



Master of Public Health Program Student Handbook 2022 - 2023

General Information
Program Guidelines
Curriculum | Faculty

Master of Public Health Student Handbook



2022-2023

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	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. Administrative 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. 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.) 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.
- **Skills Based** – We value student skills development. In particular, we aim to develop students' skills in leadership and in strengthening families and community resilience through public health methods.

FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Students in the MPH will attain grounding in foundational public health knowledge as measured by the following CEPH learning objectives:

Profession & Science of Public Health

1. Explain public health history, philosophy, and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the U.S. or other community relevant to the school or program
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health

7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health

9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)

FOUNDATIONAL PUBLIC HEALTH COMPETENCIES

MPH students will demonstrate achievement of the following CEPH 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

MPH PROGRAM CONCENTRATION COMPETENCIES/LEARNING OUTCOMES

In addition to the CEPH foundational public health competencies listed on page 8 and 9, students will attain competency in the following MPH program specific concentration competencies:

MPH PROGRAM CONCENTRATION COMPETENCIES	
<i>Translating Research</i>	1. Translate public health research into policies and programs that improve the health of communities, families, and individuals
<i>Family as a Public Health System</i>	2. Recognize and integrate the family system in public health assessment, intervention, and evaluation
<i>Leadership</i>	3. Demonstrate principles of ethical leadership in public health practice
<i>Program Management</i>	4. Apply project management tools to public health practice and research.
<i>Marketing</i>	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.
<i>Knowledge Indicators:</i>	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 10-core courses that emphasize skills development and knowledge in key areas of public health including leadership, program management, communication, and data analysis. Working with faculty advisors, students select elective courses (12-credit minimum) tailored to their interests and goals.

Students typically take 12 credits per semester and must complete a minimum of 48 credits: 30 required credits, 12 elective credits, and 6 credits related to the MPH field experience (also referred to as the applied practice experience or APE).

A recognized strength of the program is learning public health by doing public health. All students immerse themselves in applied public health experiences through a field experience, which is typically completed during the spring/summer between the first and second year. During fall semester of their second year, students complete a capstone project where they apply what they have learned in the program to creating a tangible written product addressing a public health issue.

Upon admission into the MPH program, each student is assigned a faculty academic advisor and reader. 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. The faculty reader assists the faculty advisor in supporting the student to ensure that the student is on track.

COMPLETING A PROGRAM OF STUDY

For first year students, the *Program of Study* is due no later than the second week of winter semester. This includes courses to be taken and

the approval of the faculty advisor, faculty reader, and graduate program manager. To

submit a *Program of Study* you will need to access the Graduate Progress System by logging into <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 REQUIREMENTS

- 12 credits of elective coursework approved by the faculty advisor, faculty reader, and graduate program manager through the Graduate Progress System
- 36 credits (30 coursework credits and 6 fieldwork credits)

Note: No more than 9 elective credits from 400 level courses will be accepted on a Program of Study.

DUE DATE FOR PROGRAM OF STUDY

The Program of Study is due no later than the second week of winter semester for first year students.

PROGRAM OF STUDY CHANGES

Students can make changes to their Program of

Study if authorized by the 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 603R. Special Topics in Public Health (1-7)

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

HLTH 610. Foundations of Public Health in the 21st Century (3)

Discusses how psychological, social, environmental, cultural, and political structures affect the health of populations. Introduces strategies for improving population health including communication, education, environmental changes, providing health services, mobilizing communities, and utilizing new technologies.

HLTH 611. Quantitative and Qualitative Methods for Public Health I (3)

Learn the fundamental quantitative and qualitative skills to assess community needs, interpret data, and evaluate health programs to make evidence-based decisions and identify the appropriate methods for effectively communicating findings to a variety of audiences.

HLTH 613. Understanding Community, Family, and Individual Health (3)

Application of resilience/family theories to understanding health issues and solutions at the community, family, and individual level. Analyze how faith and science enable effective solutions to public health issues.

HLTH 614. Program Planning and Evaluation I (3)

Apply theory and quantitative/qualitative research skills to assess community needs and plan interventions that improve the health of communities, families, and

individuals. Use project management skills and tools. Communicate findings with key stakeholders.

HLTH 621. Quantitative and Qualitative Methods for Public Health II (3)

Prerequisite: HLTH 611

Learn fundamental quantitative and qualitative skills to assess community needs, interpret data, and evaluate health programs to make evidence-based decisions. Identify appropriate methods for effectively communicating findings to a variety of audiences.

HLTH 622. Foundations of Health Behavior Change & Health Communication (3)

Learn health behavior and communication theories. Using theory-based approach, develop strategies that employ digital and visual information to influence health behaviors. Apply industry-standard software tools to design and execute health marketing and media campaigns.

HLTH 623. Public Health Systems, Policy, and Advocacy (3)

Examine constitutional, regulatory, political, and socio-economic bases for policies that affect health and health services. Study population, community, family, and individual systems that affect health. Apply systems thinking to solutions to improve health.

HLTH 624. Program Planning, Evaluation, and Management I (3)

Prerequisite: HLTH 614

Apply theory and quantitative/qualitative research skills to develop and carry out an evaluation plan. Use project management skills and tools to public health evaluation efforts. Communicate findings orally and in writing with key stakeholders.

HLTH 632. Public Health Leadership and Ethics (3)

Learn theories and skills for exercising ethical leadership in teams, organizations, and systems. Explore multiple dimensions of personal development.

HLTH 688R. Field Experience (6)

Prerequisites: HLTH 610, HLTH 611, HLTH 614, HLTH 621, and HLTH 624. Domestic U.S. and international field experience in public health settings that expose students to public health strategies and interventions in multicultural settings.

HLTH 690. Public Health Capstone (3)

Prerequisites: HLTH 621, 622, 624
Integrative learning experience (ILE) in partnership with a public health organization. Apply foundational public health competencies to produce a research paper, policy brief, grant application, health education curriculum, public health evaluation, or other tangible product.

HLTH 691R. Mentored Research (1-5)

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 15, students may select electives from the remaining MPH courses and faculty advisor-approved courses from other departments (see Appendix 1 for elective suggestions). 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 a *Program of Study* 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.

INTEGRATIVE LEARNING EXPERIENCE

MPH students are required to complete an integrative learning experience (ILE) at the end of the program of study during the Public Health Capstone course (HLTH 690). The goal is for students to synthesize, integrate and apply the skills and competencies they have acquired throughout the entire MPH program.

The cornerstone of the ILE is the professional product. Each student will focus on the creation of a professional product during the capstone course. While the capstone instructor will develop and provide multiple opportunities to complete this requirement, students may propose their own ideas to the capstone instructor. The product can be developed in groups or individually. Each product should serve an external organization.

Examples of products that would satisfy this requirement include the following: research paper, program evaluation report, training manual, or a policy statement. Each product should pull from learning and skills from multiple courses and should demonstrate at least one foundational and at least one concentration competencies. All professional products must be completed during the capstone course.

SEQUENCE OF COURSES

Year 1 – Fall Semester		
HLTH 610	Foundations of Public Health in the 21 st Century	3
HLTH 611	Quantitative and Qualitative Methods for Public Health I	3
HLTH 613	Understanding Community, Family, & Individual Health	3
HLTH 614	Program Planning, Evaluation, and Management I	3
Year 1 – Winter Semester		
HLTH 621	Quantitative and Qualitative Methods for Public Health II	3
HLTH 622	Foundations of Health Behavior Change & Health Communication	3
HLTH 623	Public Health Systems, Policy, and Advocacy	3
HLTH 624	Program Planning, Evaluation, and Management II	3
Year 1 – Spring and/or Summer		
HLTH 688R	Field Experience (Applied Practice Experience)	6
Year 2 – Fall Semester		
HLTH 632	Public Health Leadership and Ethics	3
HLTH 690	Public Health Capstone (Integrative Learning Experience)	3
Year 2 – Winter Semester		
Electives	Select in consultation with faculty advisor (see Appendix 1)	12
Total Credits		48

OPTIONAL PROGRAM CERTIFICATES

Students have the option of completing one or more program certificates. Students who choose to complete a certificate will gain specialty in one of five areas: community and behavioral health, epidemiology, family health, global health, or healthcare leadership. Certificates are 18 credits (12-elective credits and 6-credits of

field work in the area of the certificate). Students receive a certificate from the Department of Public Health. Completion of certificates is **not** noted on academic transcripts. (Click [HERE](#) or visit the MPH website for specific certificate requirements and completion forms)

CERTIFICATE	DESCRIPTION
Community & Behavioral Health	The Community and Behavioral Health (CBH) certificate prepares students to be leaders in engaging communities in the public and/or private sphere. Students will take courses that will build their skills relating to program management, evaluation and assessment, and communication using a variety of methodologies.
Epidemiology	Epidemiology is the study of the patterns, causes, and effects of health and disease conditions in defined populations. Epidemiology's main role is preventing the onset and spread of disease by finding the reasons why some groups of people are healthier than others and then removing or controlling these causes. Completion of the epidemiology certificate will prepare students to (1) analyze and interpret data and present results in words, tables, charts, and graphs; (2) design epidemiologic studies and compare and contrast study methodology; and (3) critique studies for their validity and contribution to the discipline.
Family Health	The Family Health certificate prepares students to incorporate families as a pathway to improving population health through programs, policies, and research. Students will be equipped to (1) apply family theories to public health settings, (2) conduct family impact assessments of programs and policies to examine the effects of public health interventions on families, and (3) identify and utilize appropriate and effective methods to engage families in intervention planning, implementation, and evaluation.
Global Health	Global health seeks to improve health and health equity for all people worldwide, not just among individual nations. As such, completion of the Global Health certificate will prepare students to: (1) understand important concepts and principles associated with global health; (2) collaborate and partner with global health stakeholders; and (3) address health disparities among underserved and at-risk populations.
Healthcare Leadership	The Healthcare Leadership certificate seeks to prepare students for leadership and management roles in healthcare organizations. As such, completion of this certificate will prepare students to (1) demonstrate an understanding of healthcare organizations and health service delivery, (2) apply financial and business principles to a healthcare environment, (3) evaluate laws and policy regulations associated with administration in healthcare organizations, and (4) exercise leadership within healthcare organizations

FIELD EXPERIENCE (APPLIED PRACTICE EXPERIENCE)

The supervised field experience provides students 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 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 3 for Field Experience Syllabus).

FIELD EXPERIENCE PREREQUISITES

Field experience prerequisites include completing all required coursework during year one of fall and winter semester (HLTH 610, HLTH 611, HLTH 614, HLTH 621, and HLTH 624). 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, the [Pre-Field Experience Self-Assessment](#) is completed, 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 4)
- 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 a 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 concentration competencies.

RECOMMENDED TIMELINE FOR FIELD EXPERIENCE

Meet with faculty advisor to discuss field experience ideas and interests	September-December (1st year)
Begin looking for field experience opportunities	November-February (1st year)
Begin draft of field experience proposal	February (1st year)
Finalize and submit field experience proposal to faculty advisor and reader	March 31st (1st year)
Complete field experience approval forms, IRAMS, HLTH 688R registration, and Pre-Field Experience Self-Assessment	April 15th (1st year)
Earn 300 field experience hours and submit progress reports to faculty advisor every 100 hours	Spring/Summer between 1st and 2nd Year
Complete Post-Field Experience Self and Agency Assessment	Within 2 weeks of completing field experience (2nd Year)
Complete Final Field Experience Report and approval form	Within one semester of completing field experience (December 15th of 2nd Year)

PROCESS FOR FIELD EXPERIENCE APPROVAL AND COMPLETION

The process for field experience approval includes:

1. Online Pre-Field Experience Orientation

During the 1st or 2nd semester of a student's first year in the program, students will be emailed orientation materials from the graduate program manager regarding student field experience. The materials will include an introduction to using [IRAMS](#) (Internship Registration and Management System), assignments required for the student field experience (proposal, field experience progress reports, and the final written report), grading, standards of personal conduct, contact between the student and their faculty advisor and reader, the [Internship Agreement](#), and procedures for unanticipated termination of the field experience. 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 September of year one to discuss or present ideas for the supervised field experience.

3. Proposal Submission

A detailed proposal following the guidelines in the fieldwork syllabus should be written and submitted to the faculty advisor and faculty reader (see Field Experience Proposal and Final Report Format). Often the faculty advisor will request that the proposal be sent only to them first, and after revisions have been made the faculty reader must also review and approve the proposal. It is typical that the student will need to make at least one round of revisions on the proposal, and often multiple rounds are necessary. Students should give

both the faculty advisor and reader two weeks to review their proposal and provide edits. The faculty advisor and reader collectively make a decision regarding the proposal approval.

4. Proposal Approval

Although a proposal approval 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.

Following the proposal approval, 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) 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. Field experience hours may *not* be counted until registration for HLTH 688R is complete (see University Approval and Tracking of Supervised Field Experience section).

5. Pre-Field Experience Self-Assessment

As a part of the MPH program assessment system, students are required to complete two concentration competency assessments. The [Pre-Field Experience Self-Assessment](#) must be completed before starting the field experience. An honest, introspective view is encouraged as you rate your perceived level of competence. The post field experience assessment must be completed upon completion of the field experience.

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. The final tracking for all hours should be included in the field experience final written report.

7. Post-Field Experience Self and Agency Assessment

In preparation to submitting your final field experience written report and after your 300 hours of field work have been completed, students must complete the [Post-Field Experience Self and Agency Assessment](#). An honest, introspective view is encouraged as you rate your perceived level of competence.

8. 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).

9. 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).

10. Final Field Experience Review and Decision

The faculty advisor and reader will review the final field experience written report and decide 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).

11. 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.

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 “Students” drop-down menu. Click on the “Internship for Credit” 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 [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 an 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/isp-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 5.3). 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.

*Note: Field experience hours may **not** be counted until registration for HLTH 688R is approved and completed.*

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. The report will contain a full accounting of the work accomplished with the preceptor and includes submitting tangible evidence of work and a connection to at least five competencies, at least three of which should be foundational competencies, (the other two can be concentration competencies or foundational competencies). See Appendix 4 for a full listing

FIELD EXPERIENCE PROPOSAL AND FINAL 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) 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) 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 written 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:

Mentor-Mentee Relationship and Agency Background (suggested length 1 page)

Explain the mentorship plan between the mentor and mentee (1 paragraph) such as how the mentor and mentee will interact (e.g., frequency of meetings, how the mentor will support student learning) and mentor qualifications. Summarize information about the agency obtained from the agency preceptor and other appropriate agency sources (1-2 paragraphs).

Program Focus and Population Served (suggested length 1 page)

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

- a. Program mission, aims, goals, or objectives
- b. Population demographics
- c. Population health needs and priorities

- d. Political, cultural, and economic contexts of the population

Literature Review (suggested length 2 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, and evaluations of the outcomes of similar programs in other populations.

Field Experience Objectives, Activities and Deliverables (suggested length 2-4 pages)

Describe the key activities and deliverables that you will be involved in as part of your field experience. Some of your deliverables must be tangible products such as curriculum materials, an evaluation report, digital products like social media posts, policy brief, data analysis code and report, or lesson plans.

Note: You must have at least two tangible products in your final report.

Using Table 1 on page 24, list the objectives for each activity. Typically, there are at least six objectives (e.g., two or three objectives per activity). 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, 2023, interview at least 10 XYZ natives about their culture and traditions.

Ex 2: By August 1, 2023, create a written program plan with assessment results and intervention strategies for adolescent marijuana use in the XYZ region.

Ex 3: By June 15, 2023, develop a survey and an interview guide to assess XYZ region community perceptions and attitudes about opioid abuse.

Ex 4: By July 15, 2023, perform a descriptive data analysis using data from the opioid abuse survey in XYZ community.

Ex 5: By June 1, 2023, 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 4). You will describe how your field experience helps enhance your proficiency in these competencies later in the proposal.

Note: All tables and figures should be titled and referenced in the narrative of the field experience proposal.

Table 1. Description of Field Experience Objectives

Field Experience Objectives	
Objective	Tangible Product (if applicable)
Activity 1: [state activity]	
Objective 1:	
Objective 2:	
Objective 3: (add or delete lines for the number of objectives per activity)	
Activity 2: [state activity]	
Objective 1:	
Objective 2:	
Objective 3: (add or delete lines for the number of objectives per activity)	
[as needed, add additional activities and lines for objectives]	

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

Complete Table 2 on the following page to describe how the proposed field experience will enhance your competence in at least five MPH foundational and concentration competencies. You must write out the full competency as found in Appendix 4 in the first column. Explain whether it is a foundational or concentration competency in the second column. At least

three of the competencies must be foundational competencies (see Appendix 4 for a full list). Briefly describe how you will meet the competency in your field work in the third column. 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.

Table 2. Description of Foundational and Concentration Competencies

Foundational and Concentration Competencies		
Competency (please list the full competency)	Foundational or Concentration?	How the Competency Will be Met
(add additional rows as needed)		

Note: It is common for activities to change due to unforeseen circumstances during the field work. If you need to revise your objectives, key activities, and/or competencies, e-mail your faculty advisor and reader. While activities and competencies may change, you must meet at least three foundational competencies and two competencies that are foundational or concentration. It is important to alert your faculty committee as these changes are occurring (rather than after the field work has been completed) as changes can at times affect whether the field work meets requirements. Good communication with your faculty committee can help identify any problems and help students complete the field work requirement in a timely manner.

References

Please choose a consistent style for your references. APA and MLA are commonly used referencing formats in public health.

Written Report Format

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

Agency Background (suggested length 1 page)

This section of the report may be drawn from the proposal and may be updated based on your enhanced 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 Objectives, and Activities (suggested length 2-3 pages)

Complete Table 1 on page 26 (in lieu of using the table, you may do this in paragraph format; be sure to include all requested information). List each objective from your proposal (or updated with approval from the advisor if changes were made). State whether they were met, partially met, or not met. In the description column, describe the activities that led to meeting the objectives. If any proposed 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-pages)

In 2-4 paragraphs, describe the deliverables (including tangible products) 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. Using Table 2 on page 26-27, explain how the deliverables provide evidence that at least five MPH foundational and concentration competencies have been met. It is expected that at least two of these deliverables is a tangible product (e.g., report, presentation, statistical analysis code, scientific paper, policy memo, communication materials, and so forth). Documentation of all tangible products should appear in the appendix and in your 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. You might also explain if you would recommend this agency to future MPH students.

References

Please choose a consistent style for your references. APA and MLA are commonly used referencing formats in public health.

Appendices (length will vary)

- Field experience deliverables (if the deliverables are documents)
- Field experience progress reports
- Internship Agreement for Domestic Internships (See page 21)
- Other appendices as appropriate for your field experience
- Photos of your experience (minimum of five)
- E-portfolio link
- Complete the [Post-Field Experience Self and Agency Assessment](#)

Table 1. Description and Completion of Field Experience Objectives

Field Experience Objectives		
Objective	Met, Partially Met, or Not Met?	Description
[add/delete rows as needed]		

*Table for Field Experience Objectives and Activities section of final field experience report

Table 2. Description of Foundational and Concentration Competencies and Deliverables

Foundational and Concentration Competencies and Deliverables		
Competency (please list the full competency and state	Deliverable (at least two	Description of How Competency Was Met

whether it was foundational or concentration)	deliverables must be tangible products)	
[add/delete rows as needed]		

*Table for Outcomes or Tangible Products section of final field experience report

Note: All tables and figures should be titled and referenced in the narrative of the final written report.

E-PORTFOLIO

Students are required to develop and maintain an e-portfolio throughout their MPH program. The e-portfolio serves as a tool for students to showcase their knowledge, skills and competencies attained throughout the MPH program. The e-portfolio will be developed across multiple courses and activities. This e-portfolio will belong to the student after graduation and may be useful in applying for jobs and internships. Each student will have the option of personalizing this e-portfolio to their individual needs, but at a minimum the e-portfolio must contain the following:

1. Information about yourself including:
 - a. Photo
 - b. Personal statement
2. Your professional profile
 - a. CV/resume
 - b. Links to LinkedIn, Handshake, etc.
3. Tangible products
 - a. At least two Field Experience (Applied Practice Experience) Products
 - b. Final Field Experience Written Report (see HLTH 688 syllabus and handbook for requirements)
 - c. Integrated Learning Experience Product (from capstone course – HLTH 690)

- d. Other written products (could include writing samples, mentored research papers and presentations, policy memos, other applied classroom products)

Courses for Completion and Assessment

HLTH 610 (to be assessed by HLTH 610 instructor):

1. About me
2. Professional Profile a & b

HLTH 688R (to be assessed by faculty advisor and reader):

1. Field Experience Written Report
2. Field Experience Product

HLTH 690 (to be assessed by HLTH 690 instructor):

1. Update of About me
2. Update of Professional Profile a & b
3. Integrated Learning Experience (ILE) product

Note: other courses might also require upload of course materials into the e-portfolio for assessment purposes.

For instructions on how to create an e-Portfolio please click the [“e-Portfolio How to Guide”](#) or choose your own preferred platform.

MPH STUDENT AND FACULTY TIMELINE

FALL SEMESTER (YEAR 1)	
AUGUST 2022	<ol style="list-style-type: none"> 1. Complete MPH prep work (recommended) 2. Read MPH student handbook 3. Attend MPH orientation meeting
SEPTEMBER 2022	<ol style="list-style-type: none"> 4. Meet with your faculty advisor <ul style="list-style-type: none"> • You may wish to share your career goals, current areas of public health interest, initial ideas for the MPH field experience, elective coursework, and the possibility of earning an optional certificate. 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 <i>Program of Study</i> and field experience requirements. • Work with your faculty advisor to 1) brainstorm ideas for an appropriate field experience, and 2) complete the <i>Program of Study</i> (see <i>Completing a Program of Study</i> section) with both required and elective classes.
NOVEMBER 2022	5. Discuss field experience ideas/interest with faculty advisor (see <i>Field Experience</i> sections for guidelines).
DECEMBER 2022	6. Submit the <i>Program of Study</i> after obtaining faculty advisor approval. See <i>Suggested Sequence of Courses</i> in the <i>Program of Study</i> section to help plan your curriculum. To complete the form online, click on the following link https://gradprogress.sim.byu.edu/ and follow instructions on page 11 of this handbook.
WINTER SEMESTER (YEAR 1)	
JANUARY 2023	<ol style="list-style-type: none"> 7. Interact with your faculty advisor to discuss field experience ideas. 8. Meet with your faculty advisor for bi-annual student review as initiated by the graduate program manager.
FEBRUARY 2023	9. Draft a field experience proposal (see <i>Field Experience</i> section for specific requirements). Meet with faculty advisor to discuss the proposal process.
MARCH 2023	<ol style="list-style-type: none"> 10. 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 an electronic copy of the final proposal to the MPH program manager (3004 LSB or mph@byu.edu) for requirement clearance. 11. Complete university forms to initiate field experience (see <i>Forms, Assessments, and Deadlines</i> sections). Keep your faculty advisor informed on progress related to the field experience.
APRIL 2023	<ol style="list-style-type: none"> 12. Complete the Pre-Field Experience Self-Assessment. 13. Initiate field experience.

SPRING/SUMMER TERMS (YEAR 1)	
MAY-AUGUST 2023	<p>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 Post-Field Experience Self and Agency Assessment within 2 weeks of field experience completion.</p> <p>Complete all requirements related to the field experience (see <i>Field Experience</i> section).</p>
FALL/WINTER SEMESTER (YEAR 2)	
SEPTEMBER 2023- APRIL 2024	<p>15. Meet with your faculty advisor to ensure you are on track to complete all coursework as listed on the <i>Program of Study</i>.</p> <p>16. Meet with your faculty advisor for bi-annual student review as initiated by the graduate program manager.</p> <p>17. Apply for December or April graduation. 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.</p> <p>18. 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) for requirement clearance. A copy should be provided to the faculty advisor as well. Approval for graduation will not be granted until this is completed. Note: the report should be completed within one semester of completing field work.</p> <p>19. If an optional MPH certificate was completed, submit the Certificate Completion Form (see <i>Optional Certificates</i> section) to the MPH program manager in 3004 LSB or mph@byu.edu.</p> <p>20. Complete the student exit assessment prior to graduation. The assessment will be emailed prior to graduation. Approval for graduation will not be granted until this is completed.</p> <p>21. Submit the Approval of Completion Form (see <i>Forms, Assessments, and Deadlines</i> section) to the MPH program manager in 3004 LSB or mph@byu.edu. This is the clearance for graduation, and must be completed prior to the university-scheduled deadline. Congratulations!!</p>

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 1-2 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.
- 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

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.

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. 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, etc.). 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.

SCHEDULING STUDENT REVIEWS

The graduate program manager will initiate the biannual review process by emailing the student and faculty advisor. This email will alert the student and faculty advisor of the review due date and will contain the *Student Progress Report* and *Student Review Form*. **It is the graduate student's responsibility to schedule and ensure that an evaluation takes place.** The *Student Review Form* must be completed and signed by both the faculty advisor and the student and returned to the Graduate Program Manager by the assigned due date. The University will terminate any student who does not complete (2) evaluations per academic year.

CRITERIA FOR GRADUATE STUDENT REVIEWS

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

- Meet with faculty advisor at minimum once per semester.

- Complete and follow the approved Program of Study. Update Program of Study as needed and discuss MPH certificates options, if desired.
- Propose field experience and schedule a proposal meeting by the end of winter semester in year-one. *Occasionally a student may need to adjust the timeline of the field experience due to other obligations during spring/summer of year-one. In these rare circumstances to maintain satisfactory progress, students have discussed with their advisor an alternative schedule, with the plan for field experience being completed before August of their second year.*
- 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 field experience report and other deliverables on a timetable consistent with your Program of Study.
- Start an e-portfolio in year-1 and maintain the e-portfolio throughout the program.
- Complete graduation requirements by the end of year-two, and include the completion of the exit survey, field experience report, post-field experience self-assessment, and all other reports and deliverables.

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

- Any of the satisfactory criteria 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,
- Failure to remediate a marginal ranking in a successive review.
- Consistently being unreliable, unprepared, or unethical in assistantship assignments.
- Consistent failure to comply with BYU Honor Code or Dress and Grooming Standards.

LEARNING OUTCOMES ASSESSMENT

As with other accredited public health programs, BYU students must demonstrate their competence in key learning outcomes (see MPH Program Concentration Competencies/Learning Outcomes table). As such, meeting these outcomes requires a periodic opportunity to document experiences gained with each of the six learning outcomes throughout the entire two-year program. Learning outcomes assessment involves: (1) course assessments, (2) students' self-assessments, and (3) field experience 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 six learning outcomes.

STUDENT SELF ASSESSMENTS

Students will complete three self-assessments. These assessments include:

- [Pre-Field Experience Self-Assessment](#)
- [Post-Field Experience Self and Agency 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 six 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.

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: 2nd week of winter semester

Program of Study Change

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

FIELD EXPERIENCE FORMS

Field Experience Proposal Approval

- [Field Experience Proposal Approval Form](#)
- Used for faculty advisor approval for field experience proposal
- Deadline: Before HLTH 688R registration

Domestic

Internship Registration and Management Systems (IRAMS)

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

Internship Agreement

- <https://experience.byu.edu/>
- Deadline: Must be completed before beginning field experience and before registration for HLTH 688R will be approved- if no internship agreement 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/isp-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.

LEARNING OUTCOMES ASSESSMENTS

Pre-Field Experience Self-Assessment

- Deadline: Must be completed before leaving for field experience

Post-Field Experience Self and Agency Assessment

- Deadline: Must be completed within 2 weeks of completing field experience

Post-Field Experience 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

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.

Approval of Completion

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

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 courses for a field experience?

The field experience may be initiated after completing the following courses: HLTH 610, HLTH 611, HLTH 614, HLTH 621, and HLTH 624.

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 are 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 four graduations per year. These graduations are in December, April, June, 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 student 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. 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. Your advisor is your first point of contact with the faculty, but students are encouraged to reach out and form relationships with other faculty members as interests evolve.

How often should MPH students meet with their faculty advisor?

Once you are assigned an advisor, you should be proactive in contacting him or her at minimum once 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, scholarships, 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. 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>), Graduate Studies offers some scholarships. The Department of Public Health also offers periodic scholarships.

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

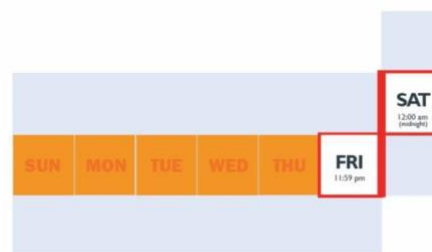
- You may work up to 20 hours per week for fall/winter semesters and up to 40 hours per week spring/summer semesters.
- You may work 27 hours per week year-round.

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 after completing the following form: <https://forms.gle/Fy8vRY9nPErxdLu6>
- You will need to visit the student employment office in 2024 of the WSC 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 during fall and winter semesters in order to be employed by BYU.

How soon can I start working?

As soon as you are officially hired. You will know you are officially hired when you receive an email from the Public Health office authorizing you to begin work. Do NOT start work until you have received this email. There is a \$100 fee when one starts work before an active I-9 form is on file with the university and all approvals have been formalized.

Can I get paid retroactively for work completed 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

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 faculty 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>)

Is there a time limitation to complete the program?

All requirements for the master's degree including coursework and the fieldwork

experience must be completed within five years of admission into the MPH program.

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 provide a 1) statement of

professional intent; 2) evidence of quantitative/analytic skills; 3) complete a leadership and non-cognitive abilities questionnaire; 4) provide two letters of recommendation; 5) upload a current resume. For specific details on the department application requirements, please visit the *Prospective Students* tab on the [MPH website](#).

Effective: September 2002; Revised December 2002; Revised August 2014; Revised March 2022

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 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.

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

5.1 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

5.2 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

5.3 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: 30 required credits; 12 elective credits (minimum); and 6 credits related to the MPH Field Experience.

Effective: September 2003; Revised April 2003; Revised November 2003; Revised March 2022

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 Catalog*, 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 Catalog*, 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

Department of Public Health Faculty



Michael D. Barnes, Ph.D., MCHES, Professor **422-3327 5011 LSB**

Education: Ph.D., Southern Illinois University, 1993; MS, Brigham Young University, 1990; BS, Brigham Young University, 1989; AA, Ricks College, 1986.

MPH Course: HLTH 623 Public Health Systems, Policy, and Advocacy

Research Interests: health communication and technology, policy advocacy, and role of family in the social determinants of health



John D. Beard, Ph.D., Assistant Professor **422-7491 2046 LSB**

Education: Ph.D., University of North Carolina at Chapel Hill, 2015; MPH, Brigham Young University, 2010; BS, Brigham Young University, 2008

Research Interests: environmental health, occupational health, epidemiology, neurological diseases, mental health



Robbie Chaney, Ph.D., Associate Professor **422-0658 2047 LSB**

Education: Ph.D., University of Cincinnati, 2014; MS, University of Cincinnati, 2012; MS, West Virginia University, 2010; BS, Washington State University

MPH Course: HLTH 611 Quantitative and Qualitative Methods for Public Health I

Research Interests: health geography, urban health, GIS mapping, urban bicyclist safety, drug use, translational research, social determinants of health







Ali Crandall, Ph.D., MPH, Associate Professor **422-6163 2049 LSB**
Director, MPH Program





Education: Ph.D., Johns Hopkins University, 2014; MPH, Loma Linda University, 2003; BS, Brigham Young University, 2000





MPH Course(s): HLTH 613 Understanding Community, Family, & Individual Health; HLTH 690 Public Health Capstone

Research Interests: family health, intersection of cognition (executive functioning) with family and child health, at-risk communities

	<p>Benjamin T. Crookston, Ph.D., Professor 422-3143 2138 LSB</p> <p>Education: Ph.D., University of Utah, 2009; MPH, Brigham Young University, 2006; BS, Brigham Young University, 2003</p> <p>MPH Course: HLTH 610 Foundations of Public Health in the 21st Century</p> <p>Research Interests: maternal and child health in developing countries, early childhood development, malaria, HIV/AIDS, child malnutrition, neo-natal health, and microcredit and health</p>
	<p>Jeff Glenn, DrPH., MPA, Assistant Professor 422-9754 2032 LSB</p> <p>Education: DrPH., Harvard University, 2018; MPA, University of Southern California, 2010; BA, Brigham Young University, 2008</p> <p>MPH Course: HLTH 632 Public Health Leadership and Ethics</p> <p>Research Interests: systems thinking for public health, health systems strengthening, health policy, global health</p>
	<p>P. Cougar Hall, Ph.D., Professor 422-5656 2140 LSB</p> <p>Education: PhD, University of Utah, 2008; S, University of Utah, 2003; BS, Brigham Young University,</p> <p>Research Interests: social norm approaches in school health education, student-teacher quality indicators, media literacy in school health education</p>
	<p>Carl L. Hanson, Ph.D., MCHES, Professor 422-9103 2049 LSB</p> <p>Education: PhD Southern Illinois University, 1994; MS Brigham Young University, 1991; BS Brigham Young University, 1991.</p> <p>MPH Course: HLTH 614 Program Planning, Evaluation, and Management I</p> <p>Research Interests: health communication and social media, family health, adolescent health</p>

	<p>James D. Johnston, Ph.D., Associate Professor 422-4226 2045 LSB</p> <p>Education: Ph.D., University of Utah, 2010; MSPH, University of Utah, 2000; BS, Weber State University, 1998.</p> <p>Research Interests: children's environmental health, infectious disease transmission and prevention, occupational safety and health</p>
	<p>Brianna M. Magnusson, Ph.D., Associate Professor 422-3083 2050 LSB</p> <p>Education: Ph.D., Virginia Commonwealth University, 2011; MPH, Virginia Commonwealth University, 2005; BS, Brigham Young University, 2002.</p> <p>MPH Course: HLTH 611 Quantitative and Qualitative Methods for Public Health I</p> <p>Research Interests: reproductive epidemiology, unintended pregnancy, contraceptive use, social and environmental factors affecting sexual and reproductive health</p>
	<p>Ray M. Merrill, Ph.D., MPH, Professor 422-9788 2063 LSB</p> <p>Education: Ph.D., Arizona State University, 1994; MPH, Harvard University, 1995; MS, Brigham Young University; BA, Brigham Young University, 1986.</p> <p>Research Interests: cancer epidemiology, impact of advances in cancer treatment and screening tests, impact of various biases on cancer statistics</p>
	<p>Erik Nelson, Ph.D., MPH, Associate Professor 422-7178 2138 LSB</p> <p>Education: PhD, University of Minnesota, 2014; MPH, University of Minnesota, 2010; BS, Brigham Young University, 2008.</p> <p>MPH Course: HLTH 624 Program Planning, Evaluation, and Management II</p> <p>Research Interests: health disparities, sexual health, screening, cancer prevention, environmental lead exposure, and social epidemiology</p>

	<p>M. Lelinneth L.B. Novilla, M.D., MPH, 422-9356 2064 LSB Associate Professor</p> <p>Education: M.D., University of the City of Manila, 1990; MPH, University of Utah, 1999; BS, University of the Philippines, 1985.</p> <p>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</p>
	<p>Randy M. Page, Ph.D., Professor 422-1131 2030 LSB</p> <p>Education: Ph.D., Southern Illinois University, 1982; MEd. Brigham Young University, 1980; BS, Brigham Young University, 1979.</p> <p>Research Interests: adolescent health in international populations, determinants of youth smoking, global health opportunities for students</p>
	<p>Alisha Redelfs, DrPH., MPA, Assistant Professor 422-6442 2136 LSB</p> <p>Education: DrPH., University of Texas–Health Science Center at Houston, 2013; MPH, Brigham Young University, 2010; BS, Rocky Mountain College, 2003</p> <p>MPH Course: HLTH 624 Program Planning, Evaluation, and Management II</p> <p>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</p>
	<p>Chantel D. Sloan, Ph.D., Associate Professor 422-3959 2048 LSB</p> <p>Education: Ph.D., Dartmouth College, 2009; BS, Brigham Young University, 2004</p> <p>Research Interests: medical geography, respiratory syncytial virus, asthma and cancer epidemiology, air pollution</p>

	<p>Lori Spruance, Ph.D., Associate Professor 422-0281 2139 LSB</p> <p>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</p> <p>Research Interests: childhood obesity prevention, national School Breakfast Program.</p>
	<p>Evan L. Thacker, Ph.D., Associate Professor 422-2214 2051 LSB</p> <p>Education: Ph.D., University of Washington, 2011; SM, Harvard School of Public Health, 2005; BS, Brigham Young University, 2003.</p> <p>MPH Course: HLTH 621 Quantitative and Qualitative Methods for Public Health II</p> <p>Research Interests: health of older adults, neurological health, cognitive function, cardiovascular health</p>
	<p>Stephen M. Thygeson, Ph.D., MSPH, CIH, Professor 422-1891 2031 LSB</p> <p>Education: Ph.D., Colorado State University, 2006; MSPH, University of Utah, 2001; BS, Brigham Young University, 1998.</p> <p>Research Interests: occupational health and safety, injury prevention</p>
	<p>Joshua H. West, Ph.D., MPH, Professor 422-3444 2139 LSB Department Chair</p> <p>Education: Ph.D., University of California, San Diego, 2008; MPH, San Diego State University, 2005; BA, Utah State University, 2003.</p> <p>MPH Course: HLTH 622 Foundations of Health Behavior Change & Health Communication</p> <p>Research Interests: application of theory-driven interventions to improve parenting practices and decrease adolescent drug use</p>

APPENDIX 1

COMMON ELECTIVE OPTIONS

Course #	Course Name (Credits)
ACC 545	International Accounting (3)
COMMS 351	Media and Their Audience (3) (instructor approval required)
COMMS 382	Issues in Global Communication (3) (instructor approval required)
COMMS 416	Media Advocacy and Social Change (3) (instructor approval required)
COMMS 480	Media Ethics and Moral Reasoning (3) (instructor approval required)
COMMS 602	Qualitative Research Methods (3)
COMMS 607	International Media & Communications (3)
CPSE 602	Child Social/Emotional Assessment & Intervention (4)
EDLF 614	Education of Diverse Populations (3)
GEOG 503	Geographic Information Systems (4)
HLTH 413	Refugee and Migrant Health (3)
HLTH 425	Working with Vulnerable and Diverse Populations (3)
HLTH 431	Health Communication & Advocacy (3)
HLTH 434	Advanced Evaluation Methods (3)
HLTH 440	Introduction to Statistical Computing in Epidemiology (SAS) (3)
HLTH 449	Epidemiologic Study Design and Analysis (3)
HLTH 480	International Health (3)
HLTH 482	Medical Geography (3)
HLTH 495	Health Science Capstone: Integrating Public Health and Primary Care (3)
HLTH 603R	Special Topics in Public Health (1-7)
HLTH 691R	Mentored Research (1-5)
HLTH 696R	Independent Studies (1-3)
LAW 624	Environmental Law (3)
LAW 707	Health Law and Policy (2)

MFHD 542	Work & Family (3)
MFHD 605	Structural Equation Modeling in Social Sciences (3)
MFHD 645	Religion and Family (3)
MFT 649	Addictions and Violence in Families (3)
MPA 588	Healthcare Industry Dynamics (3) (also listed as ACC 588, IS 588, MBA 588)
MPA 608	Project Management (1.5)
MPA 612	Economic Decision Making for Managers (3)
MPA 621	Public & Nonprofit Budgeting (3)
MPA 623	Nonprofit Structure & Finance (1.5)
MPA 624	Nonprofit Finance (1.5)
MPA 626	Public Financial Resource Management (3)
MPA 631	Public Program Evaluation (3)
MPA 635	Data Visualization (1.5)
MPA 650	Nonprofit Organization Management (3)
MPA 662	Communication in Public Administration (3)
MSB 334	Grant Writing (2)
MSB 589R	Healthcare Leadership Lecture Series (1)
MSB 682	Healthcare Delivery Management (3)
MSB 683	Healthcare Law and Regulations (3)
MSB 685R	Healthcare Industry Research (3)
MSB 686	Healthcare Finance (3)
NURS 605	Organizational and Systems Leadership (2)
NURS 608	Health Care Policy & Finance (2)
NURS 609	Quality Improvement and Safety (2)
NURS 601	Advanced Human Nutrition 1 (3)
NURS 633	Maternal/Child Nutrition & Health (2)
NDFS 634	Nutrition Education (2)

PSYCH 502	Data Analysis in Psychological Research 2 (3)
SOC W 585	Global Issues of Children at Risk (3)
SOC W 620	Human Behavior & Social Environment (3)
SOC W 675	Substance Use Disorders (2)
SOC 692R	Seminar in Family Relationships (3)
STAT 330	Introduction to Regression (3)
STAT 381	Statistical Computing (3)
STAT 435	Nonparametric Statistical Methods (3)
STAT 469	Analysis of Correlated Data (3)
STAT 538	Survival Analysis (3)

*See the current [Graduate Course Catalog](#) for complete descriptions and offerings

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

24-hour hotline: 1 (888) 238-1062

APPENDIX 3

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.

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, reports on their hours to their faculty committee during the experience and submits a final report after the completion of the 300-hour experience. Additionally, students must complete the pre-field work assessment and post-field work self and agency assessments (these assessments are located on the MPH website under the Handbook, Forms, & Deadlines tab/Learning Outcomes Assessment Surveys).

Prerequisites

Prior to registering for HLTH 688R, students must have completed (with a C grade or higher) the following courses: HLTH 610, HLTH 611, HLTH 614, HLTH 621, and HLTH 624. Additionally, HLTH 613, HLTH 622, and HLTH 623 are strongly recommended. Formal approval from the MPH advisor and reader must be granted prior to initiating the field experience. Additionally, students must receive university approval through the Internship Registration and Management System (IRAMS).

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 3 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. 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.

Assignments

FIELD EXPERIENCE PROPOSAL

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 and university IRAMS approval must be granted before the student can register for HLTH 688R. The written proposal 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):

Mentor-Mentee Relationship and Agency Background (suggested length ~1 page)

Explain the mentorship plan between the mentor and mentee (1 paragraph) such as how the mentor and mentee will interact (e.g., frequency of meetings, how the mentor will support student learning) and mentor qualifications. Summarize information about the agency obtained from the agency preceptor and other appropriate agency sources (1-2 paragraphs).

Program Focus and Population Served (suggested length ~1 page)

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

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

Literature Review (suggested length ~2 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, and evaluations of the outcomes of similar programs in other populations.

Field Experience Objectives, Activities, and Deliverables (suggested length ~2-4 pages)

Describe the key activities and deliverables that you will be involved in as part of your field work. Some of your deliverables must be tangible products such as curriculum materials, an evaluation report, digital products like social media posts, policy brief, data analysis code and report, or lesson plans. Note: You must have at least two tangible products in your final report.

Using the Table 1 below, list the objectives for each activity. Typically, there are at least six objectives (e.g., two or three objectives per activity). 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, 2023, interview at least 10 XYZ natives about their culture and traditions.

Ex 2: By August 1, 2023, create a written program plan with assessment results and intervention strategies for adolescent marijuana use in the XYZ region.

Ex 3: By June 15, 2023, develop a survey and an interview guide to assess XYZ region community perceptions and attitudes about opioid abuse.

Ex 4: By July 15, 2023, perform a descriptive data analysis using data from the opioid abuse survey in XYZ community.

Ex 5: By June 1, 2023, 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 4). You will describe how your field work helps enhance your proficiency in these competencies later in the proposal.

Note: All tables and figures should be titled and referenced in the narrative of the field experience proposal.

Table 1. Description of Field Experience Objectives

Field Experience Objectives	
Objective	Tangible Product (if applicable)
Activity 1: [state activity]	
Obj. 1	
Obj. 2	
Obj. 3 (add or delete lines for the number of objectives per activity)	
Activity 2: [state activity]	
Obj. 1	
Obj. 2	
Obj. 3 (add or delete lines for the number of objectives per activity)	
<i>[as needed, add additional activities and lines for objectives]</i>	

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

Complete Table 2 to describe how the proposed field experience will enhance your competence in at least five MPH foundational and concentration competencies. You must write out the full competency as found in appendix 4 in the first column. Explain whether it is a foundational or concentration competency in the second column. At least three of the competencies must be foundational competencies (see appendix 4 for a full list). Briefly describe how you will meet the competency in your field work in the third column. 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.

Table 2. Description of Foundational and Concentration Competencies

Foundational and Concentration Competencies		
Competency (please list the full competency)	Foundational or Concentration?	How the Competency Will be Met
(add additional rows as needed)		

Note: It is common for activities to change due to unforeseen circumstances during the field work. If you need to make revisions to your objectives, key activities, and/or competencies, e-mail your faculty advisor and reader. While activities and competencies may change, you must meet at least three foundational competencies and two competencies that are foundational or concentration. It is important to alert your faculty committee as these changes are occurring (rather than after the field work has been completed) as changes can at times affect whether the field work meets requirements. Good communication with your faculty committee can help identify any problems and help students complete the field work requirement in a timely manner.

References

Please choose a consistent style for your references. APA and MLA are commonly used referencing formats in public health.

FIELD EXPERIENCE PROGRESS REPORTS

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. The final tracking for all hours should be included in your final report.

FIELD EXPERIENCE FINAL REPORT

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 headings for the following sections:

Agency Background (suggested 1-2 pages)

This section of the report may be drawn from the proposal and may be updated based on your enhanced 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 Objectives and Activities (suggested length 2-3 pages)

Complete Table 1 below (in lieu of using the table, you may do this in paragraph format; be sure to include all requested information). List each objective from your proposal (or updated with approval from the advisor if changes were made). State whether they were met, partially met, or not met. In the Description column, describe the activities that led to meeting the objectives. If any proposed 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 pages)

In 2-4 paragraphs, describe the deliverables (including tangible products) 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. Using Table 2, explain how the deliverables provide evidence that at least five MPH foundational and concentration competencies have been met. It is expected that at least two of these deliverables is a tangible product (e.g., report, presentation, statistical analysis code, scientific paper, policy memo, communication materials, and so forth). Documentation of all tangible products should appear in the appendix and in your 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. You might also explain if you would recommend this agency to future MPH students.

References

Please choose a consistent style for your references. APA and MLA are commonly used referencing formats in public health.

Appendices (length will vary)

- Field experience deliverables (if the deliverables are documents)
- Field experience progress reports
- Internship Master Agreement (see MPH handbook)
- Other appendices as appropriate for your field experience
- Photos of your experience (minimum of five)
- E-portfolio link*

**E-Portfolio Requirement*

A field work requirement is that students upload tangible products to their e-portfolio. Students should provide their faculty committee with a link to their e-portfolio in the appendix. Make sure that your description of how you met each competency alludes to your tangible products (see table for Outcomes or Tangible Products section).

Table 1. Description and Completion of Field Experience Objectives

Field Experience Objectives		
Objective	Met, Partially Met, or Not Met?	Description
<i>[add/delete rows as needed]</i>		

*Table for Field Experience Objectives and Activities section of final report

Table 2. Description of Foundational and Concentration Competencies and Deliverables

Foundational and Concentration Competencies and Deliverables		
Competency (please list the full competency and state whether it was foundational or concentration)	Deliverable (at least two deliverables must be tangible products)	Description of How Competency Was Met
<i>[add/delete rows as needed]</i>		

*Table for Outcomes or Tangible Products section of final report

Note: All tables and figures should be titled and referenced in the narrative of the field experience final written report.

APPENDIX 4

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.