Introduction

This student handbook serves as a basic orientation to the Master of Public Health (MPH) Program. It is considered a supplement to the Missouri State University Graduate Catalog and has been developed to provide additional information and guidance to current and prospective students in the MPH Program. Included herein is information regarding application and admission procedures, program descriptions, and requirements for completion of the Master of Public Health degree.
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Master of Public Health Program Overview

The Master of Public Health (MPH) Program consists of 42 semester hours and is tailored to meet the needs of individuals working in or planning to work in a public health profession. The majority of classes are offered in the evening, while others are offered in executive-style format (i.e., select Saturdays) or via the Internet. Full-time students can expect to complete the degree requirements in 2½ to 3 years.

Students in the program gain knowledge and skills in the five core areas basic to public health: biostatistics, epidemiology, environmental health sciences, health services administration, and the social and behavioral sciences. Graduates of this program will enter public health service as practitioners, administrators, researchers, educators, and consultants in a wide variety of public health settings. Most will be employed in local, state, and national public health agencies, volunteer and private agencies, medical facilities, governmental agencies, business and industrial settings, or educational institutions.

CEPH Accreditation

On October 13, 2012, the Missouri State University MPH Program was granted initial accreditation by the Council on Education for Public Health (CEPH). The final self-study report and appendices, as well as the Council’s final accreditation report, are available on the MPH website at http://www.missouristate.edu/mph/.

CEPH is an independent agency recognized by the U.S. Department of Education to accredit schools of public health and graduate public health programs outside schools of public health. The goal of the Council is "to enhance health in human populations through organized community effort." The Council's focus is the improvement of health through the assurance of professional personnel who are able to identify, prevent and solve community health problems.

The Council’s objectives are:

- to promote quality in public health education through a continuing process of self-evaluation by the schools and programs that seek accreditation;
- to assure the public that institutions offering graduate instruction in public health have been evaluated and judged to meet standards essential for the conduct of such educational programs; and
- to encourage - through periodic review, consultation, research, publications, and other means - improvements in the quality of education for public health.
The MPH Program Vision, Mission, Goals and Objectives

Vision Statement

A better world through public health...

Mission

The mission of the Missouri State University Master of Public Health Program is to prevent disease, promote health, and protect the well-being of the public through education, research and service.

Instructional Goal

The instructional goal of the Master of Public Health Program is to develop students to be exemplary professionals who are able to integrate and apply the knowledge basic to public health and perform its core functions through the effective delivery of the ten essential services.

Instructional Objectives

1.1. Offer a curriculum that supports the development of core and cross-cutting competencies for public health;
1.2. Allow for elective courses that enhance and expand the learning experiences in relation to student interests in public health and strengthen the competencies learned in required courses;
1.3. Provide students with opportunities for integration and practical application of the learned competencies through a field experience, capstone project, and other educational, research and service activities;
1.4. Endorse cultural competence and promote diversity of thought;

Research Goal

The research goal of the Master of Public Health Program is to engage in research and evidence-based applications that advance public health knowledge and community practice.

Research Objectives

2.1. Ensure faculty and student involvement in research activities that advance public health knowledge and practice;
2.2. Disseminate research findings to practitioners, policy makers, the scientific community and the public;
2.3. Collaborate with public health practitioners in research activities that advance public health knowledge and practice;
2.4. Promote collaborative research across the college and university that aims to improve the health of communities;

Service Goal

The service goal of the Missouri State University Master of Public Health Program is to improve local and global public health through collaborative community service.
Service Objectives

3.1. Ensure faculty and student involvement in collaborative service activities that advance public health knowledge and practice;
3.2. Improve the health of communities through faculty and student participation in collaborative community service activities;
3.3. Promote collaborative service across the college and university that aims to improve the health of communities;
3.4. Offer workforce development opportunities for public health professionals;

MPH Program Competencies

The MPH courses and other Program requirements relate directly to the accomplishment of the established program competencies. These competencies and the associated learning objectives are presented in Appendix A of this handbook.
Organizational Structure of the Master of Public Health Program

Dean
College of Health & Human Services
Dr. Helen Reid

Interim Program Director
Dr. David Claborn

MPH Graduate Assistant

MPH Faculty
Dr. Dalen Duitsman
Dr. Elizabeth Federman

0.1 FTE Admin Assist
Dorothy Marr
Administrative/Faculty Contacts

INTERIM DIRECTOR

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Interim Director/Assistant Professor
McQueary Hall, Suite 112
417-836-8945
DavidClaborn@MissouriState.edu

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417-836-5550
DalenDuitsman@MissouriState.edu

Dr. Elizabeth B Federman
Visiting Assistant Professor
McQueary Hall, Suite 112
417-836-8998
ElizabethFederman@MissouriState.edu

GRADUATE ASSISTANTS
Admission Criteria, Deadlines and Procedures

The MPH Program adheres to the University’s and Equal Opportunity/Affirmative Action policies in all recruitment and admission activities. The Program admits qualified students and does “not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, disability, or veteran status in employment or in any program or activity offered or sponsored by the University. In addition, the [Program] does not discriminate on any basis (including, but not limited to, political affiliation and sexual orientation) not related to the applicable educational requirements for students.”

Admission Requirements

The Master of Public Health Program has a competitive admissions process and seeks to admit students who 1) demonstrate the potential to be successful in graduate school, and 2) are committed to the public health profession, as evidenced by their interests, backgrounds, and experiences.

Consideration for admission to the Master of Public Health Program requires the following:

- Completion of a baccalaureate degree from a regionally accredited college or university with a minimum GPA of 3.0*;
- A minimum combined verbal and quantitative GRE score of 1000 (237 for new GRE scoring)*;
- Submission of the Graduate College application and related fee;
- A letter of application (cover letter) along with a 300 to 400-word statement of professional goals;
- Three letters of recommendation from employers and/or professors (current or recent) that speak to the abilities of the student to succeed in graduate education;
- Voluntary or salaried post-baccalaureate work experience (equivalent to 1 year full-time) in one or more health or social service settings is highly desirable but not required; and
- International applicants for whom English is not the native language are required to submit minimum scores equivalent to 550 on the paper-based, or a comparable score of 213 on the computer-based test, on the Test of English as a Foreign Language (TOEFL).
Application Deadlines

All application materials must be received by the following deadlines:

Fall admission: April 1; Spring admission: October 1

Note: Deadlines may be extended if openings are available.

Applicants are encouraged to begin the process at least 4 weeks (6 weeks for international applicants) prior to the deadline to ensure all supporting materials are received on time.

Admission Procedures

1. Letter of application, personal statement of professional goals, and letters of recommendation are to be sent directly to the MPH Program Director.

   Note: Letters of recommendation are to be sent directly from the recommender(s) or, if sent with the letter of application, must be individually sealed with signature across envelope flap.

2. All other application materials to be sent directly to the Graduate College (for Domestic applicants) or International Student Services (for International applicants).

The Program Director will send notification to the applicant acknowledging receipt of all required (or missing) materials. The MPH Admissions Committee meets approximately 3 weeks after application deadlines to make decisions regarding each applicant, and the Program Director provides written notification to the Graduate College regarding the Committee’s decision for each applicant. The graduate school then sends official notice to the applicant. A follow up letter is also sent to the applicant from the Program Director regarding the MPH Admissions Committee’s decision.

Retention and Readmission to the Program

Admission to the MPH program is through a competitive admissions process with only a limited number of students admitted each year. Students who leave the program will be required to apply for readmission. Applications for readmission will be reviewed by the MPH admission, progression and graduate (APG) committee. Previous enrollment does not guarantee readmission. The student’s readmission will depend on where the student places in the competitive enrollment process.

All students must enroll in at least one credit hour each fall and spring semesters until graduation to remain in the MPH program. International students must comply with program and International Student Services policies. Students who do not meet minimum requirements will be dropped from the program and will have to reapply to the MPH APG committee for permission to return to the program. Students have a maximum of five years to complete the program. Students who exceed this time period must seek an extension through the APG. All other retention policies are defined by the Graduate College.
GRADUATE ASSISTANTSHIPS
Graduate assistantships are available on a limited basis and current students in the Program are generally given preference for these positions.

ADVISING
Upon admission to the Program, each student is assigned an advisor. Students are to schedule an appointment with their advisor to discuss the program of study; and, all students must obtain a registration release from their advisor each semester.
**MPH CURRICULUM OVERVIEW**

The MPH Program requires completion of 42 credit hours and includes the following:

**Public Health Core Courses (15 hrs)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PBH 720</td>
<td>Epidemiology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PBH 730</td>
<td>Biostatistics for Health Sciences</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PBH 740</td>
<td>Health Behavior</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PBH 745</td>
<td>Environmental Health</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PBH 775</td>
<td>Principles &amp; Skills of Public Health Administration</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Other Required Courses (15 hrs)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBH 735</td>
<td>Software Applications and Data Sources in Public Health</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PBH 756</td>
<td>Introduction to Public Health</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PBH 760</td>
<td>Research Methods in Public Health</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PBH 783</td>
<td>International Health &amp; Infectious Disease</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MGT 701</td>
<td>Health Services Organization</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Elective Courses (6 hrs*)**

*Select two courses with consent of program advisor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>HLH 750</td>
<td>Programming Approaches in Wellness/Health Promotion</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HLH 752</td>
<td>Health Risk Identification and Management</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MTH 647</td>
<td>Applied Regression Analysis</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PBH 781</td>
<td>Public Health Preparedness</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PBH 778</td>
<td>Chronic Disease Epidemiology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PBH 785</td>
<td>Seminar in Public Health (may be repeated for credit)</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PBH 790</td>
<td>Independent Study in Public Health</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PLS 754</td>
<td>Seminar in Health Policy</td>
<td>3 hrs</td>
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</tbody>
</table>

**Field and Capstone Experience (6 hrs)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBH 798 and PBH 799</td>
<td>Public Health Field Experience and Capstone Project in Public Health</td>
<td>3 hrs 3 hrs</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBH 798</td>
<td>Public Health Field Experience</td>
<td>6 hrs</td>
</tr>
</tbody>
</table>
CORE COURSE EXAMINATION

After satisfactory completion of all required core courses, and no later than the second to last semester, all students are required to pass a written examination that assesses knowledge and skills in the program core competencies. The items on this exam covers content from the core areas of study in biostatistics, epidemiology, health behavior, environmental health, and public health administration. The Core Course Exam is offered each fall and spring semester, and students who fail are limited to one additional attempt to take the exam (see scoring of Core Exam, Appendix B).

CULMINATING EXPERIENCE/CAPSTONE PROJECT

As the culminating experience, students in the MPH program are required to complete a capstone project via:

1)  **PBH 799: Capstone Project in Public Health**—for students who opt for the 3-credit hour field experience; **OR**

2)  A field experience project for students who opt for the 6-credit hour field experience.

The capstone project requires students to synthesize and integrate advanced knowledge and skills acquired in the program and to apply those to some aspect of public health.

Some aspect of the culminating experience must be original, whether it is the topic itself, an analysis of newly collected or extant data, the reinterpretation of others' findings, or the design and completion of a community project. At its completion, students submit a written report and make a formal presentation to an audience of faculty, students, and practitioners.

FIELD EXPERIENCE

All students are required to complete a practical experience in an approved public health setting under the mentorship of a faculty member and the supervision of an on-site public health professional. A minimum of 200 contact hours per three (3) credit hours must be completed, and a written portfolio must be submitted in the required format at the completion of the field experience.

In order to qualify for the Public Health Field Experience, students must have successfully completed 33 credit hours, including the foundation and core courses, and passed the core course exam. The Field Experience must be approved by the Field Experience Coordinator and the Program Director to ensure site acceptability. The only curricular practical training that will be approved is the PBH 798 course. No external research at other institutions will be approved for curricular practical training during the completion of the MPH program.

Program Closure

**Applying for Graduation**

Applications for graduation are generally due to the graduate school at the end of the semester prior to the semester the student will be graduating or very early in the semester the student will graduate. **As a student is nearing the end of his/her program, it is imperative that he/she become familiar with graduation application due dates:** See [http://graduate.missouristate.edu/](http://graduate.missouristate.edu/)
Overview of MPH Program Requirements

**Step 1 A: Public Health Core Courses**
- PBH 720: Epidemiology
- PBH 730: Biostatistics
- PBH 740: Health Behavior
- PBH 745: Environmental Health
- PBH 775: Prncpls & Skills of Public Health Adm

**Step 1 B: Other Required Courses**
- PBH 735: Software App and Data Sources in PH
- PBH 756: Introduction to Public Health
- PBH 760: Research Methods in Public Health
- PBH 783: International Hlth & Infectious Disease
- MGT 701: Health Services Organization

**Step 2: CORE COURSE EXAM**

**Step 4 A: FIELD EXPERIENCE**
(Must first pass core exam AND complete 33 hours)

**Step 4 B: Capstone Project**
(Must first pass core exam AND complete 33 hours)

**Step 3 B: Complete Elective Courses**

**Step 5: Capstone Project Report and Presentation**
Suggested Course Sequences

For students who DO NOT work full-time (2½+ years to completion)

FIRST YEAR
Fall Semester
PBH 730—Biostatistics for Health Sciences
PBH 745—Environmental Health
PBH 745—Introduction to Public Health

Spring Semester
PBH 720—Epidemiology
PBH 775—Principles & Skills of Public Health Administration
PBH 783—International Health & Infectious Disease

SECOND YEAR
Fall Semester
PBH 740—Health Behavior
PBH 735—Software Applications and Data Sources
PBH xxx—Elective

SIT FOR CORE EXAM

Spring Semester
PBH 760—Research Methods in Public Health
MGT 701—Health Services Organization
PBH xxx—Elective

Summer Semester (OR THIRD YEAR Fall Semester)
PBH 799—Capstone Project (3 credit hrs)
PBH 798—Field Experience (3 credit hrs)

or
PBH 798—Field Experience (6 credit hrs)
Suggested Course Sequences, contd.

For students who work full-time (3 years to completion)

FIRST YEAR

Fall Semester
PBH 730—Biostatistics for Health Sciences
PBH 745—Introduction to Public Health

Spring Semester
PBH 720—Epidemiology
PBH 775—Principles & Skills of Public Health Administration

Summer Semester
Elective

SECOND YEAR

Fall Semester
PBH 740—Health Behavior
PBH 745—Environmental Health

SIT FOR CORE EXAM

Spring Semester
PBH 760—Research Methods in Public Health
PBH 783—International Health & Infectious Disease

Summer Semester
Elective

THIRD YEAR

Fall Semester
PBH 735—Software Applications and Data Sources
MGT 701—Health Services Organization

Spring Semester
PBH 799—Capstone Project (3 credit hrs)
PBH 798—Field Experience (3 credit hrs)

or
PBH 798—Field Experience (6 credit hrs)

MPH Student Handbook
# Course Descriptions

## Core Courses (15 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBH 720</td>
<td>Epidemiology (3 credit hours)</td>
<td>3</td>
<td>An introduction to the epidemiological methods and procedures utilized in the study of the origin, distribution, and control of disease. It will include the study of infectious and non-infectious disease etiology, including vector control, host defenses and resistance, and investigation of disease outbreaks. Students will learn to use basic epidemiological concepts and methods for program planning, evaluation, and research. Basic statistical measures used in the analysis of clinical and epidemiologic evaluations, including measures of disease frequency and measures of absolute and relative effects, will be covered. Identical with NUR 700. Cannot receive credit for PBH 720 and NUR 700. 3(3-0), F,S</td>
</tr>
<tr>
<td>PBH 730</td>
<td>Biostatistics in Health Sciences (3 credit hours)</td>
<td>3</td>
<td>This course is an introduction to biostatistical methods in the context of public health and medical sciences. Major topics will include: research design and measurement, sampling, exploratory data analysis, probability and sampling distributions, hypothesis testing, contingency table analysis, nonparametric methods, correlation, linear regression, logistic regression and survival analysis. Emphasis will be on developing an understanding of these methods and drawing appropriate conclusions from analysis findings. Students will also be introduced to statistical programming packages. 3(3-0) F,S</td>
</tr>
<tr>
<td>PBH 740</td>
<td>Health Behavior (3 credit hours)</td>
<td>3</td>
<td>This course examines selected theories of health behavior relevant to individual and community health promotion program planning. Students will analyze biological, psychological, sociological, and environmental influences on health behavior and evaluate strategies for health promotion. 3(3-0) F</td>
</tr>
<tr>
<td>PBH 745</td>
<td>Environmental Health (3 credit hours)</td>
<td>3</td>
<td>This course will investigate and examine the relationships of environmental health problems to human health. Students will survey the major environmental issues facing developed and developing countries. Topics include water supply, air and noise pollution, sewage treatment and waste disposal, pest and pesticides, toxic waste, energy alternatives, food and drug quality assurance, population control, and environmental disease control. 3(3-0), F,S</td>
</tr>
<tr>
<td>PBH 775</td>
<td>Principles and Skills of Public Health Administration (3 credit hours)</td>
<td>3</td>
<td>This course is designed to provide a comprehensive overview of the administrative, managerial and organizational practices of health professionals in a variety of settings. Opportunities for the development and application of administrative competencies in health education/health care settings will be provided. 3(3-0), S</td>
</tr>
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</table>
### Other Required Courses (15 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PBH 735 Software Applications and Data Sources in Public Health</strong></td>
<td>3</td>
<td>This course will provide an overview of important software and databases that are commonly used in public health surveillance, program planning and research. Students will learn to access, analyze, and interpret morbidity and mortality data from a variety of national and statewide data sources (e.g., NHANS, BRFSS, MICA, CDC Wonder, vital statistics). Data will be analyzed descriptively using statistical software including Excel, CDC’s EpiInfo, SPSS and/or SAS.</td>
</tr>
<tr>
<td><strong>PBH 756 Introduction to Public Health (3 credit hours)</strong></td>
<td></td>
<td>This course will provide a general introduction to public health. It will discuss the history of public health; international, federal, state, and local agencies; voluntary health agencies; professional health organizations; the legislative process as it relates to public health, environmental health, health promotion, basic public health statistics and an introduction to epidemiology. 3(3-0), F,S</td>
</tr>
<tr>
<td><strong>PBH 760 Research Methods in Public Health (3 credit hours)</strong></td>
<td></td>
<td>This course is designed to help students gain the necessary knowledge and skills for undertaking research on issues related to public health. 3(3-0) S</td>
</tr>
<tr>
<td><strong>PBH 783 International Health and Infectious Disease</strong></td>
<td></td>
<td>This course will investigate the epidemiology, impact, and control of infectious diseases in the context of the international environment. Topics will include the structure and financing of health systems in the developing world, the medical community’s ability to respond to infectious disease risks, and the specific impacts of major infectious diseases with an emphasis on tuberculosis, AIDS, and malaria. This course is not a clinical course and will not address the diagnosis or treatment of disease. 3(3-0) S</td>
</tr>
<tr>
<td><strong>MGT 701 Health Services Organization</strong></td>
<td></td>
<td>Introduction to the health services delivery system. Analysis of the organizing, financing, and distribution of health services. Alternate delivery systems such as hospitals, acute care facilities, long-term facilities, prepaid practices, fee-for-services group practices and others are examined. Forces shaping present and future health care are evaluated. 3(3-0) F,S</td>
</tr>
</tbody>
</table>
PBH 799 Capstone in Public Health (3 credit hours)
The Capstone Project provides students the opportunity to integrate knowledge gained in the classroom with real-world problems through completion of a major research, program planning, policy development, management, service delivery, or evaluation project. Some aspect of the project must be original, whether it is the topic itself, an analysis of newly collected or extant data, the reinterpretation of others’ findings, or the design and completion of a community project. While student led, the project is designed in consultation with, and carried out under the guidance of, a faculty supervisor. Student must have the capstone project proposal form approved by faculty supervisor and program director prior to enrollment.

PBH 798 Public Health Field Experience (3-6 credit hours)
Prerequisite: students must have successfully completed 33 credit hours including the foundation and core courses, and passed the core course exam. The required field experience provides experience in program development, community relations, public education, and research. Possible sites include: official health agencies, voluntary health agencies, or community social agencies. Selection is dependent on the students' backgrounds and career expectations. Students may choose to spend their entire time in one agency, or, for shorter periods, in 2 or more agencies. The field experience can be done during the fall, spring, or summer and can be no less than 200 hours. All field experiences must be approved by the internship coordinator and the Program Director to ensure the site acceptability. May be repeated.

PBH Elective Courses

PBH 778 Chronic Disease Epidemiology
This course examines problems and methods used in studying chronic diseases. Focus will be on the collection and interpretation of chronic disease data, and application of epidemiological and statistical principles pertaining to cancer, cardiovascular diseases, cerebrovascular diseases, chronic lung diseases, diabetes, musculoskeletal diseases, neurologic disorders and other chronic diseases.

PBH 781 Public Health Preparedness
This course will investigate the health risks and hazards associated with emergency situations, and the roles of public health professionals and volunteers in the preparation for and response to emergencies and disasters.

PBH 785 Seminar in Public Health
Prerequisite: permission of Graduate Coordinator. Variable topics course. The study, analysis, and discussion of timely issues in public health. May be repeated for credit if topic is different.

See graduate catalog for description of other elective choices
Student Grievances

Students are encouraged to come to the MPH Program Director whenever necessary or desired. If the issue is related to coursework, the student is asked whether or not he/she has discussed the matter with the instructor. If the student does not feel comfortable with the instructor, the MPH Director can attend a meeting with the student and faculty member.

Official student grievances and complaints follow specific guidelines set forth by the Office of Student Affairs. These guidelines are available in the University’s online Policy Library at [http://www.missouristate.edu/policy/op3_04_28_gradeappealandacademicgrievances.htm](http://www.missouristate.edu/policy/op3_04_28_gradeappealandacademicgrievances.htm).

Students who have reasons which can be substantiated to request grade changes must first write a formal grievance letter to the appropriate faculty member requesting a re-evaluation of their performance in the course. The student can appeal a negative decision of a faculty member. The steps in the appeal process are as follows: 1) present the appeal first to the MPH Director (CHHS Dean if the instructor is Director); 2) then to the CHHS Dean; 3) next to the Dean of the Graduate College; 4) then to the Provost, who may refer the appeal to his/her designee for a hearing and recommendation; 5) finally, to the President of the University.

Academic Integrity

Appeals related to academic integrity sanctions follow a different process. This process is described in the Student Academic Integrity Policies and Procedures manual available at [http://www.missouristate.edu/assets/AcademicIntegrity/Academic_Integrity_Policy_Revised_Jan_2008.pdf](http://www.missouristate.edu/assets/AcademicIntegrity/Academic_Integrity_Policy_Revised_Jan_2008.pdf).

The MPH Program is committed to developing educated persons who accept the responsibility to practice personal and academic integrity. Students are expected to do their own work and to reference appropriately the work and ideas of others. Failure to do so can result in an "F" for a course. Any student who has been found by an instructor to have committed academic dishonesty, as defined in the policies and procedures will, at the discretion of the instructor, be subject to any of the sanctions described in the policies and procedures, up to and including a grade of XF (failing because of academic dishonesty). Repeated violations and/or academic dishonesty on the Core Exam may result in dismissal from the program.
Student Handbook Appendices

Appendix A: MPH Program Competencies and Associated Learning objectives

Appendix B: Scoring of Core Exam

Appendix C: Capstone Project Proposal Form

Appendix D: Capstone Project—Guidelines for Written Report

Appendix E: Field Experience Criteria
Appendix A: MPH Program Competencies and Associated Learning Objectives

**BIOSTATISTICS**

**Identify and apply appropriate statistical methods to analyze and describe a public health problem**
- Describe the uses of biostatistics in the field of public health
- Describe the application of concepts from probability, random variation and statistical probability distributions
- Describe alternative methods of analysis when assumptions are not met
- Distinguish among the different measurement scales and the implications for selection of
- Select appropriate statistical methods based on differing measurement scales
- Apply descriptive techniques used to summarize public health data
- Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question
- Identify and utilize an appropriate study design required to answer a particular study question
- Interpret results of statistical analyses found in public health studies.
- Develop written and oral presentation based on statistical analyses
- Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation

**EPIDEMIOLOGY**

**Use epidemiologic methods to analyze patterns of disease and injury and discuss application to control problems**
- Identify key sources of data for epidemiological studies
- Identify the principles and limitation of public health screening programs
- Describe a public health problem in terms of magnitude, person, time and place
- Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion
- Comprehend basic ethical and legal principles that impact the collection, analysis, maintenance and dissemination of epidemiologic data
- Apply basic terminology and definitions of epidemiology
- Calculate basic epidemiological measures
- Communicate epidemiological information to lay and professional audiences
- Draw appropriate inferences from epidemiologic data
- Evaluate strengths and limitations of epidemiologic reports

-continued-
ENVIRONMENTAL HEALTH
Understand the relationship between environmental factors and community health; discuss remediations for environmental health problems
- Describe the effects of environmental and occupational agents on human health and safety.
- Describe the effects of environmental agents on the ecology as related to human health
- Describe physiological genetic and psychosocial factors that increase vulnerability to adverse health outcomes
- Identify and describe regulatory programs that control environmental and occupational health issues
- Describe current environmental risk assessment methods
- Specify appropriate approaches for assessing and preventing environmental health hazards to humans
- Explain general concepts of toxicology and how individuals and populations are affected by toxins
- Demonstrate capacity to use risk communication and risk management techniques during simulated public health events
- Discuss ethical issues associated with ecological effects and competing human populations
- Develop a model of public health effects due to environmental insult
- Describe the public health applications of microbiology, virology, immunology, toxicology & population ecology

HEALTH SERVICES ADMINISTRATION
Demonstrate the ability to apply principles of leadership, policy development, budgeting and program management in the planning, implementation and evaluation of health care for individuals and populations
- Identify the main components of the health care and public health systems in the United States
- Discuss issues of organization, leadership, financing and delivery of health services & public health in the United States
- Describe the legal and ethical basis for public health in the United States
- Explain methods of ensuring community health safety and preparedness
- Describe the policy process for addressing the health status of populations
- Understand principles of program planning and administration in organization and community initiatives
- Understand the importance of strategic planning and marketing to the practice of public health
- Apply quality and performance improvement concepts to address program performance issues
- Apply 'systems thinking' for resolving organization problems and public health issues

-continued-
SOCIAL AND BEHAVIORAL SCIENCES
Address behavioral, social and cultural factors that impact individual and population health and health disparities over the life course
- Identify basic concepts and models of social and behavioral disciplines used in public health
- Identify social/behavioral factors that affect the health of individuals and populations
- Identify concerns, resources and deficits regarding social and behavioral science interventions.
- Identify stakeholders in public health programs, interventions and policy formation
- Describe procedures for planning, implementing & evaluating public health programs, policies and interventions
- Describe the role of social & community factors in the development of and solution to public health problems
- Describe the merits of evidence-based social & behavioral science interventions and policies
- Apply evidence-based approaches used to develop and evaluate social & behavioral interventions
- Understand the importance of multiple targets for intervention programs addressing social & behavioral issues for different populations

PROFESSIONALISM
Understand the evolving history, mission and goal of public health, and discuss the roles of values and ethics in everyday practice
- Identify key ethical principles in public health program planning, implementation and evaluation
- Identify accepted codes of ethics as applied to public health
- Discuss how different community values may impact the application of ethical codes
- Commit to personal and institutional development
- Develop a sensitivity to dilemmas implicit to the practice of public health
- Understand the importance of high standards of integrity, compassion, honesty and respect for all persons
- Use evidence-based principles and scientific knowledge in public health while balancing ethical, legal and political considerations
- Value commitment to lifelong learning and professional services, including active participation in professional organizations
- Appreciate the importance of working collaboratively with diverse communities and constituencies including researchers, practitioners, agencies, and others
COMMUNICATIONS AND INFORMATICS
Collect, manage and present data in a way that maximizes effective communication between public health workers, policy makers, the media, and other components of a varied target audience.

- Demonstrate ability to collect, process, maintain and disseminate data appropriately
- Utilize professional communication skills in the context of societal and organizational environments
- Describe the appropriate and effective use of information technology in public health communication, acknowledging potential barriers for end users
- Apply legal & ethical principles to use of information technology & public health resources
- Demonstrate effective written & oral skills for communication in the context of public health
- Use information technology to access, evaluate and interpret public health data
- Use informatics methods and resources as strategic tools to promote public health
- Use informatics & communication methods to advocate for public health programs & policies

DIVERSITY AND CULTURE
Interact with diverse populations to effect a desired outcome

- Discuss ethical obligations and assurance in the provision of public health services to diverse communities
- Define cultural competence and its importance and limitations in addressing health disparities
- Discuss best practices in empowering culturally diverse communities to engage in the development and implementation of public health programs
- Apply community-based participatory principles in research to improve health in diverse populations
- Discuss history of how culture-specific knowledge has been used to improve health intervention
- Develop program strategies that are appropriately responsive to diverse cultural values
- Discuss regional variations in global health threats and articulate origins of health disparities
- Demonstrate an ability to work with and manage a diverse workforce
- Describe roles of history, power, and privilege and structural inequality in (producing) health disparities
LEADERSHIP
Create and communicate a shared vision to accomplish the goals of an organization and overcome organizational challenges.

- Describe attributes of leadership in public health
- Describe approaches to effective leadership as applied to public health
- Describe strategies for collaboration and partnership focused on public health goals
- Articulate a vision along with achievable mission, goals and objectives consistent with a set of core values
- Understand principles of team building, negotiation, problem solving and conflict management skills
- Understand importance of transparency, integrity and honesty in leadership
- Use collaborative methods for achieving community health goals
- Apply human rights principles when addressing community health needs and health disparities
- Develop strategies to foster collaborative problem solving and evaluation

RESEARCH
Develop, conduct and present the findings of a public health project.

- Identify & describe a new, testable research question dealing with a population health issue
- Conduct a thorough literature search using multiple and authoritative sources
- Select an appropriate research design to answer a research question
- Develop independent and dependent measures for a research design
- Describe methods of data collection for quantitative and qualitative studies

PROBLEM SOLVING
Utilize problem solving skills to address public health problems

- Identify, define and frame a public health problem within an ecological framework and the situations that led to it
- Identify barriers to the resolution of a public health problem
- Describe the scope of a public health problem and the important stakeholders involved
- Collect and analyze the information needed to formulate strategies that address a public health problem
- Formulate strategies based on properly collected and analyzed information
- Utilize cost-benefit analysis in ranking strategies for addressing a public health problem
- Understand likely intended and unintended consequences of proposed strategies
- Develop an evaluation plan to measure the success of public health strategies
Appendix B: Core Exam Scoring Rubric

5: Distinguished
Candidate demonstrates a thorough and well-articulated understanding of the content. Knowledge and skill are demonstrated virtually without error. Furthermore, the ability to analyze, synthesize, and apply the content to practical experiences are clearly demonstrated. Performance is marked by thorough knowledge, comprehensiveness and insight.

4: Well above average
Candidate demonstrates a strong mastery of the content. Errors are uncommon and genuine understanding is demonstrated. The candidate demonstrates the beginnings of insightful applications of the knowledge. Performance is marked by solid understanding of content, connections, and applications.

3: Average
Candidate shows a solid grasp of important concepts and applications, but lacks a certain fluidity and flexibility with ideas. Performance is marked by some errors and a lack of comprehensiveness. Certain relevant knowledge, concepts and connections are omitted.

2: Below average
Candidate shows only the beginnings of what can properly be called understanding. Performance is marked by a lack of knowledge, comprehensiveness, and depth of thought. Errors of fact or inference exist in the response.

1: Well below average
Candidate shows only the most rudimentary knowledge of the competencies. There are large gaps in understanding. The response is minimal or, if extended, contains errors throughout.

0: Fail
No response or insincere attempt.

Students must answer all required questions. A committee of faculty with teaching experience in the specific core courses grade responses on a scale from 0-5 (5 being the highest score). All students must earn a minimum score of 3 (average) or higher on each core content area, and score a 3 or higher (average) on the overall core exam.

Students who earn a score of 3 or higher overall, but a score of 2 or less on one or more core content areas, are counseled by appropriate faculty and a remediation plan is established. This remediation plan includes additional study and an opportunity to demonstrate learning and competence in that area via assigned reading and writing, a research paper, an oral exam, and/or additional course work as deemed appropriate.

Students who fail the overall exam (an overall average test score of less than 3) are allowed to repeat the examination one time. If a student fails the examination a second time, s/he is not eligible for re-examination and will be discontinued in the program.
Appendix C: Capstone Project Proposal Form

Master of Public Health Program
Capstone Project Proposal

Student Name: ________________________________________________________________

Faculty Supervisor: __________________________________________________________

Preceptor Information (if applicable)
  Name:_____________________________________________________________________
  Organization/Agency:________________________________________________________

Proposed Project

Title:_____________________________________________________________________

Project Purpose:_____________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Project Significance:_____________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Brief Description of Methods/Activities:_____________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Through the Capstone Project students must demonstrate a certain level of proficiency in a number of the MPH Program’s core and other competencies. In the table, (next page) briefly describe the proposed project activities that will help you accomplish this goal.

**Note:** The project must provide in-depth exposure to at least 3 core and 3 other competencies and moderate exposure to at least 2 additional core or other competencies.
<table>
<thead>
<tr>
<th>MPH Program Core Competency</th>
<th>Description of project activities</th>
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<td>Address behavioral, social and cultural factors that impact individual and population health and health disparities over the life course</td>
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<td>Interact with diverse populations to affect a desired outcome</td>
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<td>Utilize problem solving skills to address public health problems</td>
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Appendix D: Capstone Project—Guidelines for Written Report

The following outline is intended to help the student understand what should be included in the written report of the capstone project. The report must be presented in the order that follows.

Title Page: Title of the paper, student name, date, student’s capstone committee members

Abstract: Written last and limited to 200-250 words. It should provide an overview of the project.

Introduction (1-2 pages): An introduction of the topic and/or public health problem
- background information and rationale for the research
- purpose of the project
- expected outcomes
- significance of project

Literature Review (4-6 pages)
- critical analysis and discussion of other studies directly relevant to your project
- include relevant and current public health literature as it relates to the topic and project

Project Methods/Description (3-4 pages): Describe goals and objectives of the project and explain the methods/processes that were followed (Describe what was done (step-by-step) to carry out the project.).
- Planning methods
- How data was gathered
- Evaluation methods

Results (2-3 pages)
- Report data and statistical findings
- Includes written results, tables, and graphs
- No explanations, discussions, conclusions

Discussion and Conclusions (1-3 pages)
- Summary and discussion of major findings and possible explanations (make links between purpose of your project and findings and the literature)
- Present limitations and implications
- Suggestions for future study/projects.
- Leave reader with a strong sense that what you set out to do has been completed

Description of how the MPH Program Competencies were demonstrated in the project

Appendices
- Important information which, if placed in the main text, would distract the reader from the flow of the report
- Supporting data (tables, charts, graphs, etc.)
- Surveys or evaluation forms
- Other

References: Utilize a minimum of 10 references from peer-reviewed journals.

OTHER IMPORTANT INFORMATION
- Follow the APA Manual of Style guidelines.
- Be sure all references are cited appropriately throughout the report.
Appendix E: Field Experience Criteria

Master of Public Health Program
Field Experience Criteria

Student Name: __________________________________________________________

Potential Placement Site: ________________________________________________

Potential Preceptor Information

Name: __________________________________________________________________

Public health or related degree(s): ________________________________________

Public health experience: ________________________________________________

Outline of Intended Activities

The Field Experience must include experiences and opportunities that will allow the student to demonstrate and strengthen his/her proficiency in the MPH Program’s core and other competencies. In the table, below, briefly describe the experiences and opportunities that will accomplish this goal.

Note: In-depth exposure is required for at least 4 competencies, moderate exposure is required for 4 competencies, and some (minimal) exposure is required for the remaining 3 competencies.

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