



# Master of Public Health Program Student Handbook 2021 - 2022

General Information  
Program Guidelines  
Curriculum | Faculty

# Master of Public Health Student Handbook

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2021-2022

## Helpful Contact Information

### UNIVERSITY

422-4091	Graduate Studies	
422-7652	Harold B. Lee Library, Information Desk	3226 HBL
422-4636	Information/Directory Assistance	
422-4313	Information Center (WSC)	2300 WSC
422-2695	International Services	1351 WSC

### PUBLIC HEALTH, DEPARTMENT OF

422-3444	Chair, Josh West	4103B LSB
422-4428	Secretary, Tanya Gale	4110 LSB
422-3965	Budget Analyst, Emily Eyre	4108 LSB
422-3386	Student Secretary	4103 LSB
422-6163	MPH Director, Ali Crandall	2049 LSB
422-3082	MPH Program Manager, Ruth Priday	3004 LSB
422-5059	MPH Student Lounge/Office Suite	3024 LSB
422-0273	FAX machine number (cost associated with use)	4103 LSB

For additional information and resources see the MPH website at: <http://mph.byu.edu/>

### Acknowledgements

Brigham Young University's Graduate Catalog, Centers for Disease Control and Prevention, and the Council on Education for Public Health provided resources, insights and documentation to enhance this version. The MPH Curriculum Committee and MPH faculty contributed to and approved this handbook. Secretarial support in the Department of Public Health is responsible for significant technical, editing and compilation work for this evolving document. We acknowledge and thank each for their significant contributions.

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Dear MPH Student:

On behalf of the faculty in the Department of Public Health, I welcome you to our Master of Public Health Program and offer my best wishes for your success. Because of your outstanding academic qualifications and experience, you join a select group of students in pursuit of the MPH degree. Over the next two years, we look forward to working closely with you toward the successful completion of your academic program.

This handbook is intended to be a useful guide as you proceed through the program. It has been developed to provide background material about the MPH program and explain various policies, procedures, protocols, forms, and timelines that are important regarding the MPH program. It also addresses a range of frequently asked questions. As such, it should be your primary source for navigating a successful experience toward obtaining a MPH degree.

In addition to this handbook, you should refer to the online BYU Graduate Catalog and the Class Schedule which give you substantially more information about the university calendar, policies governing academic programs including graduation requirements, degree requirements, and support services available to students including library services. The Class Schedule is particularly useful for planning each semester's schedule and for making sure that specific university deadlines are met. Both the Graduate Catalog and the Class Schedules are available at <https://registrar.byu.edu/academic-tools>.

Again, best wishes in pursuit of your public health career goals. As MPH faculty, we look forward to working with you and helping you find success in the program. Please feel free to contact your faculty advisor or me when assistance is needed.

Sincerely,

Ali Crandall, PhD., MPH  
Director, Master of Public Health Program

# MPH PROGRAM AT BRIGHAM YOUNG UNIVERSITY

Brigham Young University's nationally accredited Master of Public Health (MPH) program allows real-life public health issues to be examined globally, promotes high moral ideals, maintains an optimum student-to-faculty ratio, and provides excellent program-level mentored research experiences. The MPH program in community health education was instituted at Brigham Young University (BYU) fall semester 2002. The MPH program has been accredited since 2005, and in 2016 was awarded the maximum seven-year term through the Council on Education for Public Health (CEPH). Based on these quality standards, the curricula in the MPH program trains students in global and multicultural issues that prepare them to work with diverse populations in domestic and international settings.

Graduate MPH faculty members are recognized scholars who are dedicated to excellence in teaching and professional service around the world. As such, faculty members are involved as public health mentors through research-based projects that include important partnerships with local and national public health agencies, international ministries of health, and diverse nongovernmental organizations.

Most career opportunities include: public health education, epidemiology, health promotion, environmental health, and health administration. Many MPH graduates pursue doctoral studies (MD, PhD, and D.Ph.) degrees at prestigious universities.

## MISSION STATEMENT

The mission of the BYU MPH program is to develop future public health leaders who drive change that improves the health and well-being of communities, families, and individuals. To

this end, the program prepares students to conduct public health surveillance, and to plan, implement, and evaluate public health programs and policies that focus on at-risk populations in both domestic and international settings.

## MPH PROGRAM GOALS

The MPH program aims to attain its mission through coordinated efforts to address five broad goals:

- 1) **Student Preparation** - Prepare students to enter the public health workforce with relevant public health and health promotion knowledge, competencies, and skills.
- 2) **Quality Student Body** - Select and train a high quality, diverse MPH student body.
- 3) **Faculty Expertise and Service** - Ensure that the MPH program faculty demonstrate appropriate faculty expertise through their public health knowledge, academic performance, and public health experience, service and research interests.
- 4) **Advance Public Health Knowledge** - Develop an academic public health program whose faculty conduct and publish peer-reviewed public health research reflecting the mission statement, and provide ample opportunity for student participation.
- 5) **Quality Curriculum** - Ensure continuous curricular improvement based on internal and external stakeholder's input.

## MPH PROGRAM VALUES

The faculty and students share values that reflect the heart of our work together. We seek to be:

- **Population Based** - We value a primary focus on the health of populations, promoting community and family-centered health, using ecological frameworks.



- **Prevention Oriented** – We value health promotion and disease prevention as a key approach to primary prevention.
- **Interdisciplinary Minded** – We value the strength of perspectives and unique contributions found in many disciplines and thereby seek to foster respect and collaboration.
- **Student Centered** – We value students as our primary customer and strive to meet their needs through mentored research, teaching or service opportunities.
- **Integrity Committed** – We value personal and organizational integrity as sought through a collective commitment to the Honor Code and the AIMS of a BYU education.

### MPH Program Concentration Competencies/Learning Outcomes

At the conclusion of the MPH Program, students will be able to:	
<b>Translating Research</b>	1. Translate public health research into policies and programs that improve the health of communities, families and individuals.
<b>Family as a Public Health System</b>	2. Recognize and integrate the family system in public health assessment, intervention, and evaluation.
<b>Leadership</b>	3. Demonstrate principles of ethical leadership in public health practice.
<b>Program Management</b>	4. Apply project management tools to public health practice and research.
<b>Marketing</b>	5. Identify appropriate methods for effectively communicating research and evaluation findings to a variety of stakeholders.
	6. Use appropriate media, marketing, and technology to promote key public health issues and drive health behavior change.
<b>Knowledge Indicators:</b>	1. Explain the importance of resilience and thriving to community, family and individual health.
	2. Explain how faith and science enable effective solutions to public health problems.

## **PROGRAM OF STUDY**

During this two-year training program, all students in the program take 12-core courses designed to develop analytic skills and knowledge in key areas of public health including epidemiology, health policy, environmental health, administration, biostatistics, chronic and infectious diseases, and research methods. Working with faculty advisors, students create a signature for their training by selecting elective courses (6-credit minimum) tailored to their interests and goals.

Students typically take 12 credits per semester and must complete a minimum of 48 credits: 36 required credits, 6 elective credits, and 6 credits related to the MPH field experience.

A recognized strength of the program is learning public health by doing public health. In the summer between year one and year two, all students immerse themselves in applied public health experiences through a field experience. These applied experiences along with the comprehensive exam create a culminating experience that helps graduates be practice ready.

Upon admission into the MPH program, each student is assigned a faculty academic advisor. The advisor is responsible for guiding the student's progress through the program. The faculty advisor assists the student in planning a program of study to meet their needs and professional interests.

### **COMPLETING A PROGRAM OF STUDY**

For first year students, the *Program of Study*

form is due the second week of winter semester. This form includes courses to be taken and the approval of the faculty advisor, faculty reader, and graduate program manager. The *Program of Study* online form is available by logging in to <https://gradprogress.sim.byu.edu/>. Click on the 'Program of Study' milestone in the 'My Academic Journey' section. The core course requirements (required courses for the program) will automatically appear in the "Program Requirements" section. Select your elective courses by clicking the green "add new course" button at the bottom of the page. After you decide on your classes, review them with your faculty advisor and obtain the necessary approvals in the online system. Your faculty advisor, faculty reader, and the graduate program manager must each approve the Program of Study in the online system. A green checkmark will appear in the Program of Study milestone when it is completed and approved.

*Note: You must have your faculty advisor and faculty reader established before the system will allow you to send your Program of Study for approval.*

### **PROGRAM OF STUDY CHANGES**

You can make changes to your Program of Study if authorized by your faculty advisor. To make changes to your Program of Study, log into the Graduate Progress System, delete the course you would like to change and add the new course. Resend your Program of Study to your faculty advisor, faculty reader and graduate program manager for approval.

## CURRICULUM AND COURSE DESCRIPTION

### **HLTH 600. *Foundations of Public Health and Health Promotion* (3)**

Global perspectives of public health and health promotion. Essential public health services, public health organizations, and current issues in global health promotion.

### **HLTH 602. *Principles of Epidemiology* (3)**

Principles and methods used in epidemiologic research, including study design, confounding, chance, bias, causality, and descriptive and analytic methods.

### **HLTH 603R. *Special Topics in Public Health* (1-7)**

Seminar class exploring current global health issues. (See FAQs for more information about Independent Studies and Special Topics Courses.

### **HLTH 604. *Principles of Biostatistics* (3)**

Basic concepts of biostatistics and their applications and interpretation. Topics include descriptive statistics, graphics, diagnostic tests, probability distributions, inference, regression, and life tables.

### **HLTH 606. *Environmental Health Sciences* (3)**

Environmental risks for human disease. Contributions of physical and biological factors and social, economic, and political determinants relative to sustainable development and the promotion of health.

### **HLTH 607. *Public Health Administration* (3)**

Trends, practices, and issues in public health administration, emphasizing organizational theory, administrative management, supervisory and legislative processes, and conflict resolution from global perspectives.

### **HLTH 608. *Determinants of Health Behavior* (3)**

Psychological, social, and cultural determinants of health behavior. Introducing health behavior theories and applying behavior change models to program development.

### **HLTH 612. *Program Planning and Evaluation* (3)**

Various program planning and implementation methods, theories, and skills, including needs assessment, priority setting, program development, evaluation, and budgeting.

### **HLTH 618. *Survey and Research Methods* (3)**

Designing, administering, and analyzing data collection instruments for research and evaluation in public health. Use of both quantitative and qualitative methods.

### **HLTH 619. *Infectious and Chronic Disease Prevention and Control* (3)**

Public health solutions to the leading causes of chronic and infectious disease mortality in the United States and the world.

**HLTH 625. *Public Health Perspectives on Policy & Advocacy* (3)**

Developing a population-view for health promotion interventions, including policy-making, legislative advocacy, stakeholder participation & community mobilization, and mass communication.

**HLTH 630. *Community Building Public Health* (3)**

Curriculum and the educational process, group dynamics, training models, consultation, and counseling. Includes theories used in health education and adult learning.

**HLTH 688R. *Field Experience* (6)**

Prerequisites: HLTH 602, 612, 618  
Domestic U.S. and international field experience sites in public health settings that expose students to public health strategies and interventions in multicultural settings.

**HLTH 690. *Public Health Capstone* (3)**

Prerequisites: HLTH 604, 612, 618  
An integrative learning experience that synthesizes foundational competencies of public health as a discipline with concentration competencies from the public health program. Case studies, professional development activities, and an applied project done in partnership with a public health organization are used to provide students with the opportunity to demonstrate mastery of foundational and concentration-specific knowledge, theory, and

skills. Projects focus on underserved populations that experience health inequities and disparities.

**HLTH 691R. *Mentored Research* (3-5)**

Collaborate with graduate faculty of public health on mentoring grants or other health-related research and initiatives.

**HLTH 696R. *Independent Studies* (1-3)**

(See FAQs for more information about Independent Studies).

## ELECTIVES

In addition to the required courses listed on page 13, students may select electives from the remaining MPH courses and faculty advisor-approved courses from other departments (see Appendix 1 for selected elective options). These elective courses are selected to meet or exceed the required minimum of 48 credits.

Once students have determined their proposed elective course(s), they are required to complete the online *Program of Study* form no later than the second week of winter semester during their first year.

*Note: Graduate Studies policy states that up to 9 elective credits of 300 and 400 level courses can be applied to the Program of Study. The balance must be graduate level courses.*

## MPH CULMINATING EXPERIENCE

The MPH program's culminating experience involves: 1) field experience (6 credits for 300 hours), 2) capstone course (HLTH 690), and 3) comprehensive exam (Certified in Public Health).

## SUGGESTED SEQUENCE OF COURSES

<b>Year 1 – Fall Semester</b>		
HLTH 600	Foundations of Public Health and Health Promotion	3
HLTH 602	Principles of Epidemiology	3
HLTH 608	Determinants of Health Behavior	3
HLTH 625	Public Health Perspectives on Policy and Advocacy	3
<b>Year 1 – Winter Semester</b>		
HLTH 604	Principles of Biostatistics	3
HLTH 606	Environmental Health Sciences	3
HLTH 612	Program Planning and Evaluation	3
HLTH 618	Survey and Research Methods	3
<b>Year 1 – Spring and/or Summer</b>		
HLTH 688R	Field Experience	6
<b>Year 2 – Fall Semester</b>		
HLTH 607	Public Health Administration	3
HLTH 619	Infectious and Chronic Disease Prevention and Control	3
HLTH 630	Community Building Public Health	3
HLTH 690	Public Health Capstone	3
Electives	Select in consultation with faculty advisor (see Appendix 1)	6
<b>Total Credits</b>		<b>48</b>

## **FIELD EXPERIENCE**

The supervised field experience provides you with a practical public health experience in various domestic or international settings. Field experience allows students to apply knowledge and skills acquired in the classroom in a public health setting. It is intended to provide a supervised application of content and theory basic to public health, including health education. Field experience is available to students who have met prerequisites and typically begins at or near the conclusion of a first year MPH student's winter semester. Field experience generally extends through spring and summer terms (May through August) of year one. (See Appendix 4 for Field Experience Syllabus and Appendix 5 for Field Experience Grading Rubric).

### **FIELD EXPERIENCE PREREQUISITES**

Field experience prerequisites include completing all required coursework during year one (HLTH 602, HLTH 612, and HLTH 618.). In addition to curricular requirements, students must select an appropriate field experience site and on-site mentor/preceptor. These tasks are completed under the direction of the MPH faculty advisor. Requirements to enroll in field experience are filled when a field experience proposal is approved, when all university approvals are granted, and enrollment in HLTH 688R is complete.

### **PLANNING THE FIELD EXPERIENCE**

The purpose of this 300-hour supervised field experience is to expose students to a broad array of health promotion strategies and interventions. Students are required to work with or reach at-risk populations, as reflected in the MPH Mission Statement.

### **IDENTIFYING A FIELD EXPERIENCE SITE**

Students are responsible to identify a field experience site and make the arrangements to secure a placement and an appropriate site mentor/preceptor. MPH faculty members often hold connections to various public health agencies around the world. Students are advised to begin investigation of possible sites during their first enrolled semester.

Site selection should be based primarily on declared interests or experience. In addition, the supervised field experience agency should:

- Provide the student with exposure to underserved or at-risk populations.
- Display a genuine interest in mentoring a public health education professional.
- Designate an organizational staff member to serve as the site preceptor/mentor. This person must have a minimum of two years of post-graduate experience.
- Allocate tasks, responsibilities and projects that expose the student to the breadth of public health education practice, as reflected in at least five MPH foundation and concentration competencies. At least three of the competencies must be foundational competencies (See Appendix 3)
- Supervise a project in which the student can develop depth, expertise, and achievement in a particular area of public health and complete defined learning objectives, outcome objectives, and deliverables.

Approval must be granted by the university internship office that the site meets all specified requirements (see University Approval and Tracking of Field Experience section).



Please be aware of the BYU sexual harassment policy for field experience in Appendix 2.

## EFFECTIVE FIELD EXPERIENCE PRECEPTORS

Preceptors or field experience mentors are professionals who use public health education skills and perspectives to supervise, mentor, and evaluate an MPH field experience student. They have the primary responsibility for helping students experience the relationship between academic training and professional practice. Some preceptors are able to provide financial remuneration to field experience students, however most cannot. Preceptors are well suited to assist you with the training, practice and competence needed to enter the public health profession.

Effective BYU-affiliated preceptors should exhibit the following general characteristics:

- Demonstrate interpersonal skills, which include friendliness toward, respect for, and confidence in students.
- Serve as an appropriate resource person by explaining problems or concepts and the reasoning behind their actions, providing guidance, and being available to students.
- Provide evaluation of students' knowledge, skills and performance, and identifying what students can do to improve.
- Explore potential career paths and opportunities for student development.
- Exhibit a practice scope that addresses at least three of the six MPH program learning outcomes.

## PROCESS FOR FIELD EXPERIENCE APPROVAL AND COMPLETION

The process for field experience approval includes:

### 1) Online Pre-Field Experience Orientation

During the 1<sup>st</sup> or 2<sup>nd</sup> semester of a student's first year in the program, students will be emailed orientation materials from the graduate program manager regarding student field work. The materials will include an introduction to using [IRAMS](#) (Internship Registration and Management System), assignments required for the student field work (proposal, field experience progress reports, and the final report), grading, standards of personal conduct, contact between the student and their faculty advisor and reader, the [Internship Master Agreement](#), and procedures for unanticipated termination of the field work. Students will receive the HTLH 688R syllabus and grading rubric at this time.

### 2) Faculty Advisor Meeting

Students should meet with their faculty advisor by October of year one to discuss or present ideas for the supervised field experience.

### 3) Proposal Submission

A detailed proposal should be written and submitted to the faculty advisor and faculty reader (see Field Experience Proposal and Final Report Format). This proposal is given to the faculty advisor and reader two weeks prior to the deadline for scheduling the proposal meeting. Whereas proposal meetings are to be scheduled two weeks prior to the actual meeting. The faculty advisor and reader will have the proposal a minimum of four weeks prior to the actual proposal meeting.

### 4) Faculty Advisor and Reader Review

The faculty advisor and reader review the proposal and collectively make a decision regarding readiness for a proposal meeting.

### 5) Proposal Meeting

Although a scheduled proposal meeting is advised and preferred, it is possible for the faculty advisor and reader to approve field sites and field experience proposals through electronic communication. The MPH program manager (3004 LSB or [mph@byu.edu](mailto:mph@byu.edu)) can assist with room scheduling for the proposal meeting.

Following the proposal meeting, students must submit a signed faculty advisor and reader approval form ([Field Experience Proposal Approval Form](#)). This form must be submitted along with an electronic copy of the final field experience proposal to the MPH program manager ([mph@byu.edu](mailto:mph@byu.edu)) before registration for HLTH 688R can be approved.

Additional University approvals are necessary in order to initiate the supervised field experience. Complete the University approval requirement prior to beginning field experience work (see University Approval and Tracking of Supervised Field Experience section).

#### 6) Field Experience Initiated and Completed

Students must regularly report on their progress in meeting field experience requirements. At a minimum, students must contact their faculty advisor after the completion of each 100 hours. Student must submit a [field experience log](#) (progress report) documenting hours and tasks completed during each 100 hours.

#### 7) Final Field Experience Written Report Preparation

Once the supervised field experience is complete, students are expected to complete a written supervised field experience report which contains a full accounting of the work accomplished with the preceptor and includes submitting tangible evidence of work (see Field Experience Proposal and Final Report Format).

#### 8) Final Field Experience Written Report Submission

The final field experience written report should be submitted to the faculty advisor and faculty reader at least three weeks prior to graduation deadlines (see MPH program manager or visit the [MPH website](#) for specific dates).

#### 9) Final Field Experience Review and Decision

The faculty advisor and reader will review the final field experience written report and make a decision as to whether it is complete. Once complete, students must electronically submit the final written report along with the [Final Field Experience Report Approval Form](#) to the MPH program manager ([mph@byu.edu](mailto:mph@byu.edu)).

#### 10) Student Receives Grade

Students receive a Pass/Fail grade upon completion of the report. A passing score is B quality (83%) work or better on the assignments and field work performance. The faculty advisor and reader determine whether the student's work merits a passing grade. To pass, all criteria for each assignment, must be met and the student must accumulate at least 83 points between the proposal, progress reports, and final report. (Proposal-30 points, Field Experience Progress Reports-10 points, Final Field Experience Report-60 points). Additionally, the faculty advisor and reader review the feedback about the student's performance in the field from the organization offering the field work experience to ensure that the student completed their field work as agreed upon in their proposal. (See Appendix 5 for Fieldwork Grading Rubric).

At the conclusion of the students completing 300 hours of field work, the organization providing the field work experience provides feedback to the MPH program manager about the student's performance in the field. The MPH

program manager provides the student's preceptor with the form to be completed. In the event that the student's preceptor reports the student's work as unsatisfactory, this may affect the final grade. The MPH director, faculty advisor, and student will meet together to discuss the results.

## FIELD SITE APPROVAL

Negotiations of field experience expectations for an approved site involve you, your MPH faculty advisor, and the site preceptor.

An approved proposal represents a partnership between you, your field experience preceptor, the Department of Public Health, and various administrative Brigham Young University offices including the Academic Internship Office and the David M. Kennedy Center. Students must receive University approval from these offices prior to beginning the supervised field experience.

## UNIVERSITY APPROVAL AND TRACKING OF FIELD EXPERIENCE

Once the supervised field experience has been approved by the faculty advisor and MPH director and before leaving campus to initiate work, students are responsible to complete all necessary paperwork. The approval process varies depending on whether the experience is domestic or international.

## DOMESTIC FIELD EXPERIENCE

To begin this process of University approval for a domestic supervised field experience, complete the Internship Registration and Management System Application (IRAMS) on the Internship Office Homepage <https://experience.byu.edu/> by selecting the "Internship" drop-down menu. Click on the "Students" tab, followed by the "Internship Application" icon. Once the application has been approved by the Program Internship Coordinator and by the Internship Office,

students will be able to register for internship credits.

Domestic field experience sites require that the experience provider complete the [Master Internship Agreement](#) if the university does not already have a signed agreement on file. The Program Internship Coordinator and MPH program manager will help with this process if a Master Internship Agreement is needed.

## INTERNATIONAL FIELD EXPERIENCE

To begin this process of University approval for an international supervised field experience, students must initiate approval through the David M. Kennedy Center for International Studies using the Individual Internship Proposal (<https://experience.byu.edu/international-internships>). This proposal must be turned into Christopher Quinlan, International Internships Coordinator, in 204F HRCB a minimum of three months prior to departure.

Students must also apply for an international supervised field experience by applying online at <https://kenedy.byu.edu/apply/> a minimum of three months prior to departure. The application will require a \$25 fee along with other supporting documents.

Individual interns are approved for international travel by the University through the International Study Programs (ISP) office, David M. Kennedy Center for International Studies. All approved students are required to take a preparation seminar through ISP. Students must seek approval to travel and be appropriately registered for academic credit through the David M. Kennedy Center for International Studies (see Policy 5.4). This university policy is centered on promoting safety, maintaining lines of communication, providing liability coverage, and promoting consistent academic rigor.

## FIELD EXPERIENCE ENROLLMENT

Students are required to enroll in HLTH 688R for 6 credits (minimum). Each registered credit hour equals 50 clock hours and will yield a field experience that meets the minimum of 300-hour minimum. Enrollment for spring or summer terms is most common. Enrollment must precede the initiation of work and occurs differently depending on whether students are completing a domestic or international supervised field experience. Click [HERE](#) for registration dates and deadlines.

### Domestic

Students must go through AIM to successfully add the required HLTH 688R course by selecting the “Internship Application” link found in the section labeled “Headers” under the description of the course. This process will link students to the IRAMS discussed above in the Domestic Field Experience section. After all the information is filled out in IRAMS an email will be sent to the Program Internship Coordinator (graduate program manager) for approval. Once approved by the coordinator the Internship Office will approve or deny the internship. An email will notify you of their decision. Only after all approvals can students add the internship course through AIM.

### International

Following the approval of Individual Internship Proposal and completion of the ISP, the International Study Programs Office will enroll students in HLTH 688R.

For more information please see <https://experience.byu.edu/international-internships> or contact Christopher Quinlan, International Coordinator, in 204F HRCB.

## FIELD EXPERIENCE REPORTING

There are two types of reports required: First, MPH students must regularly report on

progress in meeting field experience requirements. At a minimum, students must submit a [field experience log](#) (progress report) to their faculty advisor after each 100 hours of field experience. The progress report should include a documentation of hours and tasks completed during those hours. The report can be completed in an Excel spreadsheet.

Second, once the supervised field experience is complete, MPH students are expected to complete a written supervised field experience report that contains a full accounting of the work accomplished with the preceptor and includes submitting tangible evidence of work and connection to the MPH learning outcomes.

## FIELD EXPERIENCE PROPOSAL AND WRITTEN REPORT

Given the faculty advisor-approved supervised field experience proposal, the field experience will be primarily supervised by the student’s preceptor and faculty advisor. A copy of the approved supervised field experience proposal must be submitted electronically in PDF format to the MPH office ([mph@byu.edu](mailto:mph@byu.edu)) along with the [Field Experience Proposal Approval Form](#).

Once the supervised field experience has been completed, a report is written and given to the MPH faculty advisor and reader. After appropriate revisions to the report have been made, a copy of the final written field experience report must be submitted electronically in PDF format to the MPH office ([mph@byu.edu](mailto:mph@byu.edu)) along with the [Final Field Experience Report Approval Form](#).

Both the field experience proposal and final written report should have a title page, table of contents, be double spaced, use 12-point font, and have one-inch margins. The proposal and final written report should be consistent in the use of a particular writing style (e.g., APA, AMA, MLA). The title page should include: 1)

a title of the field experience that includes the name of the agency, 2) student name, and 3) academic term(s)/semester during which the field experience was completed. Include page numbers centered at the bottom of each page. Exclude page number on the title page.

### **Proposal Format**

The written proposal used to approve a field experience will form the basis for the final field experience report. As such, a well-founded and polished proposal is expected. The 6-9 page proposal should include a heading for each of the following:

#### **Agency Background (suggested length ≤1 page)**

Summarize information about the agency obtained from the agency preceptor and other appropriate agency sources.

#### **Program Focus and Population Served (suggested length ≤1 page)**

Describe the focus of the program you will work under and the population you will serve through your field experience.

- Program mission, aims, goals, or objectives
- Population demographics
- Population health needs and priorities
- Political, cultural, and economic contexts of the population

#### **Literature Review (suggested length 2-3 pages)**

Summarize the current literature relevant to your field experience. This may include descriptive epidemiology of the health or disease indicators that are the focus of the program, analytic epidemiologic evidence supporting the program focus and relevance, theory-based justifications for the program, evaluations of the outcomes of similar programs in other populations, and

how the program fits into a framework of primary, secondary, or tertiary prevention.

#### **Field Experience Goals, Objectives, and Activities (suggested length 2-3 pages)**

**Goals:** State the overall goal or goals of your field experience. Goals are broad, general, and concise statements. They should not be measurable nor should they outline the specific activities that you will carry out. There should *not* be a large number of goals – you may have as few as 1-2 overarching goals or you might choose to have a goal statement for each competency that you want to demonstrate proficiency in. Below are examples of goal statements:

Ex 1: Learn about the diverse cultural values, traditions, and social determinants that affect health in the XYZ population.

Ex 2: Design a program plan for adolescent marijuana use in the XYZ region.

Ex 3: Apply biostatistics and epidemiologic methods to understand opioid use in XYZ community.

Ex 4: Conduct a community health assessment to understand violence and abuse in XYZ County.

**Objectives:** Using the SMART format, state what must be learned or applied to accomplish your goals. Each objective should be one, concise sentence that is Specific, Measurable, Attainable, Relevant, and Time-bound. There will typically be multiple objectives for each goal statement. Below are examples of objective statements:



Ex 1: By July 1, 2022, interview at least 10 XYZ natives about their culture and traditions.

Ex 2: By August 1, 2022, create a written program plan with assessment results and intervention strategies for adolescent marijuana use in the XYZ region.

Ex 3: By June 15, 2022, develop a survey and an interview guide to assess XYZ region community perceptions and attitudes about opioid abuse.

Ex 4: By July 15, 2022, perform a descriptive data analysis using data from the opioid abuse survey in XYZ community.

Ex 5: By June 1, 2022, identify at least two quantitative or qualitative data collection methods to assess violence and abuse needs of XYZ County residents.

As you consider your goals and objectives, remember that you will need to demonstrate competence in at least five foundational and concentration competencies (see Appendix 3). You will describe how your field work helps enhance your proficiency in these competencies later in the proposal.

**Activities:** Describe the roles and responsibilities you will have during your field experience.

### **Anticipated Outcomes or Tangible Products (suggested length ≤1 page)**

List the deliverables that you anticipate will emerge from the field experience.

### **Alignment with MPH Foundational or Concentration Competencies (suggested length ≤1 page)**

Describe how the proposed field experience will enhance your competence in at least five MPH foundation and concentration competencies. Note that at least three of the competencies must be foundational competencies (see Appendix 3 for a full list). For successful completion of your field experience, you will need to provide at least two tangible products in your e-portfolio that demonstrate that you have met these competencies.

### **Written Report Format**

The 8-12 page final report should include a heading for each of the following:

#### **Agency Background (suggested length 1-2 pages)**

This section of the report may be drawn from the proposal and may be updated to show that completing the field experience enhanced your understanding of the agency, program focus, and population served.

#### **Literature Review (suggested length 2-3 pages)**

This section of the report may be drawn from the proposal and may be updated to include new literature published after the proposal was written.

#### **Field Experience Goals, Objectives, and Activities (suggested length 2-3 pages)**

List the goals and SMART objectives specified in the proposal (or updated with approval from the faculty advisor if changes were made). State whether they were met and describe the activities that led to meeting the goals and objectives. If any proposed goals or objectives were



not met, explain why. Describe the roles and responsibilities you took on during the field experience, noting whether the actual activities were the same as or different than those described in the proposal.

### **Outcomes or Tangible Products (suggested length 2-3 pages)**

Describe the deliverables that emerged from the field experience. The description should provide an adequate amount of information that a reader could understand the purpose and impact of your completed work, particularly how the deliverables provide evidence that at least five MPH foundational and concentration competencies have been met. It is also expected that at least two of these deliverables are tangible products (e.g., report, presentation, statistical analysis code, scientific paper, policy memo, communication materials, and so forth). This could include a training manual, a report, a policy, etc. The agency should assist in determining what this product may be.

Documentation of all deliverables, including the tangible agency product, should appear in the appendix and in your e-portfolio. Provide a brief description of each product and describe how it demonstrates that you have achieved at least five competencies

### **Self-assessment of Professional Growth, Skills and Competence (suggested length ≤1 page)**

Summarize the overall impact of the field experience on your professional growth, skills and competence. This may include the most important lessons you learned, potential applications of your field experience to your future practice in public health, or other information you feel would be of value to yourself

and your advisor and reader in evaluating your field experience.

### **Appendices (length will vary)**

References

Field experience deliverables (if the deliverables are documents)

Field experience log

Experience Provider Information Sheet (Domestic Internship Master Agreement) See page 27

Other appendices as appropriate for your field experience

Photos of your experience (minimum of 5)

Complete the [Post-Field Work Self and Agency Assessment Survey](#)

# COMPREHENSIVE EXAM

## CERTIFICATION EXAM

All MPH students are required to take and pass the Certified in Public Health (CPH) exam. Students who have completed all first year MPH courses are eligible to sit for the exam. The CPH exam is a timed exam, comprised of 200 questions. Students have 4 hours to complete the exam. The exam covers 10 public health domains: evidence-based approaches to public health; communication; leadership; law and ethics; public health biology and human disease risk; collaboration and partnership; program planning and evaluation; program management; policy in public health; and health equity and social justice.

Students will need to pass the CPH exam to fulfill graduation requirements and should plan their test date accordingly. It is strongly recommended that students take the exam at least a month prior to graduation to allow time for scheduling issues or exam retakes. Testing dates are available year-round.

To register for the exam, go to <https://www.nbphe.org/apply-now/> and complete the “Student and Alumni” registration. The graduate program manager will need to verify your student status in the MPH program before you can enter your payment.

The Public Health Department will pay for the first sitting of the exam. Students will receive a department scholarship during the 2<sup>nd</sup> fall semester to cover the cost of the exam. It is the students’ responsibility to pay the \$250 exam fee from this scholarship. Students are required to pay for additional sittings if necessary.

The National Board of Public Health Examiners (NBPHE) website has study resources available at <https://www.nbphe.org/cph-study-resources/> including content outline, sample exam questions, and a practice exam. Other resources include; CPH candidate handbook, study guide, and webinars.

Students have free access to the ASPPH CPH Study Guide. Students and alumni will **need to create a new account with their email address**, when they visit <https://cphstudyguide.aspph.org/>.

Once you log in with your new credentials, you will be directed to a payment page; to see a zero balance and access the guide, you will need to input the discount code: **byupublichealth123**.

Examination results will be available immediately. As a courtesy, students should let their faculty advisor and the MPH program manager know if the exam is passed.

## **MPH GRADUATE STUDENT REVIEWS (BIANNUAL)**

Each graduate MPH student will undergo a biannual academic progress assessment (first month of fall and winter semesters). Each student is rated according to satisfactory, marginal, or unsatisfactory progress according to the stated criteria. The review enables the faculty to acknowledge student accomplishments and to identify potential problems before they become serious. Given university guidelines, students who receive two successive marginal or unsatisfactory ratings will be terminated from the program at the conclusion of the semester. An appeals process is available through the Office of Graduate Studies, using their designated form.

The primary purpose of each review is to provide students with feedback on their academic and professional preparation growth. Student's performance is evaluated by their faculty advisor and involves the program director, and graduate faculty as needed. As initiated by the graduate program manager and faculty advisor, the student's progress will be measured according to the individual program of study (courses taken, current registration, courses needed, course grades, program GPA, time limits). Additionally, students will be evaluated according to their progress in proposing, completing fieldwork, completing written exams and assistantship performance in terms of reliability, preparedness, and ethical behavior. The MPH program manager retains the graduate student academic progress reports.

Students receive satisfactory evaluations when they are making sufficient progress in their program. When student progress is evaluated as marginal, the faculty advisor has concerns about the progress of the student. When student

progress is evaluated as unsatisfactory, this means that the faculty advisor has very serious concerns about a student's progress and if it is not improved quickly the student will be terminated from the program, and become ineligible for federal financial aid. If marginal or unsatisfactory progress is noted, the student will be informed in writing what they need to do, when it needs to be accomplished, and whom to contact for help in order to demonstrate satisfactory progress. In this case, the student should meet with the faculty advisor and develop plans to produce satisfactory progress. A student has the right to petition the process, but is only available to do so within two weeks from the date the progress report is distributed.

Exceptions to biannual reviews apply for a) fall semester reviews for first-year students, and b) second-year students whose faculty advisor certifies that all degree requirements are completed by the end of fall semester.

### **CRITERIA FOR GRADUATE STUDENT REVIEWS**

**Satisfactory Progress** includes the following minimum criteria as appropriate for years in program:

- Establish a faculty advisor and meet together at least once per semester.
- Complete and follow the approved Program of Study.
- Propose fieldwork and schedule a proposal meeting by the end of winter semester in year-one.
- Pass individual courses with a grade of at least a C- and maintain a 3.0 GPA.

- Complete course work on a timetable consistent with your Program of Study.
- Complete fieldwork and other deliverables on a timetable consistent with your Program of Study.
- Complete graduation requirements by the end of year-two, and include the completion of the exit survey, fieldwork, written exam, and all other reports and deliverables.
- Consistent failure to comply with BYU Honor Code or Dress and Grooming Standards.

**Marginal Progress** designations may be given to students to whom one or more of the following criteria apply:

- Any of the satisfactory criteria (above) are in question.
- Being unreliable, unprepared, or unethical in assistantship assignments.
- Failure to comply with BYU Honor Code or Dress and Grooming Standards.

**Unsatisfactory Progress** designations may be given to students to whom one or more of the following criteria apply:

- Failure to complete two or more of the satisfactory criteria in a single semester (above).
- Failure to remediate a marginal ranking in a successive review.
- Consistently being unreliable, unprepared, or unethical in assistantship assignments.

# **LEARNING OUTCOMES ASSESSMENT**

As with other accredited public health programs, BYU students must demonstrate their competence in key learning outcomes (see Student Learning Outcomes table). As such, meeting these outcomes requires a periodic opportunity to document experiences gained with each of the eight learning outcomes throughout the entire two-year program. Learning outcomes assessment involves: (1) course assessments, (2) students' self-assessments, and (3) fieldwork agency assessments. Student self-assessments are an important aspect of the overall MPH program assessment system.

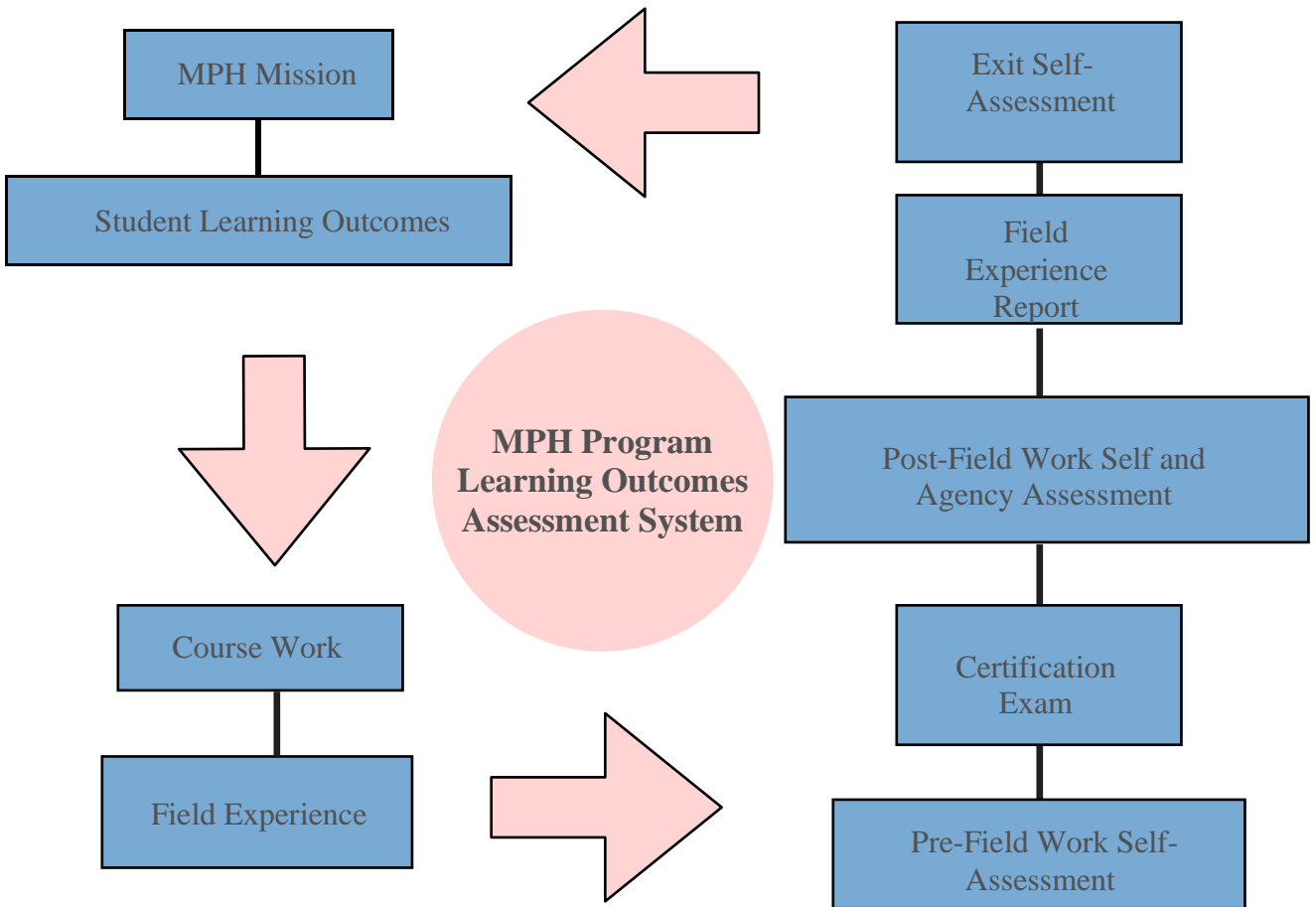
Students should be prepared to successfully defend their assessment of learning outcomes by connecting field experience learning outcomes to the relevant ones from the program's eight learning outcomes.

## **STUDENT SELF ASSESSMENTS**

Students will complete three self-assessments administered through email. These assessments include:

- [Pre-Field Work Self-Assessment](#)
- [Post-Field Work Self-Assessment](#)
- Exit Self-Assessment  
(complete prior to graduation)

At the end of the program of study, students will have the opportunity to complete the exit self-assessment of the eight learning outcomes. This will show the competencies attained and will allow students to note significant improvements that have been achieved. The exit self-assessment will allow students to reflect on experiences in the field and in the classroom. All students in the MPH program must complete each of the MPH learning outcomes self-assessments when they are distributed by the MPH office.





# FORMS, ASSESSMENTS, AND DEADLINES

BYU requires a series of procedures that help students obtain appropriate clearance to progress in the MPH program. These procedures are met through approval granted by your MPH faculty advisor or BYU administrators given the following forms. Students hold primary responsibility and faculty advisors hold secondary accountability to assure that appropriate department and university forms are complete. Forms can be found on the specified links and on the [MPH website](#). It is recommended that each student and her/his faculty advisor regularly review upcoming forms and requirements. They are listed in the general order most students may need them:

## PROGRAM OF STUDY FORMS

### Program of Study

- <https://gradprogress.sim.byu.edu/>
- Coursework and faculty advisor approval
- Deadline: 2<sup>nd</sup> week of winter semester

### Program of Study Change

- <https://gradprogress.sim.byu.edu/>
- Approval to change coursework
- Deadline: No specific deadline

## FIELD EXPERIENCE FORMS

### Scheduling Form

- [Scheduling Form](#)
- Used to schedule field experience proposal meeting
- Deadline: 2 weeks before scheduled meeting

### Field Experience Proposal Approval

- [Field Experience Proposal Approval Form](#)
- Used for faculty advisor approval for field experience proposal
- Deadline: 2 weeks before scheduled meeting

## Domestic

### Internship Registration and Management Systems (IRAMS)

- <https://experience.byu.edu/>
- Click the link to the "Internship Application" under the "Internship Students" tab.

### Experience Provider Information Sheet

- <https://experience.byu.edu/>
- Click the link to the "Internship Master Agreement" under the "Internship Providers" tab.
- Deadline: Must be completed before beginning field experience - if no experience provider information sheet has been completed previously.

## International

*Submitted to the Kennedy Center (422-8241)*

### Individual Internship Proposal

- <https://experience.byu.edu/international-internships>

### ISP Application

- <https://kenedy.byu.edu/apply/>
- Deadlines: These first two forms must be completed well before international departure:
  - 1 July for Fall Semester departure;
  - 1 November for Winter Semester departure;
  - 1 March for Spring Term departure; and
  - 1 May for Summer Term departure.

Once forms are completed, students will be able to participate in the required Pre-Departure Seminars conducted at the Kennedy Center. Following Kennedy Center Pre-Departure Seminars, students will be instructed how to complete the third form when they arrive in the foreign country.

## Other

### Field Experience Log

- [Field Experience Log](#)
- Deadline: To be completed during the supervised field experience.

### Approval of Completion

- [Approval of Completion Form](#)
- Deadline: Must be completed before clearance for graduation

## LEARNING OUTCOMES ASSESSMENTS

### Pre-Field Work Self-Assessment

- Will be emailed prior to beginning supervised field experience.
- Deadline: Must be completed before leaving for fieldwork

### Post-Field Work Self and Agency Assessment

- Will be emailed following the completion of the supervised field experience.
- Deadline: Must be completed within 2 weeks of completing fieldwork

### Post-Field Work Preceptor Assessment

- Will be emailed by the graduate program manager to preceptors following the completion of the supervised field experience
- Completed by preceptor

### Exit Self-Assessment

- Will be emailed prior to graduation
- Deadline: Must be completed prior to graduation

## OTHER FORMS

### Institutional Review Board (IRB) Form

- <https://irb.byu.edu/>
- Human subjects' approval must be completed for most circumstances if students are completing mentored research projects.

Contact the MPH program manager (4103 LSB or [mph@byu.edu](mailto:mph@byu.edu)) for additional assistance.

## GRADUATION FORMS

### Application for Graduation

- Completed online through AIM
- Requirement for applying for graduation can be found at: <https://gradstudies.byu.edu/page/graduation>
- Deadline: Varies according to graduation. See [MPH Graduation Deadlines](#) or visit the office of Graduate Studies for specific deadlines.

# **EXPECTATIONS OF MPH STUDENTS AND FACULTY**

## **What graduate MPH faculty expect from MPH students:**

- Students communicate regularly and are visible and accessible to their committee.
- Students ask for help when needed!
- Students arrange a minimum of two visits with their faculty advisor each semester while enrolled at the university.
- Students are responsible for knowing university and program deadlines.
- Students submit material to their faculty advisor using established deadlines and program standards and with sufficient time for faculty to provide a quality review.
- Students understand and follow the procedures of the MPH program, including those listed in the current student handbook.
- Students are honest in giving and receiving feedback and share thoughts as they arise.
- Students live by the honor code, on and off campus.

## **What students can expect from graduate faculty in the MPH program:**

- Faculty members communicate regularly; are visible and accessible to MPH students, especially for advising and instructional needs.
- Faculty members are available outside of class during reasonable periods of time and maintain appropriate office hours.
- Students can expect their faculty advisor to provide adequate guidance for academic, field experience, and career-planning needs. However, students generally initiate interest for these issues.

- The faculty will not share student work without first getting their permission.
- Faculty members provide prompt, honest, and respectful feedback to students and respond appropriately to their emails.
- Faculty members regularly seek opportunities for similarly interested students to become involved in mentored research or service activities.
- The faculty work to maintain current MPH accreditation through the Council on Education for Public Health.
- Faculty members understand and communicate the rules, policies and procedures of the MPH program, including those listed in the current student handbook.

## **FREQUENTLY ASKED QUESTIONS**

### **How do I write appropriate objectives for my field experience proposal?**

Objectives should be developed in partnership with your field experience mentor and approved by your faculty advisor. Objectives reflect what needs to be learned in order to complete the fieldwork deliverables. Guidelines for writing each objective include meeting the following criteria:

- Specify a single key result (student learning for field experience) to be accomplished (what/how much)
- Specify a target date for its accomplishment (when)
- Specify only the “what” and “when;” it avoids venturing into the “why” and “how.”
- Measurable
- Understandable
- Realistic according to resources available
- Consistent with agency and organizational policies and practices

### **Will I be paid for the field experience?**

In select circumstances, you may receive some financial compensation. However, reimbursement agreements must be made directly between you and your field experience provider. The department will not negotiate payment for you.

### **How many credits is the field experience?**

6 credit hours of HLTH 688R

### **How many clock hours do I have to complete for the supervised field experience?**

You are required to work 50 clock hours for each credit hour for which you are registered (6), for a total of 300 hours. The length (in weeks or months) of your field experience may vary according to the arrangements made by you, your faculty advisor, and the field

experience agency. You may sign up for credit hours for 688R in one semester/term or spread credit hours over two semesters/terms (i.e., three hours one term and three the next).

### **Are there prerequisites for a field experience?**

The field experience may be initiated after completing the following courses: HLTH 602, HLTH 612, and HLTH 618.

### **Where can I find a field experience?**

Work closely with your faculty advisor to identify an appropriate site/organization for your field experience.

### **What should I consider when selecting a field experience?**

In addition to program requirements for the field experience, it is important to consider other factors such as:

- What new skills do I want to develop during the field experience?
- Is the field experience agency located in a site where I can stay with family or friends to minimize costs?
- Is the environment of the field experience site safe? Is travel to the site safe?
- Does the field experience agency represent a setting in which I would eventually like to be employed?
- Is the field experience agency located in a community that is large enough to provide networking opportunities?
- Is the field experience agency located in a site in which I would eventually like to live?

### **How should I contact agencies about field experiences?**

First, brainstorm a list of agencies that would provide suitable experiences. Next, find the

name and contact information of a program manager or director. Call or e-mail this person and set up an appointment to either call or meet with him/her to discuss potential field experiences. Before meeting with this person, do some background research to learn more about the agency, what they do, who they serve, etc. During the meeting, be able to articulate: what you want to learn in your field experience, your skills, how you can contribute to the agency, and what responsibilities may result in deliverables that are linked to program learning outcomes. Ask if you should do preliminary preparation for your work. Bring a current resume. If distance prohibits an in-person visit, make arrangements to discuss these same issues via telephone. Treat this meeting like a job interview. Start exploring options for field experience by the middle of your first semester.

#### **What is the expectation for maintaining ecclesiastical endorsements?**

LDS students are to be endorsed by the bishop of the ward (1) in which they live and (2) that holds their current Church membership record. Non-LDS students are to be endorsed by (1) the local ecclesiastical leader if the student is an active member of the congregation, (2) the bishop of the LDS ward in which they currently reside, or (3) the non-denominational BYU chaplain (Please call the Honor Code Office at 801-422-2847 for information regarding the BYU chaplain).

#### **Do I pay tuition for credits associated with the field experience?**

You are required to pay all tuition and fees assessed by the university, as this is an academic requirement. Tuition for all six credits should be settled in the semester or term in which you initiate or intend to complete the bulk of your 300 clock hours. In addition to the tuition charges, you are expected to bear the cost of transportation to the field experience site and any materials required by the field experience supervisory/agency.

#### **What is my obligation to BYU and the field experience agency?**

While completing the field experience, you represent BYU and the field experience agency. Your conduct and performance is critical to BYU's MPH program and continued relationship with the field experience agency. Remember, employment may be established through the field experience. Treat your mentor and field experience opportunity as though your professional future depended on it.

#### **What level of professional conduct is expected during the field experience?**

During the field experience you will be expected to abide by the BYU Honor Code. All standards applicable to resident students at BYU are expected of you during your entire duration as a student whether on or off campus. As a matter of personal commitment, students, staff, and faculty of Brigham Young University seek to demonstrate in daily living those moral virtues encompassed in the gospel of Jesus Christ, and will: be honest, live a chaste and virtuous life, obey the law, use clean language, respect others, abstain from alcoholic beverages, tobacco, tea, coffee, and drug abuse. Dress appropriately for your field experience. You are representing both your field experience agency and the university. You are projecting your image to potential employers. Be professional in all behavior.

#### **What happens if there needs to be a change in my field experience?**

MPH students are expected to accept field experience positions with a seriousness of purpose to perform their work accurately and responsibly. If the work performance does not meet the established reasonable standards, the field experience provider is not obligated to continue the student's field experience. In the event that a problem or circumstance arises wherein it appears a student may be terminated, the field experience provider must inform the student's academic advisor immediately. The situation should be explained and every attempt

should be made to rectify the situation. If an acceptable solution cannot be reached, the student may be discharged from the position. Discharge may be for one of several nondiscriminatory reasons such as unsatisfactory performance, incompetence, irregular attendance, inability to perform expected tasks, habitual tardiness, unsatisfactory attitude, improper behavior, etc.

The circumstance that led to a student being discharged should be carefully documented and reviewed by both the field experience supervisor and advisor. As a safeguard for all parties, the case should be referred to the MPH director, and, if deemed appropriate, legal counsel. Should you find yourself terminated without ample warning, you should immediately contact your advisor with a full explanation of: 1) your city and state location, 2) the name of the agency with whom you are involved, 3) your immediate field experience supervisor's name, 4) the office and home telephone numbers of your supervisor, and 5) a full explanation of the possible reasons for the impending or immediate termination.

### **What is a T grade?**

A "T" grade is given to a student whose work obligations for their field experience or independent study course extend beyond the semester in which they are registered. A "T" grade designates there is a plan to complete the course work in the next semester. T grades are permissible only for the following courses: HLTH 696R, HLTH 688R, HLTH 698R.

### **What is the relationship between the Program of Study and Progress Report?**

The progress report compares your individual study list with the courses you have actually taken. It summarizes your progress in your program: classes completed, current registration, classes still needed, and current grade point average. In addition, the progress report alerts you and your advisors to possible problems with academic status, GPA,

prerequisites needed, minimum registration requirements, time limits, and so forth. Your progress report is available on AIM through My BYU.

### **What type of departmental financial assistance is available for MPH students?**

Tuition scholarships or partial tuition scholarships as well as research assistantships are available on a limited basis. Students bear the responsibility for all costs related to the field experience. However, with careful planning and foresight, scholarships and other financial opportunities are often available to support student travel and public health work.

### **Must I pay tuition in the semester or term I am registered to graduate?**

Students must be registered for at *least two credits* (or pay an equivalent registration fee to Graduate Studies) *in the semester/term in which they graduate*. If a student does not complete all degree requirements in the semester she or he applied for graduation, the student must re-register and complete another application for graduation for the term in which he or she expects to receive the degree. Before the degree can be posted, I or T grades in classes required for graduation must be changed.

### **When are graduation convocations conducted?**

There are three graduations per year. These graduations are in December, April, and August. However, the University holds one convocation ceremony per year, in late April. College convocations occur on the day following the University commencement event. Diplomas are mailed to graduates.

### **Where are the designated study areas for MPH students?**

MPH students have access to the MPH lounge in 3024 LSB. This room houses 3 computer stations, 1 printer, a refrigerator, microwave, sink, couch, tables and chairs, and a white board. This well-equipped room exists to benefit MPH students and is designed for MPH



students only. Please respect other students while using this space. In addition to this excellent facility, private study rooms are available in the Harold B. Lee Library.

### **What computer lab facilities are available for MPH students?**

The Department of Public Health is housed in the Life Sciences Building. Students have access to a nearby open computer lab that houses computers loaded with a range of software programs. The lab has two printers. Also available to MPH students is the 3-million-volume Harold B. Lee Library, which provides seating to 4,000 students, including workstations for graduate students. Most key public health journals are already available at the Lee Library. The Health Research and Technology Lab (2037 LSB) is also available for mentored research or other projects related to the field experience.

### **How is my faculty advisor selected, and what is her/his general function?**

Efforts are made to match students with faculty whose interests are similar and to accommodate students' preferences. The process of faculty advisor assignments is initiated before New Student Orientation. Advising students is one of the ways that faculty members serve the department, and the responsibility for advising is shared by all. This academic advisor will help guide your work throughout your BYU graduate experience.

### **How often should MPH students meet with their faculty advisor?**

Students should meet with their assigned advisor at least twice each semester. One of these meetings should involve registering for coursework in each upcoming semester. Most other meetings will involve planning and completing requirements for the field

experience. Students should also rely on their advisors to discuss general progress and develop post-graduation plans.

### **Where can I find deadlines for registration, scholarship and graduation?**

All registration and application deadlines are on the Office of Graduate Studies "Graduate Studies Calendar" and these and other deadlines are posted outside the Department of Public Health office (4103 LSB) and on the [MPH website](#). As a courtesy, the MPH program manager and the MPH director will periodically provide reminders of deadlines and other important matters. Frequently checking your email inbox is an important routine. It is the student's responsibility to be aware of these deadlines and accept the penalty for missed deadlines.

### **What is the best way to communicate to faculty and students?**

An efficient and quick way to communicate with faculty and other students is via e-mail.

### **How can I notify BYU of my preferred email address?**

All enrolled students automatically receive a BYU e-mail address through Route Y. All notices regarding program matters are sent to this address. If students prefer to use a different e-mail address, you can specify a preferred email address by logging into your Route Y account.

### **Who can serve on the MPH Student Council?**

Students interested in serving on committees with student representation or who want to be active in any of the student government associations should contact the MPH director or the current elected student council representatives. Additionally, a university-level student council, Graduate Student Association, is organized through the Office of Graduate Studies. There is a MPH student representative to the University's GSA. We encourage all students seeking to make a difference or wishing to obtain experience to contact the MPH director.

### **What are the benefits of serving on the MPH Student Council?**

Involvement in matters of governance can be enlightening and instructive for students preparing for careers in academia.

Immediate rewards come to the student involved in governance matters because of the opportunity to provide student input and to network with students across the college and the University. The student council plays a critical role in student governance by providing guidance in department policy, department decision-making, and departmental committee involvement.

### **Where can I get financial aid (non-departmental) as a graduate student?**

Besides the Financial Aid Office website (see <https://financialaid.byu.edu>), other sources also exist.

### **How many hours can I work as a student?** As a BYU graduate student, you have 2 work options:

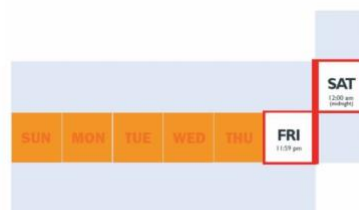
- You may work up to 20 hours per week for fall/winter semesters and up to 40 hours per week spring/summer semesters.
- You may work 27 hours per week year- round.

Students may not mix and match these options. You must pick one or the other.

### **How many hours can I work as an international student?**

International students should follow the guidelines for the official BYU Work Week. International students are permitted to work 19 hours and 50 minutes from the beginning of Saturday at 12:00 am (midnight) until Friday at 11:59 pm. Student who fail to comply risk termination and/or deportation.

### **BYU Work Week**



### **What do I need in order to be hired on campus?**

If you have never worked on campus before you will need to:

- Visit the main Public Health office in 4103 LSB to fill out an RA or TA employment form and get hired by the department secretary or one of the student secretaries (they will create an online hiring request called an Epaf).
- Once the Epaf is filled out, you will need to visit the student employment office in 2024 of the WILK to fill out an I-9 form. You will need to bring the required hiring documents with you.
- If you have worked on campus before (and your I-9 is still active) you will only need to complete step 1.
- Graduate students must be enrolled in at least 2 credit hours during fall and winter semesters in order to be employed by BYU. International students must be enrolled in 9 credits to be employed.

### **How soon can I start working?**

As soon as you are officially hired. You will know you are officially hired because you will

be copied on an email sent to your professor that looks like this:

**Hire Authorized**

Your e-Paf request has been completed and a current I-9 is on file for...

**Your name**

Approval to begin work is contingent on the student being able to successfully clock in using the Y-time system

**BYU Student Employment**

e-form ID: 1331895  
Employee ID: 117796492  
Net ID: nstoneki  
Employee Class: SE Student Hourly  
Date eligible to begin work: 2016-08-10  
e-Paf authorization date: 2016-08-11  
Requested by: Michelle Dorothy Forstrom

### **Can I get paid retroactively for work done before I've been hired?**

No. You can *only* work once you've been officially hired. Wait until you know you are officially hired before you have any planning meetings or do any work with the professor who has offered to hire you.

### **What are the ethics of professionalism within public health?**

The MPH program follows the American Public Health Association's Public Health Code of Ethical Practice which are found at:

[https://www.apha.org/-/media/Files/PDF/membergroups/Ethics/ethics\\_brochure.ashx](https://www.apha.org/-/media/Files/PDF/membergroups/Ethics/ethics_brochure.ashx)

### **How do I enroll in Independent Study?**

When students choose to register for independent study credits, they must identify a faculty member who will work with them closely to design a course of study and oversee the work involved. If appropriate lead-time is available, students can request that independent studies be given a formal name, to better reflect the work completed for credit. See MPH Policy 14.0 for specific program requirements.

### **What are the policies for seeking leaves of absence?**

If a current student must have a leave of absence, this will be awarded them once they

have filled out the proper forms accessible from the BYU Graduate Office website (see <https://gradstudies.byu.edu/page/advisement-forms>). An appropriate amount of time will be given until you are due to return and finish the program.

### **Can I be considered a full-time student if enrolled in fewer than 8.5 credit hours per semester (or 4.5 credit hours per term)?**

Yes, if approval is granted. As per the Graduate Studies Office, to be eligible for verification as a full-time graduate student:

- you must be contributing forty or more hours per week in pursuit of your degree, showing satisfactory progress,

**AND**

- you must have completed all the required course work for your degree and now be working on your thesis, dissertation, project, or internship, as well as enrolled in at least two approved credit hours per semester or one credit hour per term;

**OR**

- your department must have limited your enrollment to less than full-time because of a required TA/RA assignment. You must be enrolled in a minimum of six credit hours from your program of study while fulfilling your TA/RA assignment.

You are **NOT** eligible to petition for full-time status if you:

- are employed full-time;
- are newly admitted (unless your department limits your enrollment);
- are requesting certification for future semesters for which registration is not yet possible;
- do not have an approved committee and program of study;

**OR**

- are an international student on an F-1 or J-1 visa and do not have the approval of the International Services Office.

Graduate students must be considered full-time status in order to avoid repayment of student loans.

Requests for this exception are made using the Petition for Graduate Full-Time Status form. (ADV Form 2a <https://gradstudies.byu.edu/page/advisement-forms>)

# **MPH STUDENT AND FACULTY TIMELINE**

## **FALL SEMESTER (YEAR 1)**

### August 2021

- 1) Read MPH Student Handbook. Attend MPH orientation meeting.
- 2) Make recommendation for your preferred academic faculty advisor to the MPH director.

### September 2021

- 3) Meet Faculty.

### October 2021

- 4) Meet with your faculty advisor.
  - You may wish to share your career goals, current areas of public health interest, and initial ideas for the MPH culminating experience (field experience, comprehensive exams), and areas of emphasis related to elective coursework. Discuss possible resources to fulfill the field experience and ask for help in acquiring additional resources.
  - Consult with your faculty advisor about potential international field experiences or those related to the Federal Government that require an application process with associated deadlines.
  - Review the *Program of Study*, *Field Experience*, and *CPH Exam* sections.
  - Work with your faculty advisor to 1) brainstorm ideas for an appropriate field experience, and 2) complete the *Program of Study* form (see Forms, Assessments, and Deadlines section) and list both required and elective classes.
- 5) Make contacts with potential agencies to consider field experience options.

### November 2021

- 6) Discuss field experience ideas/interests with faculty advisor (see Field Experience sections for guidelines).

### December 2021

- 7) Submit the *Program of Study* after obtaining faculty advisor approval. See the “Suggested Sequence of Courses” in the *Program of Study* section to help plan your curriculum. To fill out this online form click on the following link <https://gradprogress.sim.byu.edu/> and follow instructions outlined on page 10 of this handbook.

## **WINTER SEMESTER (YEAR 1)**

### January 2022

- 8) Interact with faculty advisor to negotiate field experience ideas.

### February 2022

- 9) Draft a field experience proposal. (see Field Experience section for specific requirements).
- 10) Submit a copy of the *Scheduling Form* to the MPH program manager, (3004 LSB or [mph@byu.edu](mailto:mph@byu.edu)).

### March 2022

- 11) Upon approval of your field experience proposal obtain signatures for the [Field Experience Proposal Approval Form](#) from your faculty advisor and reader. Submit the completed form and electronic copy of the final proposal to the MPH program manager (3004 LSB or [mph@byu.edu](mailto:mph@byu.edu)).
- 12) Complete university forms to initiate field experience (see Forms, Assessments, and Deadlines section). Keep your faculty

advisor informed on progress related to the field experience.

#### April 2022

- 13) Initiate field experience.

### **SPRING/SUMMER TERMS (YEAR 1)**

#### May-August 2022

- 14) Communicate (in person, telephone, or by e-mail) with your faculty advisor at the completion of each 100-hour segment of the field experience. Discuss progress toward completing the objectives and tangible products. Complete the [Pre-Field Work Self-Assessment](#) and [Post-Field Self and Agency Assessment](#).

Complete all requirements related to the field experience (see Field Experience section).

### **FALL SEMESTER (YEAR 2)**

#### September-December 2022

- 15) Meet with your faculty advisor to ensure you are on track to complete all coursework as listed on the *Program of Study*.
- 16) Discuss employment or advance degree options with your faculty advisor or the MPH director. Ensure that you are communicating to provide updates/progress reports.
- 17) Apply for graduation by the third week in October. It is the student's responsibility to contact the MPH program manager (3004 LSB) to complete the Graduation Application.

The faculty advisor is required to sign and approve. (An early consultation with your advisor will reduce the likelihood of major problems). Nevertheless, if the advisor, director, or research committee member for students taking 688R insist that changes be made before they will sign approving graduation, the student will be required to make such changes. The Office of Graduate Studies, the college and the program will try to keep you informed of critical dates, but students are to assume the major responsibility for meeting graduate school deadlines for graduation.

- 18) Take and pass the Certified in Public Health Exam.
- 19) Provide an electronic copy of the Final Field Experience Report along with the signed [Final Field Experience Approval Form](#) to the MPH office ([mph@byu.edu](mailto:mph@byu.edu)). A copy should be provided to the faculty advisor as well. Approval for graduation will not be granted until this is completed.
- 20) Complete student Exit Survey prior to graduation. Please see the MPH program manager for additional details. Approval for graduation will not be granted until this is completed.
- 21) Submit the [Approval of Completion Form](#) (see Forms, Assessments, and Deadlines section) to the MPH program manager in 3004 LSB or [mph@byu.edu](mailto:mph@byu.edu). This is the clearance for graduation, and must be completed prior to the university-scheduled deadline. Congratulations!!



# **MPH POLICIES AND PROCEDURES**

## **1.0 Development of Policies and Procedures**

All policies and procedures, or subsequent modifications, pertaining to the master of public health (MPH) program will be approved by majority vote among the faculty according to parliamentary procedure (Robert's Rules of Order).

Effective: September 2002

## **2.0 MPH Mission Statement**

The mission of the BYU MPH program is to develop future public health leaders who drive change that improves the health and well-being for communities, families, and individuals. To this end, the program prepares students to conduct public health surveillance, and to plan, implement, and evaluate public health programs and policies that focus on at-risk populations in both domestic and international settings.

Effective: September 2002; Revised September 2019

## **3.0 Admission Requirements**

Students applying to the MPH program must meet basic requirements established by the Office of Graduate Studies: 1) submit a complete application before the deadline; 2) agree to live BYU's standards of personal conduct as stated in the Honor Code; 3) earn a bachelor's or higher-level degree from an accredited U.S. university or the equivalent from a university outside the United States; 4) earn a 3.2 cumulative grade-point average; and 5) earn a TOEFL score of 213 if English is not the primary language, or if a previous degree was not earned from an English-speaking university.

In addition to university requirements, applicants must include a statement of

professional interest and related goals in public health and global health promotion not to exceed 1,000 words in length. Of the three required letters of recommendation, a faculty member in the Department of Public Health may write only one. The Graduate Record Examination (GRE) is required of all applicants. Applicants with a score of 300 (verbal and quantitative sections) and a score of 4.0 (out of 6) or higher on the analytical writing section will be given preference for admission to the program.

Effective: September 2002; Revised December 2002; Revised August 2014

## **3.1 Admission Deadline**

All admission requirements must be submitted to the Office of Graduate Studies on or before February 1. Applicants who fail to submit a complete application as per instructions in Policy 3.0 will not be considered for admission to the MPH program for the subsequent academic year.

Effective: September 2002

## **3.2 Valuing of Diversity**

"Diversity encompasses the presence and participation of individuals who differ and are similar by characteristics such as, but not necessarily limited to race, age, color, ethnicity, gender, national origin, religion, disability status, health status, health disparities and community affiliation. Diversity also includes various socio-economic backgrounds, historically underrepresented populations as well as ideas and beliefs" (*Cornerstone of Excellence – The Pennsylvania State System of Higher Education Diversity Strategic Plan; used by permission*). Second, position descriptions now include abbreviated forms of Clowney's diversity criteria (used by permission): "Research or other work

experience within diverse or minority populations (e.g. racial/ethnic, cultural, persons with disabilities, etc.) and interest in performing research or service among these populations is also desirable. The department encourages applications from women and individuals from minority populations.” Finally, position descriptions will seek to promote the university and locale by emphasizing proximity to Salt Lake City and many out-of-door activities that could include mountain skiing, biking, hiking or other recreational experiences. Third, search committee members will include at least one ethnically diverse faculty.

Effective: September 2007

#### **4.0 Faculty Advisor and Reader**

A graduate faculty advisor and reader will be established for each student by the MPH director before the first semester of year one. Assignments will be made after graduate faculty and students adequately discuss career goals of students and mutual interests related to public health practice and research. No graduate faculty member will be required to advise more than one student from a specific cohort or three students at any point in time. Based on interest and availability, faculty members may elect to participate more fully. The role of faculty advisor may or may not correspond to responsibilities related to research or teaching assistantships received by students. Students are required to complete the *Program of Study for Graduate Students* form that includes signatures of the faculty advisor and the MPH director. This form must be submitted to the MPH program manager in the College of Life Sciences no later than the second week of the second semester.

Effective: October 2002; Revised August 2018

#### **4.1 Biannual Student Reviews**

Each graduate MPH student will

undergo a biannual academic progress assessment (first month of fall and winter semesters). Each student is rated according to satisfactory, marginal, or unsatisfactory progress according to the stated criteria. The review enables the faculty to acknowledge student accomplishments and to identify potential problems before they become serious. Given university guidelines, students who receive two successive marginal or unsatisfactory ratings will be terminated from the program at the conclusion of the semester. An appeals process is available through the Office of Graduate Studies, using their designated form.

Approved: December 14, 2006; Effective: January 2007

#### **5.0 MPH Culminating Experience**

The MPH culminating experience is intended to provide a supervised application of content and theory basic to public health, including health education. This culminating experience involves: 1) field experience (6 credits for 300 hours), 2) capstone course (HLTH 690), and 3) certification exam (Certified in Public Health).

Field experience – students are required to complete a 300-hour field experience. Under the direction of a field experience preceptor, the purpose of the field experience is to apply knowledge and skills acquired in the classroom in a public health setting. Requirements for the field experience include: proposed field experience must relate to the MPH program’s mission statement; faculty advisor and reader approval of the field experience site and agency as well as learning objectives must occur before field experience is initiated; and completion of the following courses: HLTH 602, HLTH 612, and HLTH 618. A letter grade will be issued by the faculty advisor upon completion of the student’s report (For complete information on the field experience, including the proposal, see requirements in the Supervised Field Experience section).

Capstone course (HLTH 690) - An integrative learning experience that synthesizes foundational competencies of public health as a discipline with concentration competencies from the public health program. Case studies, professional development activities, and an applied project done in partnership with a public health organization are used to provide students with the opportunity to demonstrate mastery of foundational and concentration-specific knowledge, theory, and skills. Projects focus on underserved populations that experience health inequities and disparities.

Certification exam - All MPH students are required to take and pass the Certified in Public Health (CPH) exam. Students who have completed all first year MPH courses are eligible to sit for the exam. The CPH exam is a timed exam, comprised of 200 questions. Students have 4 hours to complete the exam. The exam covers 10 public health domains: evidence-based approaches to public health; communication; leadership; law and ethics; public health biology and human disease risk; collaboration and partnership; program planning and evaluation; program management; policy in public health; and health equity and social justice.

Effective: March 2003; Revised October 2003; Revised September 2005; Revised August 2014; Revised August 2018

### **5.1 MPH Field Experience Proposal**

Formal MPH faculty advisor approval must be granted prior to initiating field experience. Proposal document requirements for the field experience are outlined in the *Field Experience* section of the MPH Student Handbook. These guidelines direct the student and MPH faculty advisor in producing acceptable field experience proposals. The approval process requires a proposal meeting that is formally scheduled through the MPH office (4103 LSB or [mph@byu.edu](mailto:mph@byu.edu)).

Effective: March 2003; Revised July 2006; Revised August 2014

### **5.2 Waiver of the Field Experience**

All students must complete the field experience for academic credit. However, up to 100 hours (2 credits) of the field experience may be waived if all of the following criteria are met: a) three or more years of continuous, full-time employment within the last five years in a public health setting performing health education duties consistent with those identified in *A Competency-Based Framework for Graduate-Level Health Educators*; b) approval from the faculty advisor and MPH director; and c) approval from university petitions committee.

Effective: January 2003; Revised August 2009

### **5.3 Retroactive Credit for Field Experience**

The University does not grant retroactive credit for field experience. This includes granting credit for past experiences or any experience that has already been completed or started without appropriate registration. The University requires students to apply and register for an internship prior to the start of the internship and within university registration deadlines.

Effective: August 2009

### **5.4 International Travel and International Study**

All international travel completed while recognized as a BYU student or BYU faculty must be to U.S. State Department-approved countries (<http://travel.state.gov/>). For additional information regarding approved travel visit <http://travelsmart.byu.edu>. Upon arrival to approved international settings, students and faculty should report their stay at the U.S. embassy. Faculty wishing to lead one or more students in academic-based work outside the United States must also seek approval through

the David M. Kennedy Center for International Studies using the New Program Proposal application. In order to receive academic credit, all students traveling outside the United States must seek approval to travel and be appropriately registered for academic credit through the David M. Kennedy Center for International Studies. Signing student waiver forms, updating immigrations, obtaining recommended physician check-ups, and all other forms and procedures are the responsibility of students before departure. Finally, students and faculty should travel together and not separate from one another. Exceptions to staying together as a group or traveling together must be approved by the Kennedy Center and a waiver form filed before taking such action.

Effective: September 2006; Revised September 2007

## **6.0 Credit Requirements**

Students must complete a minimum of 48 credits in the MPH program: 36 required credits; 6 elective credits (minimum); and 6 credits related to the MPH Field Experience.

Effective: September 2003; Revised April 2003; Revised November 2003

### **6.1 Acceptance of Undergraduate Credit**

Based on approval of the student's committee, up to six 300-400 level undergraduate course credits not associated with the student's undergraduate training may be applied to the MPH program (*university policy – up to 9 credits of 300-400 level courses, excluding religion courses and education courses numbered 514R*).

Effective: March 2003

### **6.2 Approval of Transfer Credit**

As per the *Graduate Catalogue*, credit taken at other accredited universities in the U.S.

and Canada may, with faculty advisor and MPH director approval, count toward the MPH degree if the following conditions are met: it is clearly a graduate level course; a grade of B or better was received (pass/fail, home study or correspondence courses are not transferable); credit has not already been applied to another degree (no credits accrued as an undergraduate student will be accepted for MPH credit); and the course does not exceed a time limit of five years. As per university policy, transfer credit must be approved during the student's first semester of study at BYU and transfer credits may not exceed 25% of total MPH credits. The Office of Graduate Studies must grant final approval of transfer credits. Transfer credits for international courses must be challenged by examination or given special approval from the Office of Graduate Studies.

Effective: November 2003

## **7.0 Academic Performance**

Students must maintain a GPA of 3.0 throughout the MPH program. Students with a GPA lower than 3.0 will be placed on academic probation. The student will then have either one semester or 12 credits to raise the GPA to 3.0. Students on academic probation failing to raise their cumulative GPA to at least 3.0 within this time frame will be dismissed. Students receiving a D or F in any course will be required to re-take the course. Students receiving a total or combination of two Ds or Fs will be dismissed.

Effective: January 2003; Revised November 2003

## **8.0 Full-Time Versus Part-Time Status of Students**

To complete the MPH program within two years, students must register for 12 credits of required classes during fall and winter semesters of their first year. Students will not be admitted into the program on a part-time basis (less than 8.5 credits per semester). Certain circumstances (i.e., personal or family illness, pregnancy, etc.) may allow students to continue in the program on a part-time basis. However, a part-time student must resume a full-time load within a reasonable time frame as determined by the student and his/her faculty advisors.

Effective: January 2003; Modified March 2003

## **9.0 Time Limit to Complete the MPH Program**

The MPH program is designed to be completed in two years. However, as per the *Graduate Catalogue*, all students must complete the MPH program within five years of the first semester of enrollment in the program. Matriculation in a program may be terminated at any time for failure to make satisfactory progress toward the degree.

Effective: November 2003

## **10.0 Financial Assistance**

Tuition (scholarship) assistance may be awarded based on availability of funding on a semester-by-semester basis and will not necessarily extend throughout an academic year or the student's MPH program. Visit <http://mph.byu.edu/Funding> for available funding opportunities.

Effective: November 2003

## **11.0 Research or Teaching Assistantships**

Research or teaching assistantships may be offered on a semester-by-semester basis during fall and winter semesters only. These assistantships will be offered at the beginning of the academic year based on availability of funding, faculty needs and student interest. Withdrawal of assistantships may occur at will if students fail to perform to faculty expectations.

Effective November 2003

## **12.0 Health Research and Technology Lab**

Student use of the Health Research and Technology Lab (2037 LSB) is limited to research or teaching assistance performed under the supervision of a graduate faculty member. Students may not use this facility for MPH-related work or for personal reasons.

Effective: November 2003

## **13.0 Student Academic Grievances**

The university has an established procedure for handling graduate student academic grievances:

### ***Graduate Student Academic Grievance Policy:***

*The following procedures will assist graduate students and faculty in the resolution of grievances. The graduate student must initiate the grievance no later than one year from the last day of the examination period of the semester in which the alleged unfair or inadequate evaluation occurred.*

*The graduate student should initially address the grievance to the faculty member involved for review and resolution. If, for any reason, the faculty member is unavailable or the student believes the matter will not be fairly dealt with or will create the possibility of retribution, the student may direct the grievance to the department chair. If there is no department chair, the grievance shall be directed to the*



graduate coordinator or other person designated by the dean of the college to consider such matters (any such person is hereinafter referred to as the Department Chair). The faculty member or Department Chair shall have the right to consult others regarding the matter as reasonably necessary and with due regard for the graduate student's right to privacy under the Family Educational Rights and Privacy Act.

If the grievance is originated with the faculty member, and it is not resolved satisfactorily, the student may submit a written request for review to the Department Chair. Decisions of the Department Chair, including matters originated with the Department Chair, shall be given in writing to both the student and the faculty member within 45 days of the student's written request for review. If no further request for review is taken as described in the following paragraph, the decision of the Department Chair will be implemented.

If the matter is not resolved to the student's satisfaction by the Department Chair, the student may submit a written request for review to the Dean of the College or School. The written request for review should contain an outline of the grievance and its disposition and set forth facts supporting the student's request. The request for review must be made within 45 days of the date of the written disposition by the Department Chair. The College Dean will conduct a review and will communicate his/her decision in writing to the student and to the department chair within 30 days of the receipt of the graduate student's request for review.

If the matter is not resolved to the graduate student's satisfaction by the College Dean, and it involves terminating the graduate student from the graduate program, the student may submit a written request for review to the Dean of Graduate Studies. The written request for review should contain an outline of the grievance and its disposition and set forth facts supporting the student's request for review. The request for review must be made within 45 days of the date of the written disposition by the College Dean.

Effective: Office of Graduate Studies, November 2005





#### **14.0 Independent Study and Special Topics Courses**

Students seeking independent study credits (HLTH 696R) or special topics (special reading) credits (HLTH 603R) must identify a faculty member who will oversee the course and administer the academic work involved. In compliance with the *Office of Graduate Study's* guidelines, faculty may willingly consent to oversee a course for one or more students, but must administer a syllabus that contains an appropriate reading list, identifies a meeting schedule, possesses tangible learning outcomes, and includes assessment standards for grading. HLTH 696R allows variable credits and T grades and does not require class-based instruction. HLTH 603R requires at least 1 hour of class-based instruction each week regardless of the enrolled credit. HLTH 603R also allows variable credits but T grades are not allowed.

Effective: September 2006



	<p><b>Michael D. Barnes, Ph.D., MCHES, Professor      422-3327 5011 LSB</b>  <b>Associate Dean</b></p> <p><b>Education:</b> Ph.D., Southern Illinois University, 1993; MS, Brigham Young University, 1990; BS, Brigham Young University, 1989; AA, Ricks College, 1986.</p> <p><b>MPH Course:</b> HLTH 625 Public Health Perspectives on Policy &amp; Advocacy</p> <p><b>Research Interests:</b> health communication and technology, policy advocacy, and role of family in the social determinants of health</p>
	<p><b>John D. Beard, Ph.D., Assistant Professor      422-7491 2046 LSB</b></p> <p><b>Education:</b> Ph.D., University of North Carolina at Chapel Hill, 2015; MPH, Brigham Young University, 2010; BS, Brigham Young University, 2008</p> <p><b>MPH Course:</b> HLTH 606 Environmental Health Sciences</p> <p><b>Research Interests:</b> environmental health, occupational health, epidemiology, neurological diseases, mental health</p>
	<p><b>Robbie Chaney, Ph.D., Associate Professor      422-0658 2047 LSB</b></p> <p><b>Education:</b> Ph.D., University of Cincinnati, 2014; MS, University of Cincinnati, 2012; MS, West Virginia University, 2010; BS, Washington State University</p> <p><b>Research Interests:</b> health geography, urban health, GIS mapping, urban bicyclist safety, drug use, translational research, social determinants of health</p>
	<p><b>Ali Crandall, Ph.D., MPH, Associate Professor      422-6163 2049 LSB</b>  <b>Director, MPH Program</b></p> <p><b>Education:</b> Ph.D., Johns Hopkins University, 2014; MPH, Loma Linda University, 2003; BS, Brigham Young University, 2000</p> <p><b>MPH Course:</b> HLTH 612 Program Planning &amp; Evaluation</p> <p><b>Research Interests:</b> family health, intersection of cognition (executive functioning) with family and child health, at-risk communities</p>

	<p><b>Benjamin T. Crookston, Ph.D., Associate Professor 422-3143 2138 LSB</b></p> <p><b>Education:</b> Ph.D., University of Utah, 2009; MPH, Brigham Young University, 2006; BS, Brigham Young University, 2003</p> <p><b>MPH Courses:</b> HLTH 600 Foundations of Public Health &amp; Health Promotion, HLTH 690 Public Health Capstone</p> <p><b>Research Interests:</b> maternal and child health in developing countries, early childhood development, malaria, HIV/AIDS, child malnutrition, neo-natal health, and microcredit and health</p>
	<p><b>Jeff Glenn, DrPH., MPA, Assistant Professor 422-9754 2032 LSB</b></p> <p><b>Education:</b> DrPH., Harvard University, 2018; MPA, University of Southern California, 2010; BA, Brigham Young University, 2008</p> <p><b>MPH Course:</b> HLTH 607 Public Health Administration</p> <p><b>Research Interests:</b> systems thinking for public health, health systems strengthening, health policy, global health</p>
	<p><b>P. Cougar Hall, Ph.D., Professor 422-5656 2140 LSB</b></p> <p><b>Education:</b> PhD, University of Utah, 2008; S, University of Utah, 2003; BS, Brigham Young University,</p> <p><b>Research Interests:</b> social norm approaches in school health education, student-teacher quality indicators, media literacy in school health education</p>
	<p><b>Carl L. Hanson, Ph.D., MCHES, Professor 422-9103 2049 LSB</b></p> <p><b>Education:</b> PhD Southern Illinois University, 1994; MS Brigham Young University, 1991; BS Brigham Young University, 1991.</p> <p><b>Research Interests:</b> health communication and social media, family health, adolescent health</p>

	<p><b>James D. Johnston, Ph.D., Associate Professor</b>      <b>422-4226 2045 LSB</b></p> <p><b>Education:</b> Ph.D., University of Utah, 2010; MSPH, University of Utah, 2000; BS, Weber State University, 1998.</p> <p><b>Research Interests:</b> childrens environmental health, infectious disease transmission and prevention, occupational safety and health</p>
	<p><b>Brianna M. Magnusson, Ph.D., Associate Professor</b>      <b>422-3083 2050 LSB</b></p> <p><b>Education:</b> Ph.D., Virginia Commonwealth University, 2011; MPH, Virginia Commonwealth University, 2005; BS, Brigham Young University, 2002.</p> <p><b>MPH Course:</b> HLTH 604 Principles of Biostatistics</p> <p><b>Research Interests:</b> reproductive epidemiology, unintended pregnancy, contraceptive use, social and environmental factors affecting sexual and reproductive health</p>
	<p><b>Ray M. Merrill, Ph.D., MPH, Professor</b>      <b>422-9788 2063 LSB</b></p> <p><b>Education:</b> Ph.D., Arizona State University, 1994; MPH, Harvard University, 1995; MS, Brigham Young University; BA, Brigham Young University, 1986.</p> <p><b>MPH Course:</b> HLTH 602 Principles of Epidemiology</p> <p><b>Research Interests:</b> cancer epidemiology, impact of advances in cancer treatment and screening tests, impact of various biases on cancer statistics</p>
	<p><b>Erik Nelson, Ph.D., MPH, Associate Professor</b>      <b>422-7178 2138 LSB</b></p> <p><b>Education:</b> PhD, University of Minnesota, 2014; MPH, University of Minnesota, 2010; BS, Brigham Young University, 2008.</p> <p><b>Research Interests:</b> health disparities, sexual health, screening, cancer prevention, environmental lead exposure, and social epidemiology</p>



**M. Lelinneth L.B. Novilla, M.D., MPH**

**422-9356 2064 LSB**

**Associate Professor**

**Education:** M.D., University of the City of Manila, 1990; MPH, University of Utah, 1999; BS, University of the Philippines, 1985.

**MPH Course:** HLTH 619 Infectious & Chronic Disease

**Research Interests:** the family as a sustaining framework in health promotion and disease prevention; the social determinants and economics of family, mother, and child health and their policy implications; chronic diseases and health systems strengthening, adolescent health risk behaviors



**Randy M. Page, Ph.D., Professor**

**422-1131 2030 LSB**

**Education:** Ph.D., Southern Illinois University, 1982; MEd. Brigham Young University, 1980; BS, Brigham Young University, 1979.

**Research Interests:** adolescent health in international populations, determinants of youth smoking, global health opportunities for students



**Alisha Redelfs, DrPH., MPA, Assistant Professor**

**422-6442 2136 LSB**

**Education:** DrPH., University of Texas–Health Science Center at Houston, 2013; MPH, Brigham Young University, 2010; BS, Rocky Mountain College, 2003

**MPH Course:** HLTH 618 Survey & Research Method

**Research Interests:** application of devices for the improvement and enhancement of community interventions, data visualization, behavioral theory, LatinX health disparities, physical activity and sedentary behavior, prevention and treatment of obesity



**Chantel D. Sloan, Ph.D., Associate Professor**

**422-3959 2048 LSB**

**Education:** Ph.D., Dartmouth College, 2009; BS, Brigham Young University, 2004

**Research Interests:** medical geography, respiratory syncytial virus, asthma and cancer epidemiology, air pollution



**Lori Spruance, Ph.D., Assistant Professor**

**422-0281 2139 LSB**

**Education:** Ph.D., Tulane University School of Public Health and Tropical Medicine, 2015; MEd, from University of Nevada, Las Vegas, 2010; BS, Utah State University, 2008

**MPH Course:** HLTH 630 Community Building Public Health

**Research Interests:** childhood obesity prevention, national School Breakfast Program.



**Evan L. Thacker, Ph.D., Associate Professor**

**422-2214 2051 LSB**

**Education:** Ph.D., University of Washington, 2011; SM, Harvard School of Public Health, 2005; BS, Brigham Young University, 2003.

**Research Interests:** health of older adults, neurological health, cognitive function, cardiovascular health



**Stephen M. Thygeson, Ph.D., MSPH, CIH, Professor**

**422-1891 2031 LSB**

**Education:** Ph.D., Colorado State University, 2006; MSPH, University of Utah, 2001; BS, Brigham Young University, 1998.

**Research Interests:** occupational health and safety, injury prevention



**Joshua H. West, Ph.D., MPH, Professor  
Department Chair**

**422-3444 2139 LSB**

**Education:** Ph.D., University of California, San Diego, 2008; MPH, San Diego State University, 2005; BA, Utah State University, 2003.

**Research Interests:** application of theory-driven interventions to improve parenting practices and decrease adolescent drug use



## APPENDIX 1

### SELECT ELECTIVE OPTIONS

Course #	Course Name (Credits)	Semester/Term Offered
Accounting 545	International Accounting & Multinational Enterprise (3)	Spring
Anthropology 502	Quantitative Methods for Anthropology (3)	Winter
Communications 602	Qualitative Research Methods (3)	Winter
Communications 607	International Media & Communications (3)	Fall
Counseling Psychology 602	Child Social/Emotional Assessment & Intervention (3)	Winter
Ed Leadership 614	Education of Diverse Populations (2)	Summer
Family Life 542	Work & Family (3)	Fall, Odd Years
Geography 503	Geographic Information Systems (4)	Fall, Winter, Spring (as needed)
Law 624	Environmental Law (3)	Fall, Winter
Nursing 608	Health Care Policy & Finance (2)	Winter
Nutrition 601	Advanced Human Nutrition 1 (3)	Fall, Odd Years
Nutrition 633	Maternal/Child Nutrition & Health (2)	Winter, Even Years
Nutrition 634	Nutrition Education (2)	Spring/Summer, Odd Years
MPA 621	Public & Nonprofit Budgeting (1.5)	Winter
MPA 623	Nonprofit Structure & Finance (3)	Winter
MPA 628	Program Evaluation & Performance (3)	Fall
Social Work 620	Human Behavior & Social Environment 1 (3)	Fall
Social Work 675	Substance Abuse Treatment (2)	Winter
Sociology 692R	Seminar in Family Relationships	Fall



## APPENDIX 2

### SEXUAL HARASSMENT POLICY: CONSIDERATION FOR FIELD EXPERIENCE SITE

BYU is interested in helping you avoid problems and challenges. Although it is not common today, you should be aware of sexual harassment and of its potential to affect you, whether you are male or female. From BYU's Equal Opportunity Office, the following is stated:

#### Sexual Harassment

By law, Brigham Young University is obligated to protect its students from gender discrimination, including unlawful sexual harassment, in all programs and activities sponsored by the university. As you embark on your internship, please be aware of what constitutes sexual harassment and what you should do if you encounter it during your internship opportunity.

#### *Definition*

Sexual harassment is defined as *unwelcome* sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made a term or condition of an individual's employment, or
- Submission to or rejection of the conduct by an individual is used as a basis for employment decisions affecting the individual; or
- The conduct interferes with an individual's work performance or creates an intimidating, hostile, or offensive working environment.

#### *Examples*

Behaviors that contribute to a hostile environment include, but are not limited to:

- Discussing sexual activities
- Telling off-color jokes
- Unnecessary touching
- Commenting on physical attributes
- Displaying sexually suggestive pictures
- Using crude language or demeaning or inappropriate terms
- Using indecent gestures
- Engaging in hostile physical conduct

#### *Appropriate Response*

Both employers and employees have a responsibility to prevent and stop workplace harassment. If you experience harassment while participating in a BYU-sponsored internship, report the behavior to your internship coordinators (committee chair and program directors) and your field experience provider. They will take appropriate action to address and correct the behavior. You may also contact the university's Equal Opportunity Manager or 24-hour hotline at:

Equal Opportunity Manager  
Brigham Young University  
Telephone: (801) 422-5895  
Email: [sue\\_demartini@byu.edu](mailto:sue_demartini@byu.edu)  
24-hour hotline: 1 (888) 238-1062

## APPENDIX 3

### FOUNDATIONAL AND CONCENTRATION COMPETENCIES

#### **Foundational Competencies**

##### **Evidence-based Approaches to Public Health**

1. Apply epidemiological methods to settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

##### **Public Health & Health Care Systems**

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels

##### **Planning & Management to Promote Health**

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

##### **Policy in Public Health**

12. Discuss the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

##### **Leadership**

16. Apply leadership and/or management principles to address a relevant issue
17. Apply negotiation and mediation skills to address organizational or community challenges

**Communication**

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

**Interprofessional and/or Intersectoral Practice**

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

**Systems Thinking**

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

**Concentration Competencies****Translating Research**

1. Translate public health research into policies and programs that improve the health of communities, families, and individuals.

**Family as a Public Health System**

2. Recognize and integrate the family system in public health assessment, intervention, and evaluation.

**Leadership**

3. Demonstrate principles of ethical leadership in public health practice.

**Program Management**

4. Apply project management tools to public health practice and research.

**Marketing**

5. Identify appropriate methods for effectively communicating research and evaluation findings to a variety of stakeholders.
6. Use appropriate media, marketing, and technology to promote key public health issues and drive health behavior change.

## APPENDIX 4

### HLTH 688R - MPH Field Experience Syllabus

#### HLTH 688R - MPH Field Experience 6 credits, 300 hours

##### Course Purpose

The purpose of the field experience is to apply knowledge and skills acquired in the classroom in a public health setting. It is intended to provide a supervised application of content and theory basic to public health, including health education.

##### Description

Students are required to complete a 300-hour field experience under the direction of a field experience preceptor. Students work with their faculty advisor to determine an appropriate experience. Each student completes a proposal for their field work prior to beginning the experience and a final report after the completion of the 300-hour experience.

##### Prerequisites

Prior to registering for HLTH 688R, students must have successfully completed the following courses: HLTH 610, HLTH 611, HLTH 613, HLTH 614, HLTH 621, HLTH 622, HLTH 623, and HLTH 624. Formal approval from the MPH advisor and reader must be granted prior to initiating the field experience.

##### Learning Outcomes

The field work should cover at least five competencies, at least three of which should be foundational competencies (the other two can be concentration competencies or foundational competencies). Please see Appendix A for a full listing.

##### Grading Policy

Students receive a Pass/Fail grade for this course upon completion of the report. A passing score is B-quality (83%) work or better on the assignments and field work performance.

The advisor and reader determine whether the student's work merits a passing grade. To pass, all criteria for each assignment outlined below must be met and the student must accumulate at least 83 points between the proposal, progress reports, and final report. Additionally, the advisor and reader review the feedback about the student's performance in the field from the organization offering the field work experience to ensure that the student completed their field work as agreed upon in their proposal.

At the conclusion of the students completing 300 hours of field work, the organization providing the field work experience provides feedback to the MPH program manager about the student's performance in the field. The MPH program manager provides the student's preceptor with the form to be completed. In the event that the student's preceptor reports the student's work as unsatisfactory, this may affect the final grade. The MPH Director, faculty advisor, and student will meet together to discuss the results.

### Pre-Field Experience Orientation

During the 1<sup>st</sup> or 2<sup>nd</sup> semester of a student's first year in the program, they should attend an orientation about student field work. The orientation will include an introduction to using IRAMS (Internship Registration and Management System), a discussion about assignments required for the student field work (proposal, field experience progress reports, and the final report), grading, standards of personal conduct, contact between the student and their advisor and reader, the Internship Master Agreement, and procedures for unanticipated termination of the field work.

### Assignments

#### **Proposal (30 points)**

Each student must submit a proposal for their field work to be approved by their advisor, reader, and their field work site preceptor. Approval by the advisor and reader must be granted before the student can register for HLTH 688R. The written proposal used to approve a field experience will form the basis for the final field experience report. As such, a well-founded and polished proposal is expected.

The proposal should be no more than 10 pages. Each proposal should include the following sections (using the headings designated below):

#### *Agency Background* (suggested length ≤1 page)

Summarize information about the agency obtained from the agency preceptor and other appropriate agency sources.

#### *Program Focus and Population Served* (suggested length ≤1 page)

Describe the focus of the program you will work under and the population you will serve through your field experience including:

- Program mission, aims, goals, or objectives
- Population demographics
- Population health needs and priorities
- Political, cultural, and economic contexts of the population

#### *Literature Review* (suggested length 2-3 pages)

Summarize the current literature relevant to your field experience. This may include descriptive epidemiology of the health or disease indicators that are the focus of the program, analytic epidemiologic evidence supporting the program focus and relevance, theory-based justifications for the program, evaluations of the outcomes of similar programs in other populations, and how the program fits into a framework of primary, secondary, or tertiary prevention.

#### *Field Experience Goals, Objectives, and Activities* (suggested length 2-3 pages)

Goals: State the overall goal or goals of your field experience. Remember that goals are broad, general, and concise statements. They should not be measurable nor should they outline the specific activities that you will carry out. There should *not* be a large number of goals – you may have as few as 1-2 overarching goals or you might choose to have a goal statement for each competency in which you want to demonstrate proficiency. Below are examples of goal statements:

Ex 1: Learn about the diverse cultural values, traditions, and social determinants that affect health in the XYZ population.

Ex 2: Design a program plan for adolescent marijuana use in the XYZ region.

Ex 3: Apply biostatistics and epidemiologic methods to understand opioid use in XYZ community.

Ex 4: Conduct a community health assessment to understand violence and abuse in XYZ County.

**Objectives:** Using the SMART format, state what must be learned or applied to accomplish your goals. Each objective should be one, concise sentence that is Specific, Measurable, Attainable, Relevant, and Time-bound. There will typically be multiple objectives for each goal statement. Below are examples of objective statements:

Ex 1: By July 1, 2022, interview at least 10 XYZ natives about their culture and traditions.

Ex 2: By August 1, 2022, create a written program plan with assessment results and intervention strategies for adolescent marijuana use in the XYZ region.

Ex 3: By June 15, 2022, develop a survey and an interview guide to assess XYZ region community perceptions and attitudes about opioid abuse.

Ex 4: By July 15, 2022, perform a descriptive data analysis using data from the opioid abuse survey in XYZ community.

Ex 5: By June 1, 2022, identify at least two quantitative or qualitative data collection methods to assess violence and abuse needs of XYZ County residents.

As you consider your goals and objectives, remember that you will need to demonstrate competence in at least five foundational and concentration competencies (see appendix A). You will describe how your field work helps enhance your proficiency in these competencies later in the proposal.

**Activities:** Describe the roles and responsibilities you will have during your field experience.

*Anticipated Outcomes or Tangible Products* (suggested length ≤1 page)

List the deliverables that you anticipate will emerge from the field experience.

*Alignment with MPH Foundational or Concentration Competencies* (suggested length ≤1 page)

Describe how the proposed field experience will enhance your competence in at least five MPH foundational and concentration competencies. Note that at least three of the competencies must be foundational competencies (see appendix A for a full list).



**Field Experience Progress Reports (10 points)**

Submit a progress report to your faculty advisor after each 100 hours of field experience. The progress report should include a documentation of hours and tasks completed during those hours. This report can be completed in an Excel Spreadsheet.

**Final Field Experience Report (60 points)**

At the conclusion of the student's field work and prior to receiving a grade for Hlth 688R, the student must submit a final report. The final report narrative should be no more than 12 pages (not including appendices). The final report should include a heading for each of the following:

*Agency Background* (suggested 1-2 pages)

This section of the report may be drawn from the proposal, and may be updated to show that completing the field experience enhanced your understanding of the agency, program focus, and population served.

*Literature Review* (suggested length 2-3 pages)

This section of the report may be drawn from the proposal, and may be updated to include new literature published after the proposal was written.

*Field Experience Goals, Objectives, and Activities* (suggested length 2-3 pages)

List the goals and SMART objectives specified in the proposal (or updated with approval from the advisor if changes were made). State whether they were met, and describe the activities that led to meeting the goals and objectives. If any proposed goals or objectives were not met, then explain why. Describe the roles and responsibilities you had during the field experience, noting whether the actual activities were the same as or different than those described in the proposal.

*Outcomes or Tangible Products* (suggested length 2-3 pages)

Describe the deliverables that emerged from the field experience. The description should provide an adequate amount of information that a reader could understand the purpose and impact of your completed work, particularly how the deliverables provide evidence that at least five MPH foundational and concentration competencies have been met. It is also expected that at least two of these deliverables are tangible products for the agency. This could include a training manual, a report, a policy, etc. The agency should assist in determining what this product may be. Documentation of all deliverables, including the tangible agency product, should appear in the appendix. Students are encouraged to upload their tangible products in their e-portfolio.

*Self-assessment of Professional Growth, Skills and Competence* (suggested length ≤1 page)

Summarize the overall impact of the field experience on your professional growth, skills and competence. This may include the most important lessons you learned, potential applications of your field experience to your future practice in public health, or other information you feel would be of value to yourself and your advisor and reader in evaluating your field experience.

*Appendices* (length will vary)

- References
- Field experience deliverables (if the deliverables are documents)
- Field experience progress reports
- Experience Provider Information Sheet/Internship Master Agreement (Domestic) (see MPH handbook)
- Other appendices as appropriate for your field experience
- Photos of your experience (minimum of five)
- Assessment of internship provider

## APPENDIX 5

### HLTH 688R - MPH Fieldwork Experience Grading Rubric

#### Rubric #1: Proposal

Students may be asked by their advisor or reader to make revisions to their initial and subsequent drafts of the proposal to ensure that the proposed field work meets requirements, to best set students up for success in completing their field work, and to ensure minimum standards of professionalism and acceptability are met. The final accepted submission will receive a grade based on the rubric below. To pass the field work proposal, students must receive Very Competent or Excellent on all sections and a total score of at least 25 points.

	<b>Excellent (5 points)</b>	<b>Very Competent (4 points)</b>	<b>Fairly Competent (3 points)</b>	<b>Not Yet Competent (1-2 points)</b>	<b>Points</b>
<b>Presentation and Professionalism</b>	Up to -5 points may be taken off for poor presentation. Students are expected to use excellent spelling and grammar, clear headings and subheadings, clear and visually appealing tables and figures, and correctly reference information using a consistent referencing style (e.g., APA, AMA, Chicago...).				
<b>Agency Background</b>	<i>Description demonstrates student's thorough understanding of the agency. Length is no more than 1 page. Information is well-organized and pertinent to the field work.</i>	<i>Similar to standards for excellence, but information falls slightly short of excellent standards.</i>	<i>Description demonstrates that student has some understanding of the agency, but their description indicates some gaps in their understanding. Information is fairly well-organized and around 1 page.</i>	<i>Description does not indicate that the student understands the agency for which they will be working. Information is not well-organized and/or does not fit within the 1 page limit.</i>	
<b>Program Focus and Population Served</b>	<i>Describes the program focus and population based on instructions. Program focus and population served is pertinent to the work that student will do during the field work. Information is well-organized and no more than 1 page.</i>	<i>Similar to standards for excellence, but information falls slightly short of excellent standards.</i>	<i>Description of the program focus and population served is overly broad and not specific to the area of the program on which the student will focus. Some parts of instructions may be only superficially covered. Organization is fairly good and around 1 page.</i>	<i>Failure to cover all four required points from the instructions. Poor organization and/or information goes substantially over or under 1 page.</i>	
<b>Literature Review</b>	<i>Summary of literature demonstrates that the student has thoroughly researched the topic and has a solid understanding of the topic. Information is correctly referenced (in-</i>	<i>Similar to standards for excellence, but information falls slightly short of excellent standards.</i>	<i>Summary of literature demonstrates that the student has done some research of the topic and generally understands their topic (but falls short of excellent standards), but</i>	<i>Literature review is not thorough or it may not be relevant to the field work. References are missing. Substantially over 3 pages or under 2 pages.</i>	

	<i>text and in the References list). Research is applicable to the field work goals, objectives, and activities. At least 2 pages but no more than 3 pages.</i>		<i>there are some gaps in their literature review or there are missing references. Research is applicable to the field work goals, objectives, and activities. Around 2 or 3 pages.</i>		
<b>Field Experience Goals, Objectives, and Activities</b>	<i>Includes 1-2 goal statements (general statements – not SMART). Goal statement is appropriate for MPH-level work. Objectives are SMART and will lead to proficiency in at least five foundational and concentration competencies. There are several objectives for each goal statement. Each goal/objective is only one sentence long. Activities clearly detail the student's roles and responsibilities for the field work. At least 2 pages but no more than 3 pages.</i>	<i>Similar to standards for excellence, but information falls slightly short of excellent standards.</i>	<i>Includes goals and objectives. A few objectives may not be SMART. Meeting the objectives will likely lead students to meeting five foundational and concentration competencies. Activities detail some student roles and responsibilities for their field work. Around 2 or 3 pages.</i>	<i>Goal statements do not meet MPH-level competency. Objectives are not SMART or will not lead to proficiency in five foundational/concentration competencies. Student roles and responsibilities are unclear in the activities subsection. Substantially over 3 pages or under 2 pages.</i>	
<b>Anticipated Outcomes or Tangible Products</b>	<i>Clear listing (no more than 1 page) of deliverables that student anticipates will emerge from field work experience. Deliverables are at the level expected of an MPH student.</i>	<i>Similar to standards for excellence, but information falls slightly short of excellent standards.</i>	<i>Description of deliverables is somewhat vague but generally acceptable for an MPH student. Around 1 page.</i>	<i>Description of deliverables is unclear or does not meet MPH level of performance. Substantially over or under 1 page.</i>	
<b>Alignment with MPH Foundational</b>	<i>Discussion clearly describes how field work will enhance student's</i>	<i>Similar to standards for excellence, but information falls slightly</i>	<i>Discussion generally shows how field work will enhance student's competency, but is</i>	<i>Discussion does not show how field work experience will enhance student's</i>	

<b>and Concentration Competencies</b>	<i>proficiency in at least five MPH foundational and concentration competencies (at least 3 are foundational competencies). No more than 1 page.</i>	<i>short of excellent standards.</i>	<i>lacking in detail/specificity. Around 1 page.</i>	<i>proficiency in 5 competency areas. Substantially over or under 1 page.</i>	
					Total: ____/30

### Rubric #2: Field Experience Progress Reports

Field experience progress reports are worth 10 points total. To receive credit students must do the following:

- Submit three field work progress reports, one after each 100 hours completed (*2 points each, total of 6 points*)
- Each progress report should include documentation of the hours completed with a clear but brief summary of major tasks accomplished each day (*1 point for first two progress reports, 2 points for final progress report, total of 4 points*).
- A minimum or passing score is 8 out of 10 points.

### Rubric #3: Final Report

Students may be asked by their advisor or reader to make revisions to their initial and subsequent drafts of the final field work report. The final accepted submission will receive a grade based on the rubric below. It should be no more than 12 pages plus appendices. To pass the final report, students must receive Very Competent or Excellent on all sections and a minimum score of 50 points.

	<b>Excellent</b> (9-10 points)	<b>Very Competent</b> (8 points)	<b>Fairly Competent</b> (5-7 points)	<b>Not Yet Competent</b> (1-4 points)	<b>Points</b>
<b>Presentation and Professionalism</b>	Up to -10 points may be taken off for poor presentation. Students are expected to use excellent spelling and grammar, clear headings and subheadings, clear and visually appealing tables and figures, and correctly reference information using a consistent referencing style (e.g., APA, AMA, Chicago...).				
<b>Agency Background</b>	<i>Description demonstrates student's thorough understanding of the agency. Length is no more than 2 pages. Information is well-organized and pertinent to the field work.</i>	<i>Similar to standards for excellence, but information falls slightly short of excellent standards.</i>	<i>Description demonstrates that student has some understanding of the agency, but their description indicates some gaps in their understanding. Information is</i>	<i>Description does not indicate that the student understands the agency for which they worked. Information is not well-organized and/or does</i>	



<b>Outcomes or Tangible Products</b>	<i>Clear description of deliverables that emerged from field work experience. Description is detailed enough to demonstrate the purpose and impact of the student's work. Deliverables are at the level expected of an MPH student. Student notes where the reader can find the tangible deliverables in the appendices. At least 2 pages but no more than 3 pages.</i>	<i>Similar to standards for excellence, but information falls slightly short of excellent standards.</i>	<i>Description of deliverables is somewhat vague but generally acceptable for an MPH student. Around 2 or 3 pages.</i>	<i>Description of deliverables is unclear or does not meet MPH level of performance. Substantially over 3 pages or under 2 pages.</i>	
<b>Self-assessment of Professional Growth, Skills and Competence</b>	<i>Well-organized and well-written summary of the overall impact of the field experience on student's professional growth, skills, and competence. Description is thoughtful and no more than 1 page.</i>	<i>Similar to standards for excellence, but information falls slightly short of excellent standards.</i>	<i>Description is generally well-organized and well-written, but somewhat superficial. Around 1 page.</i>	<i>Discussion is not well-organized and is missing an explanation of the impact on the student's professional growth, skills, or competence. Substantially over or under 1 page.</i>	
<b>Appendices</b>	<i>All required appendices included. Appendices are well-organized. Tangible products are professional and demonstrate MPH level proficiency.</i>	<i>Similar to standards for excellence, but information falls slightly short of excellent standards.</i>	<i>All required appendices included but not well-organized. Tangible products are professional and generally demonstrate MPH level proficiency.</i>	<i>Missing appendices and/or work does not demonstrate MPH-level proficiency.</i>	
					Total: ____/60