Master of Public Health
Student Manual

for the

Applied Practice & Integrative Learning Experience

2021
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Statement of Goals

The Applied Practice Experience (APE), and Integrative Learning Experience (ILE) must be completed in the last two consecutive semesters of the MPH program. These combined experiences are the comprehensive documentation of the student’s command of the MPH Foundational Competencies (see Appendix 1). These combined activities are required for accreditation by the Council on Education in Public Health (CEPH) and are also the Graduate School’s Non-thesis equivalent of the mastery of a student’s academic discipline. The academic courses in which the student must be enrolled are titled PBHL 7460 and PBHL 7560, and the student must enroll for one semester of PBHL 7460 and two consecutive semesters of 7560, for a total of 9 academic credits on the MPH program of study.

Public Health Practice Track

The Professional Seminar

The Public Health Professional Seminar is a 1-credit course taken as a pre-requisite to the practice experience. This series of professional development exercises exposes graduate students in the college of public health to competencies related to communication, interprofessional development and leadership. Upon completion, students will earn a professionalism certificate. It is recommended that this course be taken alongside the APE advisement course, the semester prior to graduation. The course syllabus and topical outline is located in eLC CPH-GRAD (See sample topical outline in Appendix 2). The first and last sessions of this class are dedicated to informing students about the APE process and preparing them for the experience, and are led by the Practice Coordinator.

The Integrative Learning Experience

The public health APE advisement is a 2-credit course taken as a pre-requisite to the applied practice experience, and must occur the semester immediately before the field experience. In this course, the student identifies the agency or organization, by the midpoint of the semester. At that point, the placement proposal and Comprehensive Site Profile are initiated and the final documents must be approved and submitted to applicable parties by the end of the term.

During the course of the semester, students must follow the weekly activities and meetings outlined on the syllabus to ensure that they are following the timeline for placement activities. At the completion of the term, students will have met with the academic advisor and the Practice Coordinator at defined periods of the semester, to ensure relevant milestones have been achieved. Meetings and activities are outlined on the syllabus and eLC CPH-GRAD at the beginning of each term.
The APE site must be consistent with a student’s academic interests and professional aspirations.

Once a site is identified and the proposal is completed, the student must complete the Comprehensive Site Profile, which will include the identification of a defined public health problem, the defined methodology in which to address the problem at the chosen agency, and the identification of specific MPH core competencies and learning objectives. These competencies and learning objectives must be mapped to the final product(s) and scope of work that the student and site preceptor outline in the APE proposal. Examples of products include policy analyses; program development, implementation, evaluation; agency data analysis and public health research; strategic communications and messaging, health education and promotion; data mining and management, environmental and occupational risk analysis, development of protocols, procedures, manuals, and occupational/industrial policies, or project management.

Students will use the products developed during their APE to serve as the foundation for the final deliverables as well as the e-Poster Presentation. To assure that the ILE deliverables and e-Poster requirements are successfully met, the student MUST discuss the contents of the e-Portfolio, and the format of the e-Poster, during the APE proposal phase.

During the PBHL 7560-2 Credit APE-Advisement course, students will craft and submit the following products:

- Resume or Curriculum Vitae
- Preliminary e-Portfolio
- Detailed description of site products
- Approved APE Proposal
- Comprehensive Site Profile

Once all materials are successfully completed in the APE advisement course, the student is prepared for the field experience, which is to occur during the final semester of the MPH program.

**The Applied Practice Experience**

The Public Health culminating experience is an extended 6-credits of PBHL 7560, the final semester of the MPH program. During this term, the student is on site completing 300 contact hours of field experience, conducting relevant public health work. Working alongside a site supervisor, the student will develop their defined products, create an e-Poster and finalize the e-Portfolio by including these items in their final submission.

The e-Poster is to be presented to the college, in the final week of the MPH program. The final documents for the APE and ILE are expected to exemplify the rigor and quality of a professional work product that the site is able to use in a meaningful way.

During the PBHL 7560-6 Credit ILE course, students will craft and submit the following products:

- Field Experience Products
- Midterm and final evaluations
- Final e-Portfolio
- E-Poster
- Final Presentation

Requirements and Deadlines

All deadlines are communicated to students via the MPH Graduate Student listserv, and via individual email correspondence once the student has successfully enrolled in the PBHL 7560 course during the final semester. If a student is not on the listserv or does not read email regularly, important deadlines and information could be missed. It is essential that the MPH Program Coordinator has updated email contact and that the student be sure to stay abreast of all email communication from the CPH Academic Affairs office.

Deadlines to consider:

| Two Semesters prior to Field | • Registration for PBHL 7460 Occurs the semester prior to the last year in the MPH. A sample timeline for the traditional 2-year program of study is to register for the course in the spring of year-1.  
• Similarly, registration for PBHL 7560 2-credits occurs the semester prior to the last year. Most students should plan to take this course alongside PBHL 7460. Thus a 2-year student will likely register the spring of year-1. |
|-----------------------------|--------------------------------------------------------------------------------------------------|
| Semester Prior to Field Experience | • Students must finalize their placement by the midpoint of the semester, during their PBHL 7560 2-credit advisement course.  
• Students must finalize the APE Proposal by the end of the term.  
• Students must submit the Comprehensive Site Profile and working version of their ePortfolio by the end of the term. |
| Semester during Field Experience | • During the APE term, students will be required to submit a midterm evaluation. Site supervisors will also submit a midterm evaluation.  
• During the APE term, students are required to submit a final evaluation. Site supervisors also submit a final evaluation.  
• Students must track their hours and submit a time log, signed by the site supervisor, upon completion of the requisite 300 hours. |
| PBHL 7560 Required Products | • To successfully pass all courses, students must have submitted a resume/CV, Comprehensive Site Profile, final ePortfolio, ePoster, time log, all evaluations, and the APE products.  
• To pass all courses, students must attend the MPH ePoster Showcase at the end of the term. |

Meeting all deadlines outlined above is crucial to the successful completion of the APE and ILE. The final products must be acceptably formatted, professional, comprehensive, and must be an exhibition of the student’s comprehension of the MPH Foundational Competencies. The entire process must also be monitored by an academic advisor and the MPH Practice Coordinator.
All students must complete the PBHL 7560 for 6 credit hours in a single semester and must obtain a final grade no lower than a B- from the assigned faculty advisor or mentor. In the event that requirements are not completed, students must accept an Incomplete grade and register for a minimum of 3-credits of GRSC course, within 3 semesters, in order to graduate.
Public Health Applied Research Track

The Professional Seminar

The Public Health Professional Seminar is a 1-credit course taken as a pre-requisite to the applied research experience. This series of professional development exercises exposes graduate students in the college of public health to competencies related to communication, interprofessional development and leadership. Upon completion, students will earn a professionalism certificate. It is recommended that this course be taken alongside the APE advisement course, the semester prior to graduation. The course syllabus and topical outline is located in eLC CPH-GRAD.

The Integrative Learning Experience

The Public Health APE Advisement is a 2-credit course that initiates the 2-semester timeline for the applied research experience, and must begin the semester prior to graduation. In this course, the student identifies a mentor and reader for applied research experience. The reader must be a faculty member in the College and the instructor of record for the two PBHL 7560 courses, for a total of 8-credits. The student should be first author, but in the event that this is not possible, the student must discuss the scope of their involvement in the research and detail this agreement in the proposal, for approval.

The Journal must be identified with all formatting specifications intended to meet their requirements. Additionally, the content of the article must be related to the work completed during the student’s research with faculty (at least one co-author must be the student’s Primary Reviewer). Because of the lengthy period typically required to prepare a manuscript, the student must have discussed with the reviewer well in advance of the semester of the proposal’s due date and it is highly recommended that the student have had at least one additional semester of directed study course work related to the project.

During the PBHL 7560-2 Credit APE-Advisement course, students will craft and submit the following products:

- Approved Applied Research Proposal
- The Literature Review
- Resume or Curriculum Vitae
- Preliminary e-Portfolio

Applied Practice Experience (APE) Proposal

An approved APE Proposal Form must be signed and kept in the student’s files. A complete proposal is to include a project title, problem statement, detail of project and how the student will address the MPH Core Competencies, and description of deliverable(s). See Appendix 1 for sample proposal.
The semester BEFORE the student is to register for the ILE (PBHL 7560), he or she must first prepare a project proposal that is to be reviewed and approved by the student’s Faculty Advisor. Depending on the department, the Faculty Advisor is either assigned by the department, OR the student must approach a faculty member within his or her department, based on interest and topic. If a student wishes to have a faculty member outside of his/her department be a reviewer, then a secondary advisor within the student’s department must also be selected and must participate in all reviews, approvals, and signatures throughout the Integrative experience.

The first draft of the Capstone Project Proposal is due to the Primary Reader no later than four weeks prior to the end of each semester (click for UGA Academic Calendar) and the final draft is due the week before classes end. Again, the fillable APE Proposal Form can be found on the CPH website.

All readers and Graduate Coordinators must approve the APE Proposal by signing the Project Proposal Form. In the case that a student feels that modification of the proposal is necessary, the student must communicate first with the Faculty Advisor, obtain approval to modify, and then submit a signed revised APE Proposal Form to the MPH Program Coordinator as well as the Department’s Graduate Coordinator. The Faculty Advisor must carefully consider the timeline for completion from the time of proposed revision before approving any changes to the proposal.

The student is responsible for completing the APE Project via the instructions included in APE Field Placement Manual, and must follow the approved proposal closely and thoroughly.

**Exhibited Understanding of Competencies**

A comprehensive paper documenting the student’s APE experience and his/her understanding of the core areas of public health.

An Integrative experience is one that requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice. It must be used as a means by which faculty judge whether the student has mastered the body of knowledge and can demonstrate proficiency in the required competencies. It is essential that the APE Project be planned and implemented to assure that the student applies skills from across the curriculum and demonstrates synthesis and integration of knowledge.

**The Applied Practice Experience**

The PBHL 7560 ILE is an extended 6-credits of PBHL 7560 during the student’s final semester. The student completes their research and finalizes their manuscript, to prepare for submission to the identified journal.

The final manuscript must comply with the following guidelines:
• The manuscript must be prepared in the style of the scientific journal, including section headings, page number limits, and citation style.
• The student must be the first author of the article. The names of all authors, in the order submitted to the journal, and the name of the journal (with volume, page numbers, and date if known) must be given as a footnote to the title on the first page of the manuscript.
• Evidence of permission to use articles (e.g., graphs, figures) that have been published or accepted for publication must be included. The student is responsible for securing copyright releases prior to submitting the article for publication.
• The final report should be the length of the recommended format defined by the journal of interest. Very short journal articles however, (e.g., teaching techniques of the *Journal of School Health*) should be accompanied by an additional review of the literature.
• The manuscript, whether submitted or not, must be approved as publishable quality manuscript by the faculty mentor.
• The final grade is assigned at the point that the manuscript is considered publishable.

Note: Some faculty members recommend that students who prepare a manuscript using data from a faculty member’s research sign a contract stating the length of time expected for submission of the article for publication as first author. The contract is established for the benefit of maintaining a professional relationship between student and primary reader and details of expectations of student responsibilities including edits, resubmissions, and timelines should be clearly outlined.

Students will use the applied research experience to develop the manuscript as well as the e-Poster Presentation. To ensure that the ILE manuscript and e-Poster requirements are successfully met, the student must discuss the contents of the e-Portfolio, and the format of the e-Poster, during the APE proposal phase.

**Requirements and Deadlines**

All deadlines are communicated to students via the MPH Graduate Student listserv, and via individual email correspondence once the student has successfully enrolled in the PBHL 7560 course during the final semester. If a student is not on the listserv or does not read email regularly, important deadlines and information could be missed. It is essential that the MPH Program Coordinator has updated email contact and that the student be sure to stay abreast of all email communication from the CPH Academic Affairs office.

**Deadlines to consider:**

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Meeting all deadlines is crucial to the successful completion of the APE and ILE. The final products must be acceptably formatted, professional, comprehensive, and must be an exhibition of the student’s comprehension of the MPH Foundational Competencies. The entire process must also be monitored by an academic advisor and the MPH Practice Coordinator.

All students must complete the PBHL 7560 for 6 credit hours in a single semester and must obtain a final grade no lower than a B- from the assigned faculty advisor or mentor. In the event that requirements are not completed, students must accept an Incomplete grade and register for a minimum of 3-credits of GRSC course, within 3 semesters, in order to graduate.

### Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of 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 societal 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 or implementation 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 multiple dimensions of 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 principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
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 public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

**Interprofessional Practice**
21. Perform effectively on interprofessional teams

**Systems Thinking**
22. Apply systems thinking tools to a public health issue
To exhibit comprehension and mastery of the core areas of public health, the student and Faculty Advisor will base the rubric around the MPH core competencies. The team will identify learning objectives to analyze the problem, the solution, and the relevance of the problem to the public health agenda of improving population level health.

**Document Submission Procedures**

*Communication regarding deadlines and policies are sent to students via the MPH student listserv and email.*

The student will submit a preliminary version of the e-Portfolio and e-Poster no later than 3 weeks prior to the university’s published last day of class for that particular semester (click here for UGA’s academic calendar). From that point, the student is responsible for making any suggested changes to the documents, based on advisor’s recommendations, and submitting the FINAL document for approval three days prior to the scheduled e-Poster session (typically held on reading day each semester or the final day of classes in Summer terms). The full recommended timeline is communicated to students the first week of each semester.

Students must be sure to submit all documents to the MPH Practice Coordinator as well as the Faculty Advisor, on the posted submission period, via eLC. These documents MUST be submitted PRIOR to the scheduled e-Poster session.

All files must be saved as a PDF and PPT, and titled as follows:

LAST NAME-Year-CONCENTRATION AREA-TitleWords.pdf
Example: SMITH-2000-HPB-SmokingCessation.pdf

**PBHL 7560 Grading**

The student must earn a grade of B- or above in all APE and ILE courses. If the student fails to successfully complete any portion of the APE Project requirements (i.e. proposal, document submissions, or poster presentation), the student will receive a grade of incomplete.

To approve the final project, advisors must grade all components using the rubric that was established at the proposal stage. The final grade will be based on UGA’s plus/minus A-F scale. Because of the scaled grading, students and advisors are encouraged to establish clear and concise grading parameters at the beginning of the semester to ensure the student is familiar and comfortable with all expectations.

It is important that students adhere to meeting and submission deadlines posted on the PBHL 7460 and PBHL 7560 Syllabi. To the extent that advisors and reviewers are comfortable, scheduling meetings to discuss progress in proposals and products should be made well in advance of the proposed meeting timelines to ensure availability and consideration.
It is not acceptable for either student or advisors to submit documents and not permit sufficient period for feedback/grading/final submission. Thus, all parties are encouraged to adhere to dates that are communicated by the MPH Practice Coordinator, at the beginning of the semester.

Students are expected to submit all drafts and final electronic documents to eLC by the established deadlines each semester. Final products and manuscripts are due three days prior to scheduled ePoster sessions each term.

In the event that a student receives a grade below B- on PBHL 7560, the student must enroll for a GRSC course in the subsequent semester to fulfill all required elements. The student is not permitted to resubmit the same documents used during the previous semester, and must complete REVISED or entirely different final products.

Incomplete (I) Grade

If a student does not graduate because s/he received an incomplete (I) grade, s/he will be required to enroll for a minimum of three hours during the semester in which these requirements are completed. The student cannot register for PBHL 7560 again, and the "I" grade is not included in the grade point average computation. The student must instead register for GRSC 9270, the Graduate School's requirement completion course. The student must notify the MPH program coordinator, who then contacts the Graduate School in writing or by e-mail of the student’s name, MyID number, and the requirement that is to be completed. Graduate School staff will place the student on an access list for the course and will assign a grade of "S" or "U" depending on whether the student completes the requirements sufficient to remove the incomplete and have an official passing grade assigned by the Faculty Advisor. The student will then be cleared to graduate on the semester that the incomplete is removed and a final grade change of B- or above is submitted by the Faculty Advisor.

If the student does not complete the final requirement, s/he will be required to register for GRSC 9270 each semester that an attempt is made (for a maximum of three semesters) until degree requirements are completed. If an "I" is not satisfactorily removed after 3 semesters, the "I" grade will be changed to an "F" by the Registrar. To submit the final grade, the instructor follows the electronic change of grade process via the registrar’s office (click here).

e-Poster Requirements

During the semester in which the student is registered for PBHL7560, it is mandatory that the student present an electronic poster (e-Poster) of the APE Project during the designated presentation day towards the end of the semester. Generally, this presentation day occurs during the university’s published reading day (last day of class in summer terms). The student is encouraged to invite his/her advisor and all readers to the presentation. It is up to the student
to create and present the e-poster on this day, and the quality of the e-poster is included as a portion of the APE Project as well as the ILE final grade.

Any absences or incomplete submissions are considered an incomplete for the PBHL7560 course and the student will be required to fulfill the requirements in a subsequent semester.

An e-Poster utilizes a monitor and computer to display multimedia versions of a poster. It takes less space in the presentation space, and offers an opportunity to more effectively convey information that would not necessarily be possible with a traditional printed poster. Dynamic visual elements such as videos, slide shows, animated charts or graphs, scrolling text, or 3D rotation of a model can be used to enhance visualization to attract interest of attendees.

Beginning in 2017 the MPH Program launched its first successful e-Poster presentation with a group of nine summer graduates. Moving forward, all APE Poster Presentations will exclusively display e-Posters. The designated space will be equipped with tables and outlets for each student to have a personalized space to display the work and yield questions or discussions. Students will be required to electronically submit their e-Poster to the MPH Practice Coordinator 3 business days prior to the designated poster session. Students must also bring printed copies of their slides for patrons to collect. Slides can be printed 2-3 per page for handouts. In the event that large gatherings are not permitted, these e-Posters will be prerecorded, posted to eLC’s Kaltura page, and will launch for viewing on the designated session.

e-Poster Presentations

E-Poster Session:
The in-person presentations will take place in a designated space on HSC campus and each student will have a table equipped with a display monitor and access to their e-poster file available for display. Each student is expected to be present for the duration of the presentation schedule and should be prepared to have a brief oral presentation ready for visitors interested in hearing more about the presented work. Paper copies will be handed out to each guest by staff, but students should have a few copies available at their tables as well.

Students are expected to be present by your monitor and interact with attendees during the scheduled timeslot for presentations.

E-Posters will additionally be shown throughout the day in a continuous loop, on the day of presentations in all of the College’s e-Bulletin Boards. e-Posters will also be posted on the college’s web site. These e-Posters will be posted for future presenters to view as well.

Virtual e-Poster Showcase:
In the event of cancellation of the poster session due to unforeseeable circumstances or inclement weather, a Virtual e-Poster Showcase will be launched online and audiences will be
able to visit the site to view and comment on student presentations. In lieu of the in-person event, the student will be required to submit the following:

1. An abstract that is no more than 250 words in length and contains the following:
   a. Purpose-a few sentences explaining why you studied this topic and its relevance to public health.
   b. Methods-a few sentences outlining the methods you used to conduct your research. May include research design, data collection methods, process or analysis.
   c. Results- the findings of your study.
   d. Interpretation-a discussion of your results. What your results mean.
   e. Conclusion-a final sentence that explains the significance of your findings.

2. A pre-recorded video file of your e-Poster Presentation
   a. Create your e-Poster by following the instructions below.
   b. Create a short video to accompany your poster. The video should highlight the significant parts of the e-Poster that you also detail in your abstract.
   c. You may film just the poster with your audio or include yourself in the video. If you include yourself, please make sure that your e-Poster is legible and is the primary focus on your screen. While recording, do not try to adjust the images or change the primary focus. Keep the visual image the same throughout your recording.
   d. Make sure that the content is clear and concise, that your audio can be heard, and that the e-Poster is completely legible. If you use multiple slides, time the change to slide to be in sync with your audio.
   e. When your recording is complete, upload the video file to the google drive or eLC Assignment Dropbox. You will receive instructions on the upload format and platforms via email, 2 weeks prior to the submission date.

Failure to submit these products (including abstract and video file in the event of a Virtual e-Poster Showcase) will result in an ‘I’ Grade for PBHL 7560.

**e-Poster Session Equipment Specifications**
- The College will provide a Laptop with Digital Display Monitor
- Software and saved presentation will be preloaded on the designated laptop
- Presentation file must be in PowerPoint or Prezi
- Video Player: VLC Media Player preferred. Media that does not display properly on the College’s larger monitors will be deleted prior to presentation start date. Please be sure that any media on slides is not essential to the presentation, but is supplemental in nature.

**e-Poster General Guidelines**
- Recommended font size for all slides: 28pt or larger.
- Slide/Poster size: 40.97x23.04, which is a 16:9 ratio.
- Not to exceed three slides.
• If multiple pages are used, slides/pages need to either be timed or the “mouse click” option should be chosen for each slide/page to advance. Timed slides/pages can be set at 30 second intervals.
• Videos, animations, graphs and images can be embedded into your e-poster slides. Check that all embedded material works properly on the device you will be using on the day of presentation. For your sanity it is recommended that embedded material NOT be essential to your presentation. If embedded materials fail to load, lag in time, or do not work with the monitors in the lobby, they will be discarded. Do not spend valuable time attempting to upload embedded material during your time with visitors.
• Due to the close proximity of your peers, there is no audio allowed in the e-Poster file
• Embedded video may be displayed in the following formats:
  o .mov, .mp4, .m4v, mpeg
• Layout needs to be in the landscape orientation
• Presentations with embedded videos should be saved as a PPTX file and the video files should be submitted along with the presentation
• Avoid use of red or green fonts as they are difficult to read
• Your e-Poster should be self-explanatory
• Your e-Poster should be in English
• The slide text should include your hypothesis, methods, results and conclusions.
• You may include a separate references file printed for visitors, but do not need to include it as a part of your e-Poster.
• In the event that a Virtual e-Poster Showcase takes place, an abstract and video file must accompany submission of the e-Poster file.

A note to Apple Macintosh users: Please do not use “drag-and-drop” to insert pictures into Microsoft PowerPoint files, as graphs and images would not be displayed properly. Using the INSERT command from the menu will virtually eliminate these issues. If you create your presentation on a MAC, it is imperative that you ensure your presentation is compatible with a PC. For the e-Poster Session, please bring your e-Poster presentations on a flash drive as a backup.

Copyright
Please ensure you have permission to use all graphics that appear in your e-Poster. Do not assume an image taken off of the internet is free to use.

Resources
• To learn more about how to prepare an e-Poster: https://www.researchgate.net/publication/273521377_How_to_Make_an_Effective_e-Poster
• Templates and samples can be found on our website at: https://publichealth.uga.edu/current-students/poster-templates/ and https://publichealth.uga.edu/mph-APE/
• For logos, we recommend TIFF files.
• For images, we recommend JPEG files.
  Please note that you may ONLY use approved UGA logos. No logo images can be altered for content, color, or style. Approved UGA logos can be downloaded at, http://brand.uga.edu/downloads. CPH logos can be downloaded at https://www.publichealth.uga.edu/cphlogos/download.

Academic Integrity and Honesty

Students cannot work in pairs or groups for any portion of their Integrative experience, nor are students to borrow any content provided to them as examples of exemplary work by past students. Students must be careful in citing all non-original work appropriately and should read UGA’s Academic Honesty Policy prior to beginning their Integrative experience.
Human Subjects in Student Class Projects
(click here for policy on IRB website)

Definitions
Class Projects or Activities. Course assignments/projects conducted by students for training and education in the use of particular methods (e.g., qualitative research methods), devices or equipment with no intent to contribute to generalizable knowledge.

Generalizable. Activities designed to develop or contribute to generalizable knowledge are those designed to draw general conclusions (i.e., knowledge gained from a study may be applied to populations outside of the specific study population), inform policy, or generalize findings.

Human Subject or Participant. A living individual about whom an investigator (whether professional or student) conducting research obtains: (1) data through intervention or interaction with the individual, or (2) identifiable private information.

Human Subjects Research. A systematic investigation designed to develop or contribute to generalizable knowledge that involves gathering/obtaining data about living individuals through intervention or interaction with the individual or by obtaining identifiable private information about the living individual.

Interaction. Includes communication or interpersonal contact between investigator and subject.

Intervention. Includes both physical procedures by which data are gathered (for example, venipuncture) and manipulations of the subject or the subject’s environment that are performed for research purposes.

Research. A systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.

Systematic Investigation. For the purposes of this policy, a systematic investigation is an activity that involves a prospective study plan which incorporates data collection, both quantitative and qualitative, and data analysis to answer a study question or prove/disprove a hypothesis.

Policy
The IRB will NOT review classroom projects or activities as defined above. Class projects are generally conducted for education or training solely to fulfill a course requirement; as such, an element of the definition of research—the intent to develop or contribute to generalizable knowledge—is lacking so these activities do not meet the regulatory definition of research.
Therefore, as a rule, student class assignments do not fall under the jurisdiction of the IRB and will not require an IRB application, approval, or oversight.

For a class project or activity to be research that will require IRB review, it must be designed with the intent to develop or contribute to generalizable knowledge. Most classroom activities are designed to teach or educate and have no such intent. However, when class projects or activities are intended to collect information systematically with the intent to develop or contribute to generalizable knowledge, the project or activity meets the definition of research and will fall under the jurisdiction of the IRB. The intent to publish or otherwise disseminate the results of the activity is one clear indication that the activity is regulated as research.

Accordingly, masters or doctoral theses publishable work involving human participants are considered human subjects research and must be submitted for IRB review.

**Faculty and Student Responsibilities**

It is the responsibility of the course instructor to determine whether an assigned project involving human participants can be classified as a course-related student project. Faculty should contact the Human Subjects Office if assistance in making this determination is needed. Faculty who require students to do course-related projects assume responsibility for the conduct of those projects and for ensuring that the rights and welfare of participants are protected. This includes discussing the general principles of ethical research with human subjects with the class prior to the initiation of the project. It also includes reviewing student research plans and monitoring research activities to ensure that human participants are protected. At a minimum, best practices include informing participants of the voluntary nature of participation and employing measures to protect privacy and confidentiality, if applicable. The completion of the CITI on-line IRB training by the students who will conduct the projects is also highly recommended.

Finally, instructors/advisors must convey to students that the data may not be used or shared beyond the circumstances described below:

1. In the classroom;
2. If the project involves gathering data from or about a company, agency, or organization, the data/results are shared only with that company, agency, or organization; and/or
3. Project results are presented at departmental, interdepartmental, or college seminars designed to exhibit coursework or to continue the learning process related to presentations.

Disclosure to Participants
All students conducting projects under this policy must disclose important information to the participants. If an Informed Consent Document or Consent Cover Letter is used, the following will be included:

1. The student identifies him/herself as a UGA student who is performing the activity to fulfill a course requirement, and the course is specifically identified.
2. The name and contact information for the course instructor or supervising faculty member to contact for questions is provided.
3. The persons who have access to the individual data and/or summarized results are specified (e.g., instructor only, company/agency/organization).
4. Participants are informed that their participation is completely voluntary, that they do not have to participate in the study if they don’t want to, and that they can stop participating at any time.
5. The disclosure should not state that the project has been approved by the UGA IRB.

Future Use of Data
It is very important that careful consideration be given to the possibility of any publication, presentation, or use of any collected data for future research studies. Retroactive approval cannot be granted for studies conducted without IRB approval. For example, if a class project was conducted without IRB approval and resulted in unexpected but important findings or data, those findings or data may not be presented at a national meeting or used in a future project or research study.

Reference(s)

Questions: Please contact the Human Subjects Office (706-542-3199 or irb@uga.edu) for any questions or guidance related to this policy.
Appendix 1 – MPH Foundational Competencies

Evidence-based Approaches to Public Health
1. Apply epidemiological methods to the breadth of 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 societal 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 or implementation 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 multiple dimensions of 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 principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
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 public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice
   21. Perform effectively on interprofessional teams

Systems Thinking
   22. Apply systems thinking tools to a public health issue
## APPENDIX 2–Sample PBHL 7460 Topical Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Topic/Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>8am – 8:50am</td>
<td>Field Placement Information Session</td>
</tr>
<tr>
<td>Week 2</td>
<td>No Class</td>
<td>Complete <em>Clifton’s Strength’s Assessment</em></td>
</tr>
<tr>
<td>Week 3</td>
<td>4pm-7pm</td>
<td><em>Clifton’s Strengths Assessment</em> Workshop</td>
</tr>
<tr>
<td>Week 4-7</td>
<td>No Class</td>
<td>Schedule Individual meetings with MPH Practice Coordinator and Faculty advisor</td>
</tr>
<tr>
<td>Week 8</td>
<td>8am – 8:50am</td>
<td>Case-study (leadership, management, conflict management)</td>
</tr>
<tr>
<td>Week 9</td>
<td>8am – 8:50am</td>
<td>Case-study (ethics, cultural competence)</td>
</tr>
<tr>
<td>Week 10-12</td>
<td>No Class</td>
<td>Schedule Individual meetings with MPH Practice Coordinator and Faculty advisor</td>
</tr>
<tr>
<td>Week 13</td>
<td>4pm-7pm</td>
<td><em>Clifton’s Strengths Assessment</em> Workshop</td>
</tr>
<tr>
<td>Week 14-15</td>
<td>No Class</td>
<td>Schedule Individual meetings with MPH Practice Coordinator and Faculty advisor</td>
</tr>
<tr>
<td>Week 16</td>
<td>8am – 8:50am</td>
<td>Field Placement Briefing &amp; submission of final documents</td>
</tr>
<tr>
<td>Week</td>
<td>Topic/Activity</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Activity: Prepare resume/CV</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Activity: Resume or CV draft submission</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Synchronous session: Introduction to Wordpress</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Meeting: Advisor to discuss e-Portfolio</td>
<td></td>
</tr>
</tbody>
</table>
| 5    | Meeting: Practice Coordinator for placement   
|      | Activity: Resume or CV final submission |
| 6    | Meeting: Practice Coordinator for placement |
| 7    | Synchronous session: PH APE Panel |
| 8    | Synchronous session: PH Career Panel |
| 9    | Activity: E-Portfolio draft submission |
| 10   | Activity: E-Portfolio & APE final review |
| 11   | Activity: Career Services (preparing for the field) |
| 12   | Activity: E-Portfolio and APE final submission |
| 13   | Meeting: Advisor meets with student to finalize APE proposal |
| 14   | Meeting: Advisor meets with student to approve APE proposal |
| 15   | Synchronous Session: Field Information Briefing |
| 16   | Meeting: Optional final individual meetings for field preparation |
APPENDIX 2—APE APPLIED PRACTICE SAMPLE REGISTRATION FORM

APE REGISTRATION FORM
To be submitted the semester PRIOR to field placement.

Student Details:
First, Middle, and Last Name: ________________________________________________________________
Email: ________________________________ (81X): _____________________________________
Address: _______________________________ Semester of Placement: _______________________
Year of Placement: _______________________
Concentration: __________________________ Dual Degree (if applicable): _________________
Name of Faculty Advisor:

Site Details:
Agency Name: ________________________________ Type of Agency or Organization:
Division/Unit: ________________________________ o Non profit
Address: _____________________________________ o Governmental
____________________________________
____________________________________ o For Profit
____________________________________ o Hospital
____________________________________ o Other _______________________________ 

Site supervisor’s information:
Supervisor’s Name: ____________________________ Email Address: ________________________________
Title: ________________________________________ Phone Number: ________________________________

Supervisor Qualifications:
Degrees Earned: ______________________________ Licenses/Certifications: _______________________
Field or Discipline: ____________________________ Years of Relevant Experience: ________________
Site Profile: Please use this section to provide details of your agency/organization:

What is the agency's Mission?

What are the agency's Vision, Goals and/or Core Values?

What specific public health problem do you intend to focus on at the agency? You may identify multiple topics if needed.

Please describe the products you will create and how these products will help the agency in addressing the problem(s) you identified above?
Identify the specific learning objectives for your applied practicum that you plan on addressing in your assigned duties and intended products. These learning objectives should be directly related to a minimum of five MPH Foundational Competencies. You may begin by listing the competency and then briefly describing how you intend to address that competency via a learning objective:

Competency 1:

Learning Objective 1:

Competency 2:

Learning Objective 2:
Competency 3:

Learning Objective 3:

Competency 4:

Learning Objective 4:
Competency 5:

Learning Objective 5:

Students must submit all required elements of PBHL 7560 APE Advisement, and must obtain approval for placement, by the end of the term prior to the practicum. In the event that students cannot meet the established deadlines, written notice is required, and a revised schedule must be approved by MPH Practice Coordinator. Failure to adhere to established deadlines will result in an Incomplete or Failure of PBHL 7560.

If a student fails to meet APE requirements, including the mandatory e-Poster session, enrollment and tuition payment for a minimum of three credit hours the following semester is required, in order to complete the process at the conclusion of that semester. Additional graduation requirements and dates can be found at www.uga.edu/gradschool/academics/deadlines.html.
APPENDIX 3—APE APPLIED RESEARCH SAMPLE REGISTRATION FORM

APE REGISTRATION FORM
Please click HERE for interactive PDF
To be submitted the semester PRIOR to PBHL 7560 enrollment. First draft is due Midterm date and final draft is due during the early registration period

First, Middle, and Last Name:
Email: (81X):
Semester of Completion: Year of Completion:
MPH Concentration: Dual Degree (if applicable):
Draft Manuscript Date: Final Manuscript Date:

Name of Faculty Reviewer:

CPH required dates for Manuscript Submission:
− 4 weeks before classes end, student submits first drafts of Manuscript and ePoster to reviewer;
− 2 weeks before classes end, reviewer returns final edits to student for revisions;
− Last week of classes, student submits final manuscript and ePoster to reviewer for grading;
− Three days prior to e-Poster session, student must have poster, final manuscript submitted to the MPH Program Director (Mumbi Okundaye).
− Reviewer must confirm manuscript completion via email, prior to the MPH Virtual Showcase.
− Please note: Reviewers can only approve a manuscript that is ready for submission.

Students must communicate these tentative submission dates, and obtain approval, at the start of the term. In the event that students cannot meet the established deadlines, written notice is required, and a revised submission schedule must be approved by the reviewer. Failure to adhere to established deadlines will result in an Incomplete or Failure of PBHL 7560.

If a student fails to meet APE requirements, including the mandatory e-Poster session, enrollment and tuition payment for a minimum of three credit hours the following semester is required, in order to complete the process at the conclusion of that semester. Additional graduation requirements and dates can be found at www.uga.edu/gradschool/academics/deadlines.html.
Working Title or Topic:

Intended Publication:

Publication’s parameters:

Tentative Submission Date:

Overview of the topic, target population, and scope of the public health problem (1-page):
Identify the specific learning objectives for your applied research that you plan on addressing in your applied research and manuscript. These learning objectives should be directly related to a minimum of five MPH Foundational Competencies. You may begin by listing the competency and then briefly describing how you intend to address that competency via a learning objective:

Competency 1:

Learning Objective 1:

Competency 2:

Learning Objective 2:
Competency 3:

Learning Objective 3:

Competency 4:

Learning Objective 4:
Competency 5:

Learning Objective 5:
Provide a detailed grading rubric or outline. It may be useful to use the parameters established by your publication. The sample in Appendix 3 may also be used:

**FACULTY APPROVAL**

Faculty Reviewer Signature: Date:

MPH Program Coordinator Signature: Date:

*Approved proposals are uploaded to eLC CPH-GRAD by the midpoint of the semester. Clearance to PBHL 7560 course registration is granted at the beginning of registration, with the faculty reviewer as the instructor.*
APPENDIX 4: SAMPLE MANUSCRIPT RUBRIC

Student: ___________________________  Email:________________________  MyID: ______________

Faculty Advisor: ____________________________

Draft Submission Date: ____________________  Final Submission Date:_______________  Final Grade: __________

INSTRUCTIONS FOR STUDENTS:
Format: The APE e-Portfolio and e-Poster should be created on approved platforms. Sites such as WordPress or BlogSpot may be used for ePortfolios. Students typically utilize Powerpoint or Prezi as their preferred e-Poster format. Final Manuscript should be in PDF format.
References. References should follow the APA style. Reference list should be typed using single spacing and in alphabetical order.

The Manuscript and e-Poster should contain the following components:

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>EVALUATION*</th>
<th>REVIEWER’S COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract and Introduction</td>
<td>□ Exceeds all criteria (10 pt max)</td>
<td>□ Meets all criteria (8 pt max)</td>
</tr>
<tr>
<td>• Background/rationale is clear and coherent</td>
<td>□ Meets w/ minor exceptions (7 pt max)</td>
<td>□ Meets w/ major exceptions (6 pt max)</td>
</tr>
<tr>
<td>• Subject matter is well researched and documented</td>
<td>□ Does Not Meet Expectations (4 pt max)</td>
<td></td>
</tr>
<tr>
<td>• Theoretical concepts are well defined and integrated</td>
<td>Total Points earned _____________</td>
<td></td>
</tr>
<tr>
<td>• Objectives and outcomes are well supported by current literature</td>
<td></td>
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</tbody>
</table>

Total Points earned ______________
<table>
<thead>
<tr>
<th><strong>Background</strong></th>
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<tbody>
<tr>
<td>• Background is presented clearly and is informative</td>
<td>□ Exceeds all criteria (10 pt max)</td>
<td></td>
</tr>
<tr>
<td>• Good analysis of the problem</td>
<td>□ Meets all criteria (8 pt max)</td>
<td></td>
</tr>
<tr>
<td>• Details provided are relevant to the identified problem and study</td>
<td>□ Meets w/ minor exceptions (7 pt max)</td>
<td></td>
</tr>
<tr>
<td>• Details are sufficient in understanding context, scope, and depth of the problem</td>
<td>□ Meets w/ major exceptions (6 pt max)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Does Not Meet Expectations (4 pt max)</td>
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<td></td>
<td><strong>Total Points earned</strong></td>
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<tr>
<th><strong>Review of the Literature</strong></th>
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<tbody>
<tr>
<td>• Explains theory and existing evidence clearly</td>
<td>□ Exceeds all criteria (25 pt max)</td>
<td></td>
</tr>
<tr>
<td>• Accurately and effectively sites from varying authors</td>
<td>□ Meets all criteria (22 pt max)</td>
<td></td>
</tr>
<tr>
<td>• References align with the focus of the study</td>
<td>□ Meets w/ minor exceptions (20 pt max)</td>
<td></td>
</tr>
<tr>
<td>• References are sufficient in understanding the identified problem</td>
<td>□ Meets w/ major exceptions (18 pt max)</td>
<td></td>
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<tr>
<td></td>
<td>□ Does Not Meet Expectations (10 pt max)</td>
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<td></td>
<td><strong>Total Points earned</strong></td>
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<thead>
<tr>
<th>Method</th>
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<tr>
<td>• Well written, detailed description of methods</td>
<td>□ Exceeds all criteria (25 pt max)</td>
<td></td>
</tr>
<tr>
<td>• Methods are appropriate for research question</td>
<td>□ Meets all criteria (22 pt max)</td>
<td></td>
</tr>
<tr>
<td>• Data analysis is adequate and appropriate for research question</td>
<td>□ Meets w/ minor exceptions (20 pt max)</td>
<td></td>
</tr>
<tr>
<td>• Interpretation of analysis is accurate, appropriate, and can be replicated</td>
<td>□ Meets w/ major exceptions (18 pt max)</td>
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<tr>
<td></td>
<td>□ Does Not Meet Expectations (10 pt max)</td>
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<td><strong>Total Points earned</strong></td>
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</table>
### Results & Discussion
- Goals are correctly documented and summarized
- Results clearly connect to original objectives and research question
- Findings can be related to or compared with previous research
- Comprehensive discussion is presented
- Possible Limitations or Future Implications are identified

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<tr>
<th></th>
<th>Exceeds all criteria (10 pt max)</th>
<th>Meets all criteria (8 pt max)</th>
<th>Meets w/ minor exceptions (7 pt max)</th>
<th>Meets w/ major exceptions (6 pt max)</th>
<th>Does Not Meet Expectations (4 pt max)</th>
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</table>

### References
- Included sufficient references to thoroughly address the problem, research question and body of work.
- Included peer-reviewed, scientific references or referenced chapters from relevant books
- Used referencing style correctly and without need for revision

<table>
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<tr>
<th></th>
<th>Exceeds all criteria (10 pt max)</th>
<th>Meets all criteria (8 pt max)</th>
<th>Meets w/ minor exceptions (7 pt max)</th>
<th>Meets w/ major exceptions (6 pt max)</th>
<th>Does Not Meet Expectations (4 pt max)</th>
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<td><strong>Total Points earned</strong></td>
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</table>

### Poster / e-Poster Quality (10)
- Title and Sections of poster’s content are listed
- Appropriate information is included in each section
- Information is consistent with manuscript
- Graphs/tables/charts are labeled, and appropriately depict intended information
- Overall quality of content is acceptable

<table>
<thead>
<tr>
<th></th>
<th>Exceeds all criteria (10 pt max)</th>
<th>Meets all criteria (8 pt max)</th>
<th>Meets w/ minor exceptions (7 pt max)</th>
<th>Meets w/ major exceptions (6 pt max)</th>
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</table>

* Each section's points are continuous. Accumulated points for all sections receive the following letter grade: A 94-100  A- 90-93  B+ 87-89  B 84-86  B- 80-83  C+ 77-79  C 74-76  C- 70-73  D 65-69  F below 65