health professional. This program prepares students to actively contribute to a field of study that focuses on disease prevention, health promotion, wellness and safety through education and service. The MPH program will prepare public health leaders with skill sets required to address health challenges through the application of the core functions of public health, the creation of scholarly activities, service education, and local community-based projects.

## Key Facts and Courses

- Achieve Educational Goals and Career Mobility
- Interprofessional network as you learn
- Interact with respected public health leaders and fellow professionals

- Continue professional development
- Grow your public health philosophy
- Pursue senior roles
- Familiarize yourself with new technology tools

The mission of Aspen's School of Nursing & Health Sciences is to enhance the health and quality of life for individuals, families, and communities at local, state, and national levels through excellence in teaching, scholarship, and practice.

## Admission Requirements

- **Application** – A completed application.
- **Resume** – A resume or curriculum vitae.
- **Baccalaureate Degree Transcripts** – Official transcript demonstrating a conferred bachelor's degree from an institution that is accredited by a CHEA recognized accrediting body or an international equivalent, with a minimum cumulative GPA of 3.0 or greater.
- **Military Documentation (Optional)** – A copy of the most recent orders; or a copy of DD214 (This can be requested from the National Archives.)

## Courses

- MPH501 - Public Health in America (3 credits)
- MPH503 - Health Policy & Ethical Issues in Public Health (3 credits)
- MPH505 - Public Health Education & Program Oversight (3 credits)
- MPH510 - Epidemiology in Public Health (3 credits)
- MPH520 - Disaster Management & Emergency Preparedness (3 credits)
- MPH530 - Environmental Issues in Public Health (3 credits)
- MPH540 - Public Health Administration (3 credits)
- MPH550 - Health Behavior and Health Education (3 credits)

credits)

- MPH560 - Applied Biostatistics for Public Health (3 credits)
- MPH570 - Evidence-Based Practice in Public Health (3 credits)
- MPH580 - Public Health & Health Education 120 Internship (3 credits)
- MPH590 - Public Health & Health Education Capstone (3 credits)

# Policies

## Internship Requirements (p. 5)

### Specific Policies for Students in Practice Facilities (p. 5)

## Internship Requirements

The Aspen University Master of Public Health (MPH) program requires that all students complete three credits of internship experience prior to graduation. Students complete their internships at various sites, and they work on substantive projects that both contribute to their growth as future public health professionals and help advance the mission of the sites at which they are placed.

The goals of the Internship are to:

- Build and strengthen students' public health practice skills.
- Increase students' comprehension of and analytical skills relevant to the field of public health.
- Provide students with the opportunity to contribute to the field of public health in a substantive way.
- Build students' professionalism.

The experience provides students with the opportunity to gain professional experience and apply knowledge and skills learned in the classroom to real-world public health settings and real-time public health issues. The Internship Experience is critical to students' academic and professional development and their ability to become competent in the practice of public health. All MPH students are required to complete the MPH Internship MPH 580. There is no exception.

Students must have completed a minimum of 12 credit hours in the MPH program before enrolling in the Internship. The Internship is 3-credit hours and requires a minimum of 120 hours of Site experience. The OFE manages the coordination and approval to begin the MPH Internship course. Students must obtain an approval from the OFE prior to enrollment in the Internship course.

During the orientation, the MPH Internship Faculty will provide the student with the Internship Manual. The student may select any site of their choosing that meets the requirements. The student is responsible for contacting the site and arranging for the Internship in advance of the

Internship semester.

1. MPH students are expected to identify an organization and establish an agreement to complete the internship. The internship is subject to approval by the student's Academic Advisor and the Internship Coordinator. A student is allowed to fulfill the internship experience in his/her place of employment based upon specific guidelines to promote optimal learning for students in such circumstances:

- a. The internship responsibilities are outside the scope of their current duties and responsibilities.
- b. The Site Preceptor is not the student's current supervisor.

2. Once the student has identified a practice site the student must develop a detailed work plan, including specific/customized learning objectives to be accomplished during the internship in consultation with the Site Preceptor/Supervisor. The work plan will include learning objectives of the internship and must be approved by the Site Preceptor, Academic Advisor, and Internship Faculty before starting the internship. The goal of this process is to ensure that both the student and the internship organization benefit from the arrangement.

- a. The student will complete at least 120 hours of internship within the selected organization during the semester of enrollment in the Internship course.
- b. Throughout the Internship, the student is required to keep record of the Internship Time Log.
- c. If necessary, the faculty may request a site visit or a teleconference with the Site Preceptor during the internship.
- d. The Internship Faculty will assign a grade of Pass/Fail after evaluating the student's overall performance.

## Specific Policies for Students in Practice Facilities

- Professional apparel that meets agency guidelines is expected.
- The student will work within the policies of the agency and maintain a constructive relationship with the agency.
- The student is required to supply health information

to facilities as requested.

- The student should wear a name badge which identifies her or his status as graduate student if required.
- The student is responsible for her, or his individual costs related to internship experiences.
- Aspen University provides general liability coverage for students. If required by the Site Supervisor site, the student must secure coverage of any excessive liability insurance (1 million/3 million) prior to commencement of the internship course.

# Internship Roles

## Faculty Role (p. 7)

## Site Supervisor Role (p. 7)

## Academic Advisor (p. 7)

## Student (p. 7)

### Faculty Role

The faculty role is to provide student direction and guidance during the internship experiences and ensure that students complete all course requirement and hours associated to the internship experience. including the paperwork necessary for successful completion of the Internship. The faculty is responsible for evaluating student performance and work and entering the student's final grade into the classroom gradebook.

### Site Supervisor Role

While the Internship Faculty assumes ultimate responsibility for a formal written student evaluation, the Site supervisor/Site Preceptor's input will provide supportive evidence for the ratings. The Site supervisor's primary role is teaching. In the teaching process, the Site supervisor will observe the student in practice. The Site supervisor is positioned to collect data that gives evidence of student competence. Also, the Site supervisor/Site Preceptor has the opportunity to support professional practice standards and the credibility. The Site supervisor's observations of the student's performance should be compared with practice standards, validated with faculty, and shared with the student. The student's response to your day-to-day feedback. Overall, the site preceptor is responsible for student learning during the internship. Site receptors preferably have a graduate degree in public health. However, individuals who work in public health, and have an undergraduate degree with relevant professional certification (e.g., Certified Industrial Hygienist—CIH, Certified Health Education Specialist—CHES, etc.) are also acceptable.

### Academic Advisor

The Academic Advisor's key role is to advise students in identifying participating organizations and productive practical experiences, in line with the student's concentration and career aspirations.

### Student

Graduate students are expected to take the initiative in identifying an appropriate organization and initiating, planning, and executing the internship in a timely manner. This requirement ensures that the organization selected is the most appropriate to assist the student in integrating and applying his or her knowledge and skills in a practice setting consistent with the student's chosen concentration. The internship will enable interactions that can enhance the student's employability following graduation.

# Program Administration Faculty

The Dean, Associate Dean, and Program Director and for the MPH program hold an equivalent degree from a recognized and accredited college or university and enough academic experience to warrant such a position.

## **Dean of Nursing & Health Sciences**

Dr. Marcos Gayol, EdD, MSN, MPH, RN, CNE, CPH

Email: marcos.gayol@aspen.edu

## **Associate Dean of Nursing & Health Sciences**

Dr. Tracy Lookingbill, DNP, MSN, RN, NEA-BC

Email: tracy.lookingbill@aspen.edu

## **Program Director**

Dr. Anne Coleman, PhD, MPH, LSSGB

Email: anne.coleman@aspen.edu

## **Faculty**

Every Professors/Faculty who teaches Aspen University students within this program holds a PhD, EdD, DNP, DrPH, or other doctoral-level degree from an appropriately accredited college or university.



# Responsibilities

Aspen University's School of Nursing & Health Sciences offers programs that require immersion, practicum, or internship experiences. Prior to participating in a course requiring an immersive/practicum hours experience, students will have to meet complete specific documentation and obtain an approval letter before they can begin the immersion, practicum, or internship course. The staff in the Office of Field Experience (OFE) at Aspen University coordinate student immersion, practicum and internship sites, and preceptor arrangements.

The OFE can assist students with expectations for the immersion site and preceptor requirements in addition to providing support and approval for document requirements. The OFE also supports questions related to ProjectConcert.

To contact the OFE, please use the following email addresses:

fieldexperiencequestions@aspen.edu is specifically meant for questions from students, faculty, and staff internally at Aspen University.

fieldexperienceagreements@aspen.edu is specifically meant for questions about needed documentation and agreements from sites and preceptors, external to Aspen University.

## Faculty

Responsible for evaluating and providing feedback on student assignments as outlined in the course.

- At the completion of the final internship course, complete the **Competency Scale**, weighing input of both the Site Supervisor and the Faculty Mentor.
- Evaluate internship sites and Site supervisors for appropriateness of learning experiences.
- Review all documents (p. **Error! Bookmark not defined.**) related to the Site supervisorship, including the:
  - **Site Supervisor Intent of Relationship**,
  - **Site Supervisor Profile** (and *curriculum vitae*), and
  - **Site Agreement** (Memorandum of Agreement).
- Arrange at least **ONE** teleconference with the Site supervisor and student (jointly) during the internship for evaluation purposes.
- Provide immediate consultation and/or support of the Site supervisor when needs or problems are reported.
- Review completed **Site evaluation** and **Site supervisor evaluation** forms (p. **Error! Bookmark not defined.**) at the end of the course, and making revisions as dictated by student feedback.
- Seek Site supervisor input regarding the student's performance
- Document the student's progress and specify satisfactory/unsatisfactory completion of experience based on the Site supervisor evaluations (Student Performance Evaluation and teleconference) and the achievement of objectives for the internship experience.

## Specific Details Pertaining to Faculty and Site Supervisor Responsibilities

### Site Supervisor & Site Approval and Verification of Current Contracts

All Site supervisors and sites must be approved by the faculty prior to a final agreement with the Site supervisor. The Site supervisor must have a minimum of two years of counseling experience and a master's degree. An Addiction Counselor with a master's or doctoral degree and NAADAC certification is the optimal candidate. The Site supervisor's credentials to practice in the state of the internship site and a CV must accompany the students' request for Site supervisorship. Contracts with the site agency must be in place prior to the student being on site.

### Communication with Site Supervisors

The Faculty should contact the Site Supervisor prior to the onset of student Internship. Information that should be shared includes course requirements; level of prospective student; time and method of regular communication; expectations of the Site Supervisor; method(s) of student performance evaluation. This information can be through

written or verbal communication. The faculty should verify that the Site supervisor has received the following documents from the student: **MPH Handbook**, completed **Student Profile**, **resume**, and **liability insurance** (if required)

### Evaluation of Student

The course syllabus and evaluation forms (p. **Error! Bookmark not defined.**) include the requirements and evaluation criteria for successful student performance. Evaluations by the faculty, with input from the Site supervisor are important components of the student performance. Open communication between the Course Faculty, Site supervisor and student is essential.

Faculty employ several methods including interactions with Site supervisor, regular review of student's hours logs documenting the student's experiences and supportive evidence from the 1 Site supervisor are utilized.

### Evaluation of Site Supervisor

The Dean, School of Professional Studies will complete a regular review of each Site supervisor using information from student evaluations. These documents will be used for continued approval or removal as a Site supervisor.

## Site Supervisor

- Sign the **Site Supervisor Agreement Form** (the "Intent of Relationship" form establishing your willingness to serve as a Site supervisor for the specified student). This will be submitted by the student after it is signed by the administrative or business manager
- Complete the **Site Supervisor Profile** and attach a **curriculum vitae/resume**. Submit this to the student, who will then forward it to Aspen University. Alternatively, the

Site supervisor may submit it directly to Aspen University. Contact information is provided on each form.

- Assist in collection of legal and contractual documents (**Site Agreement**), to be submitted by the student prior to beginning the internship experience.
- Provide a setting in which the student may observe and participate in educational and counseling situations in a mental healthcare or academic organization.

- Function as a role model and provide leadership and supervision for the student.
- Sign the student's internship hours tracking log each day the student is present in his/her site.
- Participate in at least ONE teleconference with the student and Faculty Mentor (jointly) to discuss the student's progress and learning needs.
- Provide input regarding evaluation of the student and will complete the **Student Performance Evaluation** form at the end of the course.
- Notify the Faculty Mentor immediately when satisfactory performance of the student is in question.

## Specific Details Pertaining to Site Supervisor Responsibilities

The Site supervisor's primary role is teaching. Site Supervisors assist the student to integrate and apply knowledge from their foundational courses incorporating the information into internship situations. Site Supervisors also stimulate decision making through questioning the student regarding their observations and reasoning. This process assists the student to reflect and describe their assessment and recommend strategies. Additionally, Site supervisors assist the student to become more accurate and complete in their communication with the healthcare and academic team. The Site supervisor has the opportunity to model interpersonal relationship skills with colleagues, superiors, and subordinates. Site Supervisors can model behaviors to navigate the health care and academic organizational system such as experiences with students, peer faculty, and educators. Furthermore, the Site supervisor models the role of an educator and an interdisciplinary team member.

### Communication with Faculty

While Site supervisors are encouraged to contact the faculty at any time, Site supervisors should initiate contact as soon as possible for situations involving a student's unsafe practice, unethical conduct or any changes in the Site supervisor's availability to precept. Any agency concerns should also be related to the faculty.

Faculty report these instances to the Dean.

## Communication with Student

Site Supervisors are encouraged to provide regular feedback to the student including brief discussions of the student's daily performance, as well as midterm and final evaluations. Site Supervisors are encouraged to relate concerns to the student at the time of occurrence for the student to rectify any concerns as soon as possible.

## Evaluation of Student

While the faculty assumes ultimate responsibility for the formal written evaluation, the Site supervisor's input will provide supportive evidence for the ratings. Site Supervisors are in a position to collect data that gives evidence of student competence. Also, Site supervisors have an opportunity to support professional practice standards and the credibility.

Observations of the student's performance should be compared with practice standards, validated with faculty, and shared with the student. The student's response to your day-to-day feedback also becomes a part of the Site supervisor's evaluation data.

Site Supervisors should remember that they do not fail students or stall a student's progress. Instead, the student's performance either meets or fails to meet criteria.

## Student

- Suggest a Site supervisor to their faculty based on geographic need, Site supervisor qualification, reputation, and availability.
- Provide the Site supervisor with the **MPH Handbook** (which contains course objectives and appropriate evaluations tools).
- Complete and submit the **Site Supervisor Agreement Form** (the "Intent of Relationship" form establishing your Site supervisor's willingness to serve as a Site supervisor, along with the signature of

administrative representative or business manager)

- Assist in collection of legal and contractual documents ( and *curriculum vitae/resume*, and the *Site Agreement*) prior to beginning the internship experience.
- Submit a completed **student profile** and *curriculum vitae/resume*, and **individualized learning objectives** to the Site supervisor on or before the first internship day.
- Establish a mutually agreeable schedule for internship time with the Site supervisor. He/she will come to the internship experience prepared to perform in accordance with assigned learning activities in accordance with course.
- Fulfill all agency requirements prior to starting the internship. This may include liability insurance (1 million/3 million), criminal background checks, and drug screens.
- Follow policies and procedures established in the Site supervisorship site and will keep the Site supervisor informed about learning activities.
- Participate in conferences with the Site supervisor and Faculty Mentor to discuss progress, problems, and learning needs.
- Maintain accurate records of internship time and experiences on the **Hours Tracking Log (HTL)**. This document will be completed, including the Site supervisor's signature each day the student is in the site. Please note, all internship hours must be completed during MPH 580, for a focused public health competency-based internship. Retain a copy for your records.
- Complete and submit the **Site Evaluation** and **Site Supervisor Evaluation** at the end of the course.

## Specific Details Pertaining to Student Responsibilities

It is important for students to recognize their role as a graduate student and his/her responsibilities to the internship site and Site supervisor. The student can optimize their internship learning experience by following these guidelines.

## Selection of Site Supervisor

Students suggest a Site supervisor to the faculty based on geographic need, Site supervisor qualification, reputation, and availability. All Site supervisors and internship sites must be approved by the faculty prior to a final agreement with the Site supervisor. The Site supervisor must have a minimum of two years of counseling experience and a master's degree. The Site supervisor's credentials to practice in the state of the internship site and a CV must accompany the students' request for Site supervision. Contracts with the Site supervisor and the internship agency must be in place prior to the student being on site for internship.

## Interview with Site Supervisor

The student should set up an appointment to meet with the Site supervisor prior to beginning internship hours. The student should go to the meeting prepared with the **Student Profile**, a resume, written individualized objectives, and liability insurance (If needed).

## Negotiation of Internship Hours

Students are to negotiate acceptable hours with the Site Supervisor prior to starting internship. The student is expected to accommodate the Site Supervisor's availability and schedule. The student's personal and work schedules are expected to accommodate participation in the required number of hours specified by the internship course. A **calendar** should be completed by the student and submitted to the faculty and Site Supervisor. Changes to the internship schedule are provided in writing to the Site Supervisor and the faculty.

## Preparation for Internship

The student is expected to prepare for the internship as recommended by the faculty and Site Supervisor. This preparation includes developing individual learning objectives, conferring with faculty and Site Supervisor on

areas of weakness that need to be refined, and seeking independent learning experiences that will provide the student with a higher level of self-confidence. The student is expected to prepare for the internship by reading current reference and course materials for the educational challenges most often encountered by the Site Supervisor. Subsequent internship day's preparation should include reading appropriate reference material to expand knowledge regarding situations encountered by the student during the internship hours.

## Evaluation of Site and Site Supervisor

The student's evaluation of their internship experience and the expertise of the Site supervisor is required at the end of each internship experience. The **Site Evaluation** and **Site Supervisor Evaluation** must be submitted at the completion of the course.

## Confidentiality of Information

The student will maintain confidentiality while communicating data, plans, and results in a manner that preserves the dignity and privacy of the client and provides a legal record of care. For purposes of accreditation, students will assemble certain information in relation to their participation in the care of patients, but subsequent use of the information will be in redacted form meeting HIPAA Limited Data Set requirements.

When recording data to document student experiences, the student will remove any patient identifying data identified as "Limited Data Sets." Limited Data Sets are Protected Health Information (PHI) with the following 18 identifiers regarding the patient, the patient's employer, the patient's relatives and the members of the patient's household removed from it:

- Names;
- All geographic subdivisions smaller than a state;

- All elements of dates (except year) for dates directly related to an individual;
- Telephone numbers;
- Fax numbers;
- Electronic mail addresses;
- Social Security numbers;
- Medical record numbers;
- Health plan beneficiary numbers;
- Account numbers;
- Certificate/license numbers;
- Vehicle identifiers and serial numbers, including license plate numbers;
- Device identifiers and serial numbers;
- Web Universal Resource Locators;
- Internet Protocol (IP) address numbers;
- Biometric identifiers, including voice and finger prints;
- Full face photographic images and any comparable images; and
- Any other unique identifying number, characteristic or code.

Methods to orient the student to their responsibilities include, but are not limited to, verbal and written communication. Orientation materials include this document.

## School

### **Verification of Student Prerequisites**

Aspen University is responsible for verifying that students meet requirements prior to entering the internship setting. This includes verifying that the student has completed pre-requisite course work.

Aspen University will also ensure that the student has fulfilled all agency requirements prior to starting internship. This may include liability insurance (1 million/3 million), criminal background checks, and drug screens.

# Course Syllabus Introduction

## MPH 580 Public Health and Health Education Internship (p. 14)

## MPH 590 Public Health and Health Education Capstone (p. 14)

### MPH 580 Public Health and Health Education Internship

This graduate level course focuses on the application of theoretical concepts and strategies for a selected learner population in a public health setting. Emphasis is on effective communication and sensitivity to varying needs of the learner based on cultural and educational background. Evidence-based strategies will be developed into a comprehensive activity or teaching plan to engage learners in active learning and implemented to meet mutually determined outcomes. 120 hours of internship experience will be required.

**\*\*Note:** The student will complete the MPH program's Comprehensive Examination during module seven of this course.

#### Course Learning Objectives (CLOs):

After this course, you will be able to:

- Engage in collaboration, consultation, and referral with other disciplines involved in public health and health education.
- Critically appraise current and innovative practices in public health, including monitoring quality of education practices among diverse populations.
- Evaluate evidence-based research findings in public health and public health education.
- Synthesize and apply principles of program design while planning the development, implementation, and evaluation of a public health improvement program project.
- Apply systems thinking tools to a public health issue.
- Create a public health teaching project.

- Complete the MPH program's Comprehensive Examination.

#### Prerequisites

MPH501 Public Health in America  
MPH503 Health Policy & Ethical Issues in Public Health  
MPH505 Public Health Education & Program Oversight  
MPH510 Epidemiology in Public Health  
MPH520 Disaster Management & Emergency Preparedness  
MPH530 Environmental Issues in Public Health  
MPH540 Public Health Administration  
MPH550 Health Behavior and Health Education  
MPH560 Applied Biostatistics for Public Health  
MPH570 Evidence-Based Practice in Public Health

### MPH 590 Public Health and Health Education Capstone

This graduate-level course will focus on the written explanation of the project the student completed during MPH590. The opportunity to demonstrate knowledge of essential theory, incorporate research findings, and demonstrate scholarly thought will be the emphasis of this course. This project-based capstone is designed to encourage the student to draw upon knowledge and experience gained over the course of the entire MPH program and during the public health internship. The capstone course is intended for the student to explain and defend a substantial original applied project of your own authorship.

#### Course Learning Objectives (CLOs):

After this course, you will be able to:

- Synthesize knowledge acquired from other public health coursework and formulate an original, comprehensive project proposal on a topic of public health interest.
- Conduct a comprehensive analysis of the literature to support the research proposal.
- Design an implementation plan that integrates knowledge of theories, principles, methodologies, and

processes to evaluate the research proposal.

- Disseminate significant components of the project through a written paper and oral presentation, relating in detail the design, implementation, results, and conclusions of the capstone project.
- Apply the scientific rigor of the American Psychological Association's publication guidelines to research report preparation.
- Defend a public health capstone project.

**Prerequisites**

MPH501 Public Health in America

MPH503 Health Policy & Ethical Issues in Public Health

MPH505 Public Health Education & Program Oversight

MPH510 Epidemiology in Public Health

MPH520 Disaster Management & Emergency Preparedness

MPH530 Environmental Issues in Public Health

MPH540 Public Health Administration

MPH550 Health Behavior and Health Education

MPH560 Applied Biostatistics for Public Health

MPH570 Evidence-Based Practice in Public Health

MPH580: Public Health and Health Education Internship

# Capstone

All MPH students will complete MPH 590: Capstone Experience in their final semester of the program. MPH 590: Capstone Experience serves as students' culminating experience where students will utilize the information acquired from previous public health courses and internship to design, carry out, and present a scholarly project through a paper and poster presentation.

## Options for Your Capstone Project

**Research project:** Students conducting a research project will identify a problem to be studied, review the literature associated with the problem, collect data about the problem (quantitative &/or qualitative), analyze the data in order to either support or refute a pre-selected hypothesis or answer research questions, discuss the findings, present conclusions, and make recommendations based on the study. The resultant paper should be suitable for publication.

**Grant proposal:** Students writing a grant proposal for a public health initiative will identify the problem for which the grant would be used, explain the significance, list the hypotheses/questions to be answered, review the literature associated with the problem, create goals and objectives, methods, create a timeline and budget, and explain how the intervention would be evaluated. The resultant paper should be suitable for submission.

**Other project:** This category is an all-inclusive section for projects such as community outreach reports, evaluation of an intervention or interventions, policy analysis, evaluation of an existing program, written plan for a program or a manual. This list is not exhaustive, and the program will consider any projects that result in scholarly work.

## Goals and Objectives

Upon completion of this course successful students will:

- Compose a scholarly project
- Identify appropriate literature through the use of varied library resources, public-domain repositories and Internet search engines to support their scholarly project.
- Develop and organize complex ideas in a logical, orderly and well-written fashion.
- Critique limitations while creating scholarly work.
- Develop enhanced written and oral communication skills.
- Interpret reviewer feedback and defend scholarly work.