



UNIVERSITY OF
GEORGIA
College of Public Health

Master of Public Health
Student Manual
Applied Practice and Integrative
Learning Experience
2023-24

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MPH Applied Practice & Integrative Learning Experience

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](#), as well as Concentration Competencies. 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. There are TWO different options students can select. The **Practice Track (p. 3-18)** is a traditional internship, and the **Research Track (p. 19-24)** is an opportunity for students to publish a scientific manuscript.

Public Health Practice Track

The Integrative Learning Experience

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 practice experience and are led by the Practice Coordinator.

APE Advisement

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 is initiated and the final document 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.

Applied Practice Experience (APE) Proposal

Once a site is identified, the **APE Proposal** is completed and must contain the site's information, as well as the MPH Foundational and Concentration Competencies that the student must identify and map to deliverables and assigned duties. A sample proposal is included in Appendix 4, and the fillable PDF can be downloaded from APE-ILE Module of the eLC CPH-GRAD course.

The student may also begin 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. The Comprehensive Site Profile is due at the completion of the practice experience that occurs the following semester. Use the Rubric in Appendix 6 to complete the profile.

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

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

- Resume or Curriculum Vitae
- LinkedIn Portfolio
- Approved APE Proposal

Once all products 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-Practice Track

The Public Health culminating experience is an extended 6 credits of PBHL 7660, the final semester of the MPH program. During this term, the student is on site completing 300 contact hours of field experience, and conducting relevant public health work. Working alongside a site supervisor, the student will develop their defined products, create a Poster, and finalize the LinkedIn Portfolio by including these items in the 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 7660 APE course, students will craft and submit the following products:

- Field Experience Products
- Midterm and final evaluations
- Final LinkedIn Portfolio
- Comprehensive Site Profile
- Practice or Scientific Poster
- Attend the final MPH Poster Session

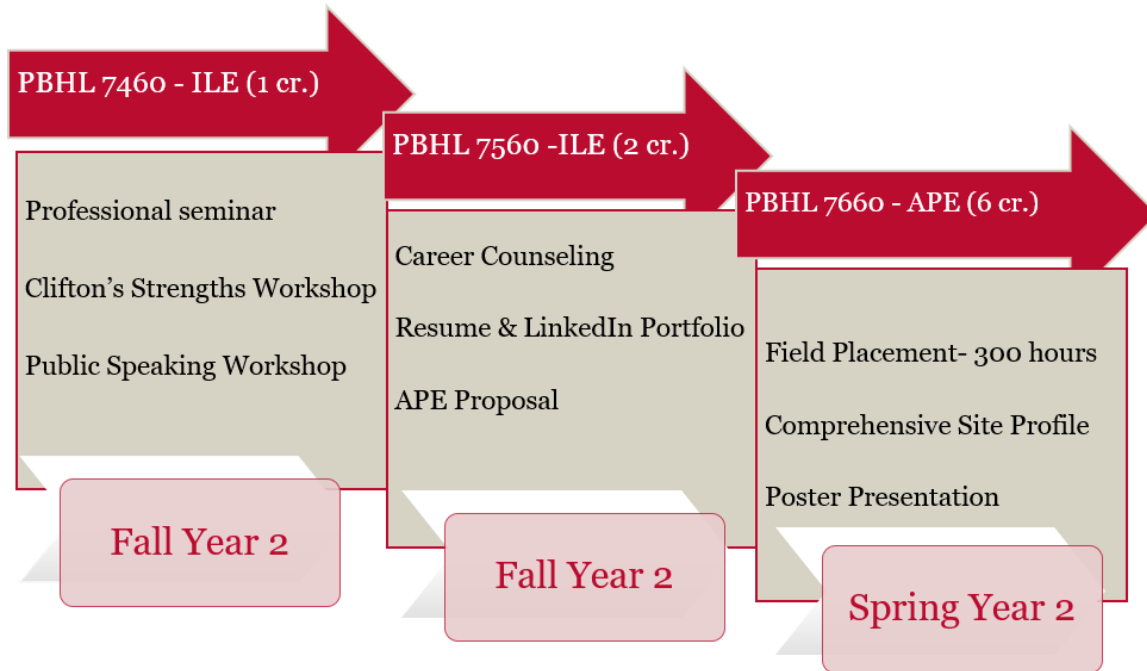
Requirements and Deadlines

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 7660 course during the final semester. If a student is not on the listserv or does not check inbox regularly, important deadlines and information may be missed. It is essential that the MPH Practice Coordinator has updated email contact and that the student is sure to stay abreast of all email communication from the CPH Office of Academic Affairs.

Deadlines to consider:

Two Semesters prior to Field Experience	<ul style="list-style-type: none"> • 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 traditional 2-year student will likely register the spring of year-1. Both courses begin the semester before the field experience.
Semester Prior to Field Experience	<ul style="list-style-type: none"> • 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 have a nearly completed LinkedIn Portfolio by the end of the term.
Semester during Field Experience	<ul style="list-style-type: none"> • 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. • During the APE term, students will draft their Comprehensive Site Profile.
PBHL 7660 Required Products	<ul style="list-style-type: none"> • To successfully pass all courses, students must have submitted a resume/CV, Comprehensive Site Profile, LinkedIn Portfolio, Poster, time log, all evaluations, and the APE products. • To pass all courses, students must attend the MPH Poster Session at the end of the term.

Sample Timeline:



Fulfilling the requirements outlined above is crucial to the successful completion of the APE and ILE. The final products must be acceptably formatted, professional, and comprehensive, and must be an exhibition of the student's integration of the MPH Foundational Competencies as well as Concentration Competencies. The entire process must also be monitored by an academic advisor and the MPH Practice Coordinator.

All students must complete the PBHL 7660 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. Failure to earn an acceptable grade will result in failing the APE, in which case the faculty advisor and/or MPH Practice Coordinator may require repeating some or all of the APE-ILE requirements.

In the event of a documented emergency or circumstances that are out of the student's control, students may request an incomplete grade prior to the end of the term. Once approved by the faculty advisor, students must accept an Incomplete grade and register for a minimum of 3- credits of GRSC course, within 3 semesters, in order to graduate (please see the incomplete grade policy in p. 35).

Sample APE Applied Practice Proposal

APE PROPOSAL FORM

To be submitted the semester PRIOR to field placement.

The Fillable PDF file can be downloaded from the APE- ILE Module in eLC CPH-GRAD.

It is essential that you save your own copy of this proposal, to return to it multiple times and to share with others. Once completed, you will be required to share with multiple parties for signature approval. Hand written or partially completed proposals will not be accepted.

Prior to completing this proposal, please make sure you have reviewed the *APE-ILE Manual* and understand the appropriate steps for identifying the site and obtaining prior authorization for the content you will detail in this document.

It is also recommended that you review, draft, and share the initial drafts of this document BEFORE sending your final proposal to your site supervisor for signatures, to ensure you accurately and succinctly cover all aspects of your proposed field experience. Sections include; the student profile, site and supervisor profile, MPH-Foundational Competency mapping, Concentration Competency mapping, the Comprehensive Site Profile, and the required authorizations and signatures.

This proposal is for review purposes only. It is mandatory that you download and use the fillable PDF document located in eLC CPH-GRAD course, to simplify obtaining e-signatures.

Student Details:

First, Middle, and Last Name: _____

Email: _____

(81X): _____

Address: _____

Semester of Placement: _____

Year of Placement: _____

Concentration: _____

Dual Degree (if applicable): _____

Site Details:

Agency Name: _____

Type of Agency or Organization:

Division/Unit: _____

Non profit

Governmental

Address: _____

For Profit

Hospital

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?

Please use this section to identify the MPH Foundational Competencies and Concentration Competencies that you intend on addressing, as well as the learning objectives that you will map to each competency. You should reference your intended products and expected duties within each 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:

Please Identify at least ONE Concentration Competency and learning outcome:

Concentration Competency 1:

Learning Objective 1:

*** Please use the Rubric provided on page 16 to complete your Comprehensive Site Profile during your placement.**

PBHL 7660 Course Information

Things to do this semester:

Congratulations on completing your APE Proposal for the Applied Practice Track. You will be cleared to register for 6 credits of PBHL 7660, under your faculty advisor. An email confirmation containing the Course Reference Number (CRN) will be sent within 24 hours.

Mark your calendar! You must attend the APE Briefing the final week of classes, this semester. To find that date, review the topical outline in your PBHL 7560 APE Advisement syllabus. The date is also posted on eLC CPH-GRAD.

Things to do next semester:

Remember to begin your **Comprehensive Site Profile** at the start of your placement, and submit your final copy prior to the final day of semester classes. The final document submission date and eLC Dropbox will be posted on eLC CPH-GRAD, at the start of next semester.

Steps to Completion:

- The Comprehensive Site Profile should contain the site's mission, vision and values, summary of financial health, and a robust description of the populations it serves. 2- pages recommended.
- The Profile should contain an analysis of the public health problem that you will address during your time at the site. Clearly identify the problem(s), provide an epidemiological scope of the problem(s) and the significance of this problem to the community that your site serves. You must also detail how you have practiced and integrated your FIVE MPH Foundational Competencies. You must also map at least ONE Concentration Competency to your final products. 6-8 page recommended.
- Detail the methods that your agency uses to address this problem, and the methods that you employed to address this problem. Please map your methods to your assigned duties and deliverables. 4-6 page recommended.
- The outline and grading rubric for the Comprehensive Site Profile is located on Page 16.

Timeline for Completion:

- 2 weeks before classes end, student submits first drafts of Site Profile and Poster to advisor;
- 1 week before classes end, advisor returns final edits to student for revisions;
- Last week of classes, student submits Site Profile and Poster to advisor for final grade;
- Three days prior to Poster session (the summer session is the day before) student must have poster, and all final documents submitted to the eLC CPH-GRAD course assignment Dropbox.

Mark your calendar! Remember to continue working on your **LinkedIn Portfolio** as well as your **Poster Presentation**, throughout the semester. Both are due the final week of classes. The final submission date and Dropbox will be posted on eLC CPH-GRAD, at the start of next semester.

Mark your calendar! The **Poster Session** takes place on Reading Day in the Fall and Spring semesters, and the first day of finals, in the summer thru session.

The APE is complete once you have submitted your LinkedIn Portfolio link, the Comprehensive Site Profile, and Poster, and attended the MPH Poster Session, at the end of the semester.

Requirements for the Comprehensive Site Profile

Remember to begin your **Comprehensive Site Profile** at the start of your placement, and submit your preliminary draft to your faculty advisor by the recommended deadlines. The final copy must be approved by your advisor, by the final week of classes. The final document submission date and Dropbox will be posted on eLC CPH-GRAD, at the start of next semester.

- The Comprehensive Site Profile should contain the site's mission, vision, and values, summary of financial health, and a robust description of the populations it serves. 2- pages recommended.
- The Profile should contain an analysis of the public health problem that you will address during your time at the site. Clearly identify the problem(s), provide an epidemiological scope of the problem(s) and the significance of this problem to the community that your site serves. You must also detail how you have practiced and integrated your FIVE MPH Foundational Competencies. You must also map at least ONE Concentration Competency to your final products. 6-8 page recommended.
- Detail the methods that your agency uses to address this problem, and the methods that you employed to address this problem. Please map your methods to your assigned duties and deliverables. 4-6 page recommended.
- The outline and grading rubric for the Comprehensive Site Profile is detailed on page 16. Please follow each section's requirements for the maximum points possible.

Sample Comprehensive Site Profile Rubric

Student: _____ **Email:** _____ **MyID:** _____

Faculty Advisor: _____

Draft Submission Date: _____ **Final Submission Date:** _____ **Final Grade:** _____

INSTRUCTIONS FOR STUDENTS:

Format: The APE e-Portfolio and Poster should be created on approved platforms and formats. Students typically use the [CPH Poster Template](#) as their preferred Poster format; however, advisors may recommend a different poster format. Final Comprehensive Site Profile should be in PDF. Once approved, the Poster and LinkedIn Portfolio link must be submitted to the MPH Practice Coordinator for final approval.

Formatting must follow the [APA 7](#) style, unless a different formatting style is recommended by the faculty advisor.

The Comprehensive Site Profile and Poster should contain the following components:

STANDARD	EVALUATION*	REVIEWER'S COMMENTS
<p><u>Introduction</u></p> <ul style="list-style-type: none"> • The site's vision, mission, values are clear and coherent • The site's history is well researched and documented • Chronology contains significant milestones that are identified by the site preceptor or other site administrators as meaningful to the site's history • The site's public health mission is introduced, as a part of the introductory content • Identified MPH Foundational and Concentration Competencies are discussed 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds all criteria (10 pt max) <input type="checkbox"/> Meets all criteria (8 pt max) <input type="checkbox"/> Meets w/ minor exceptions (7 pt max) <input type="checkbox"/> Meets w/ major exceptions (6 pt max) <input type="checkbox"/> Does Not Meet Expectations (4 pt max) <p style="text-align: center;">Total Points earned _____</p>	

<p><u>Background</u></p> <ul style="list-style-type: none"> • The site’s public health objectives are presented clearly and in an informative tone • Good analysis of the identified public health problem and target population • Details provided are relevant to the identified public health problems • Details are sufficient in understanding context, scope, and depth of the site-specific public health problems and goals 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds all criteria (10 pt max) <input type="checkbox"/> Meets all criteria (8 pt max) <input type="checkbox"/> Meets w/ minor exceptions (7 pt max) <input type="checkbox"/> Meets w/ major exceptions (6 pt max) <input type="checkbox"/> Does Not Meet Expectations (4 pt max) <p>Total Points earned _____</p>	
<p><u>Review of the Literature</u></p> <ul style="list-style-type: none"> • Depth of literature related to the site-specific public health problems is detailed • Explains theory and existing evidence clearly • Accurately and effectively sites from varying authors • References align with the focus of the identified public health problems • References are sufficient in understanding the identified problems 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds all criteria (25 pt max) <input type="checkbox"/> Meets all criteria (22 pt max) <input type="checkbox"/> Meets w/ minor exceptions (20 pt max) <input type="checkbox"/> Meets w/ major exceptions (18 pt max) <input type="checkbox"/> Does Not Meet Expectations (10 pt max) <p>Total Points earned _____</p>	
<p><u>Identified Deliverables</u></p> <ul style="list-style-type: none"> • Well-written, detailed description of intended, and actual deliverables • Role in producing deliverables is clearly detailed • Description of the way in which deliverables contributed to the site’s public health agenda and overall mission • Description of the outcomes for the target population, audience, or community served are detailed 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds all criteria (25 pt max) <input type="checkbox"/> Meets all criteria (22 pt max) <input type="checkbox"/> Meets w/ minor exceptions (20 pt max) <input type="checkbox"/> Meets w/ major exceptions (18 pt max) <input type="checkbox"/> Does Not Meet Expectations (10 pt max) <p>Total Points earned _____</p>	

<p><u>Results & Discussion</u></p> <ul style="list-style-type: none"> • Goals are correctly documented and summarized • Outcomes clearly connect to original objectives • Comprehensive discussion of impact on agency mission and target audience, population or community is presented • Limitations experienced are identified • Barriers identified by the site for meeting needs of the target population are described • Synthesis of identified MPH Foundational and Concentration Competencies is detailed 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds all criteria (10 pt max) <input type="checkbox"/> Meets all criteria (8 pt max) <input type="checkbox"/> Meets w/ minor exceptions (7 pt max) <input type="checkbox"/> Meets w/ major exceptions (6 pt max) <input type="checkbox"/> Does Not Meet Expectations (4 pt max) <p>Total Points earned _____</p>	
<p><u>References</u></p> <ul style="list-style-type: none"> • Included sufficient references to thoroughly address the identified public health problems, target population, and scope of work. • Included peer-reviewed, scientific references or referenced chapters from relevant books • Used referencing style correctly and without need for revision 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds all criteria (10 pt max) <input type="checkbox"/> Meets all criteria (8 pt max) <input type="checkbox"/> Meets w/ minor exceptions (7 pt max) <input type="checkbox"/> Meets w/ major exceptions (6 pt max) <input type="checkbox"/> Does Not Meet Expectations (4 pt max) <p>Total Points earned _____</p>	
<p><u>Poster / e-Poster Quality</u></p> <ul style="list-style-type: none"> • Title and Sections of poster's content are listed • Appropriate information is included in each section • Information is consistent with Comprehensive Site Profile • Graphs/tables/charts are labeled, and appropriately depict intended information • Overall quality of content is acceptable 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds all criteria (10 pt max) <input type="checkbox"/> Meets all criteria (8 pt max) <input type="checkbox"/> Meets w/ minor exceptions (7 pt max) <input type="checkbox"/> Meets w/ major exceptions (6 pt max) <input type="checkbox"/> Does Not Meet Expectations (4 pt max) <p>Total Points earned _____</p>	

* 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

Public Health Applied Research Track

The Integrative Learning Experience

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 expose 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.

APE Advisement

The public health APE advisement is a 2-credit course that initiates the 2-semester timeline for the APE Research Track, and must begin the semester prior to graduation. In this course, the student identifies a mentor/advisor for the APE Research Track, and then works with the advisor towards a publishable manuscript. The reader must be a faculty member in the College and the instructor for both the PBHL 7560 and PBHL 7660 courses. The student must be primary author, but if 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 the publication's 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 Reader). Because of the lengthy period typically required to prepare a manuscript, the student must have discussed with the primary reader 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 APE-Advisement course, students will craft and submit the following products:

- Approved APE Research Track Proposal
- The Literature Review
- Resume or Curriculum Vitae
- Preliminary LinkedIn Portfolio

Applied Practice Experience (APE) Proposal

An approved **APE Proposal Form** for the research track 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 selected MPH Foundational and Concentration Competencies. See page 27 for sample proposal, and the fillable PDF is located in the APE-ILE Module on eLC CPH- GRAD.

For approval to register for PBHL 7660, the student must first prepare a project proposal that is to be reviewed and approved by the student's Faculty advisor. The APE advisor can be the student's academic advisor OR the student research mentor or co-investigator. If a student wishes to have a faculty member outside of his/her department be a reviewer, then a secondary reviewer within the student's department should also be selected to participate in all reviews, approvals, and signatures throughout the APE. This is not required but is recommended, to ensure the synthesis of the MPH Competencies are adequately practiced and documented.

The Faculty advisor and MPH Practice Coordinator must approve the APE Proposal for the research track by signing the APE 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 Practice Coordinator. The Faculty advisor must carefully consider the timeline for completion from the time of the proposed revision before approving any changes to the proposal.

The APE Proposal is due to the Faculty Reviewer midpoint of the semester during the PBHL 7560 APE Advisement course, and in most cases it is the semester PRIOR to the student's graduation term. The fillable APE Proposal Form can be found on the eLC CPH-GRAD course. Proposal submission dates and the Dropbox are also posted on CPH-GRAD at the start of each term.

The student is responsible for completing the APE Project via the instructions included in the APE 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 or research. 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 ensure that the student applies skills from across the curriculum and demonstrates synthesis and integration of MPH Foundational Competencies as well as Concentration Competencies.

The Applied Practice Experience - Research Track

The PBHL 7660 course is completed during the student's final semester. The student fulfills all research requirements and finalizes the publishable 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 a 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 faculty 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 Scientific Poster Presentation. To ensure that the manuscript and Poster requirements are successfully met, the student must discuss the contents of the LinkedIn Portfolio, and the format of the Poster, during the APE proposal phase and submit drafts and the final documents during their final semester in the program.

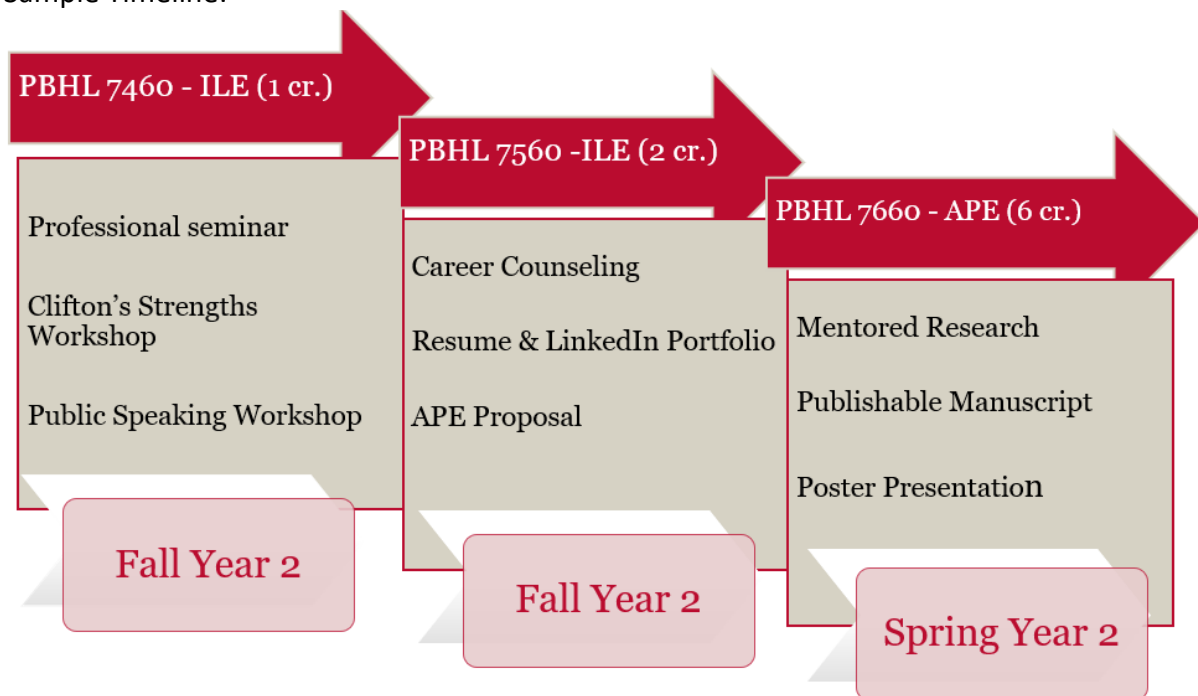
Requirements and Deadlines

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 7660 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 Practice Coordinator has updated email contact and that the student be sure to stay abreast of all email communication from the CPH Office of Academic Affairs.

Deadlines to Consider:

Two Semesters prior to Applied Research Experience	<ul style="list-style-type: none"> Registration for PBHL 7460 course occurs the semester prior to the last year in the MPH program. 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. These courses begin one semester prior to graduation.
Semester Prior to Applied Research Experience	<ul style="list-style-type: none"> In the PBHL 7560 2-credit course, students must submit their Resume/CV and APE proposal for applied research by the midpoint of the semester. Students must submit the literature review and a working version of their LinkedIn Portfolio by the end of the term.
Semester during Applied Research Experience	<ul style="list-style-type: none"> During the first half of the APE term, students will be required to attend a check-in session with the MPH Practice Coordinator. During the APE term, students are required to submit a final evaluation. Faculty Advisor also submit a final evaluation. Final draft of the manuscript must be approved for submission by the end of the term. The Faculty Advisor or student may initiate the email to the Practice Coordinator, with all parties included.
PBHL 7560 Required Products	<ul style="list-style-type: none"> To successfully pass all courses, students must have submitted a resume/CV, publishable manuscript, final LinkedIn Portfolio, Poster, and all evaluations. To pass all courses, students must attend the MPH Poster Session at the end of the term.

Sample Timeline:



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

All students must complete the PBHL 7660 course in a single semester and must obtain a final grade no lower than a B- from the assigned faculty advisor or mentor. Failure to earn an acceptable grade will result in failing the APE, in which case the faculty advisor and/ or MPH Practice Coordinator may require repeating some or all of the APE-ILE requirements.

In the event of a documented emergency or circumstances that are out of the student's control, students may request an incomplete, prior to the end of the term. Once approved by the faculty advisor, students must accept an Incomplete grade and register for a minimum of 3-credits of GRSC course, within 3 semesters, in order to graduate (please see the incomplete grade policy in p. 35).

Document Submission Procedures

Communication regarding deadlines and policies is sent to students via the MPH student listserv and email. Submission deadlines and dropbox instructions are posted on eLC CPH-GRAD at the beginning of each term.

The student will email their LinkedIn Portfolio link, preliminary draft of manuscript and e-Poster to the faculty advisor, 4 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 to the faculty advisor, for approval, three days prior to the scheduled poster session. The poster sessions are typically held on reading day each semester or the final day of classes in Summer terms. The full recommended timeline is also included on the APE proposal.

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 CPH-GRAD. These documents MUST be submitted no later than 3 days PRIOR to the scheduled 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

Sample APE Applied Research Proposal

The Fillable PDF file can be downloaded from the APE-ILE Module in ELC CPH-GRAD.

It is essential that you save your own copy of this proposal, in order to return to it multiple times and to share with others. Once completed, you will be required to share with multiple parties for signature approval.

Prior to completing this proposal, please make sure you have reviewed the APE-ILE Manual and understand the appropriate steps for identifying the site and obtaining prior authorization for the content you will detail in this document.

It is also recommended that you review, draft, and share the initial drafts of this document BEFORE sending your final proposal to your Faculty Reviewer for signatures, to ensure you accurately and succinctly cover all aspects of your proposed experience. Sections include; the student profile, manuscript profile, MPH-Foundational Competency mapping, Concentration Competency mapping, and the required authorizations and signatures.

It is recommended that you use the fillable PDF document, to simplify obtaining e-signatures. The Fillable PDF is required and can be downloaded from the APE-ILE Module in ELC CPH-GRAD. Handwritten or incomplete proposals will not be accepted.

APE Research Track Proposal Form

To be submitted the semester PRIOR to PBHL 7560 enrollment. Proposal is due on the UGA Midterm date.

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 the Manuscript and poster to advisor;
- 2 weeks before classes end, advisor returns final edits to student for revisions;
- Last week of classes, student submits final manuscript and poster to reviewer for grading;
- Three days prior to poster session, student must have the poster and final manuscript submitted to the MPH Practice Coordinator.
- Advisor must confirm manuscript completion via email, prior to the MPH Poster Session.
- 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 7660.

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:

Please map at least ONE Concentration Competency with learning Objectives:

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 on page 32 may also be used, by indicated this preference below:

APE Research Track Faculty Approval

The following signatures confirm that I completed this proposal with the guidance of my faculty reviewer. My signature and my reviewer's signatures are required, and the signed proposal will be routed to the MPH/DrPH Practice Coordinator, Margaret McCallister. When these three signatures are obtained, I will be cleared for the PBHL 7660 APE course, for 6 credits.

If significant changes in the manuscript details, timeline, or learning objectives occur, they must be submitted in writing to the MPH Practice Coordinator prior to implementation. I will Email Margaret McCallister at mpmccallister@uga.edu, to confirm the process or submit revised documents.

Please complete only if you have discussed this proposal with your academic advisor in detail, and have obtained approval to proceed:

- I have received approval: YES NO
- My Advisor's Name: _____
- My Advisor's email Address: _____

Student Signature: My signature below indicates that I have discussed this proposal with my academic advisor as well as the site supervisor. The learning objectives and proposed tasks have been outlined, and I agree with the proposed learning objectives and related practice activities.

Sign: _____ Date: _____

Site Supervisor Signature: My signature below indicates that I have discussed with the student the placement learning objectives and proposed tasks, and that I agree with the proposed learning objectives and related internship activities.

Sign: _____ Date: _____

Practice Coordinator Signature: My signature below indicates that I have approved all APE documents. I will assign the PBHL 7660 course to the student and communicate information and deadlines to the student and supervisor throughout the APE term.

Sign: _____ Date: _____

PBHL 7660 Course Information:

Congratulations on completing your APE Proposal for the Applied Research Track. You will be cleared to register for 6 credits of PBHL 7660, under your faculty advisor. An email confirmation containing the Course Reference Number (CRN) will be sent within 24 hours.

You must attend a check-in session 2-weeks after the start of next semester. The date will be posted on eLC CPH-GRAD at the start of the term.

Mark your calendar! Remember to continue working on your **LinkedIn Portfolio** throughout the semester, as well as your **Poster Presentation**. Both are due the final week of classes. The final submission date and Dropbox will be posted on eLC CPH-GRAD, at the start of next semester. An email confirming the successful completion of your **manuscript** must be emailed to Margaret McCallister, at mpmccallister@uga.edu. You may initiate the email communication by copying both your reviewer and Ms. McCallister, with confirmation of successful completion.

Mark your calendar! The **Poster Session** takes place on Reading Day in the Fall and Spring semesters, and the first day of finals, in the summer semester.

The APE is complete once you have submitted your LinkedIn Portfolio, manuscript, and poster, and attended the MPH Poster Session, at the end of the semester.

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. [The CPH Poster Templates](#) can be used as the preferred format, or the student’s advisor may recommend a different format. The final Manuscript should be in PDF format.

Recommended formatting is APA 7, unless publication or advisor recommend a different format.

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

STANDARD	EVALUATION*	REVIEWER’S COMMENTS
<p><u>Abstract and Introduction</u></p> <ul style="list-style-type: none"> • Background/rationale is clear and coherent • Subject matter is well-researched and documented • Theoretical concepts are well-defined and integrated • Objectives and outcomes are well supported by current literature • Identified MPH Foundational and Concentration Competencies are discussed 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds all criteria (10 pt max) <input type="checkbox"/> Meets all criteria (8 pt max) <input type="checkbox"/> Meets w/ minor exceptions (7 pt max) <input type="checkbox"/> Meets w/ major exceptions (6 pt max) <input type="checkbox"/> Does Not Meet Expectations (4 pt max) <p style="text-align: center;">Total Points earned _____</p>	

<p><u>Background</u></p> <ul style="list-style-type: none"> • Background is presented clearly and is informative • Good analysis of the problem • Details provided are relevant to the identified problem and study • Details are sufficient in understanding context, scope, and depth of the problem 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds all criteria (10 pt max) <input type="checkbox"/> Meets all criteria (8 pt max) <input type="checkbox"/> Meets w/ minor exceptions (7 pt max) <input type="checkbox"/> Meets w/ major exceptions (6 pt max) <input type="checkbox"/> Does Not Meet Expectations (4 pt max) <p>Total Points earned _____</p>	
<p><u>Review of the Literature</u></p> <ul style="list-style-type: none"> • Explains theory and existing evidence clearly • Accurately and effectively sites from varying authors • References align with the focus of the study • References are sufficient in understanding the identified problem 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds all criteria (25 pt max) <input type="checkbox"/> Meets all criteria (22 pt max) <input type="checkbox"/> Meets w/ minor exceptions (20 pt max) <input type="checkbox"/> Meets w/ major exceptions (18 pt max) <input type="checkbox"/> Does Not Meet Expectations (10 pt max) <p>Total Points earned _____</p>	
<p><u>Method</u></p> <ul style="list-style-type: none"> • Well-written, detailed description of methods • Methods are appropriate for the research question • Data analysis is adequate and appropriate for the research question • Interpretation of analysis is accurate, appropriate, and can be replicated 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds all criteria (25 pt max) <input type="checkbox"/> Meets all criteria (22 pt max) <input type="checkbox"/> Meets w/ minor exceptions (20 pt max) <input type="checkbox"/> Meets w/ major exceptions (18 pt max) <input type="checkbox"/> Does Not Meet Expectations (10 pt max) <p>Total Points earned _____</p>	

<p><u>Results & Discussion</u></p> <ul style="list-style-type: none"> • 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 • Synthesis of MPH Foundational and Concentration Competencies are discussed 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds all criteria (10 pt max) <input type="checkbox"/> Meets all criteria (8 pt max) <input type="checkbox"/> Meets w/ minor exceptions (7 pt max) <input type="checkbox"/> Meets w/ major exceptions (6 pt max) <input type="checkbox"/> Does Not Meet Expectations (4 pt max) <p>Total Points earned _____</p>	
<p><u>References</u></p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds all criteria (10 pt max) <input type="checkbox"/> Meets all criteria (8 pt max) <input type="checkbox"/> Meets w/ minor exceptions (7 pt max) <input type="checkbox"/> Meets w/ major exceptions (6 pt max) <input type="checkbox"/> Does Not Meet Expectations (4 pt max) <p>Total Points earned _____</p>	
<p><u>Poster / e-Poster Quality (10)</u></p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Exceeds all criteria (10 pt max) <input type="checkbox"/> Meets all criteria (8 pt max) <input type="checkbox"/> Meets w/ minor exceptions (7 pt max) <input type="checkbox"/> Meets w/ major exceptions (6 pt max) <input type="checkbox"/> Does Not Meet Expectations (4 pt max) <p>Total Points earned _____</p>	

* 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

Grade Policies

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 to the College's Elc submission dropbox, no less than three days prior to scheduled ePoster sessions each term.

Insufficient Academic Progress

In the event that a student receives a grade below B- on PBHL 7560, the student must repeat PBHL 7560 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 a REVISED or entirely different final products.

Incomplete APE

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](#)).

Poster Requirements

During the semester in which the student is registered for PBHL 7660, it is **mandatory** that the student present a practice or scientific poster detailing the APE Project, during the designated presentation session at the end of the semester. Generally, this presentation session occurs during the university's published reading day in Fall/Spring or the last day of class in summer terms. The student is encouraged to invite advisors, preceptors, community members, friends and family to the MPH Poster Session. It is up to the student to create and present the poster on this day, and the quality of the poster is included as a portion of the APE Project as well as the PBHL 7660 final grade.

Any absences or incomplete submissions are considered as an incomplete grade for the PBHL 7660 course and the student will be required to fulfill the requirements in a subsequent semester.

APE Poster Presentations will occur in-person during the fall and spring semesters, and virtually via e-Posters during summer semesters. In the event that large gatherings are not permitted, a transition to Virtual e-Poster Sessions will occur and launch for viewing on the designated session date. Please refer to the instructions on Page 38 for details on the Virtual E-Poster sessions.

In-Person Poster Sessions

Fall and Spring Poster Session:

Students are required to submit an electronic copy of their Poster to the MPH Practice Coordinator 3 business days prior to the designated poster session. Submission details will be shared at the start of the term.

The standard printing requirements are 52x34 foamboards. Paper posters are also acceptable, but must be communicated to the Practice Coordinator at least 1 day prior to the event.

Free poster printing is available to all MPH graduating students at UGA Tate Print and Copy. Students will be expected to [schedule a printing session at Tate Print and Copy](#), at least two weeks prior to the MPH Poster Session. Failure to schedule an appointment in advance may result in the unavailability of your preferred dates/times. Students who are not able to schedule an appointment with Tate Print and Copy will be required to seek their own printing service at their expense.

The in-person MPH Poster Session will take place in a designated space on HSC campus and each student will have a designated easel to display their poster. Each student is expected to be present for the duration of the presentation schedule and should be prepared to have a brief oral presentation prepared for visitors interested in hearing more about the presented work.

Posters will also be posted on the college's website and will be published for future presenters to view as well.

Virtual e-Poster Sessions

In the summer semester, an asynchronous Virtual e-Poster Session will take place, where audiences will be able to visit the site to view and comment on prerecorded presentations. The following will be required. Transition to Virtual e-Poster Sessions will occur in the event of fall/spring in-person cancellation due to unforeseeable circumstances or inclement weather.

1. A prepared e-Poster using the [CPH template](#) or a template approved by the faculty advisor.
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.
3. Uploaded copy of prerecorded presentation to the [Kaltura](#) media platform on eLC.
4. Interactive and timely responses to public comments during the allotted day and time of the scheduled e-Poster Session.

Failure to submit these products or attend the session will result in an Incomplete Grade for PBHL 7660.

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: 40.97×23.04, 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.
- For In-Person sessions, there is no audio allowed in the e-Poster file. Virtual sessions, however, will require a video recording of your presentation.
- Embedded video may be displayed in the following formats:
 - .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.
- If 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 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>
<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 groups or pairs of any kind for any portion of their APE-ILE experience. Collaborative work that is conducted in the field may be submitted as deliverables or products, however, students must clearly state that the work submitted is collaborative, and they must credit the individual(s) who contributed.

Students cannot copy or borrow any completed or published work from previous or current MPH student submissions.

Students must be careful in citing all non-original work, which includes direct quotes, paraphrases, theories or conceptual frameworks, graphics, images, and illustrations. Visit [UGA's Academic Honesty Policy](#) for comprehensive definition of academic plagiarism.

Students cannot forge or falsify verbal/email approvals or signatures from faculty advisors or site supervisors. If the College finds that approvals or signatures were not obtained by appropriate parties, the student will be required to speak with all parties regarding next steps. If parties determine that a failure of PBHL 7560 is warranted, the student must repeat the course the subsequent term.

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)

Protection of Human Subjects, Title 45 Code of Federal Regulations, Part 46.

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

Students are expected to identify and then demonstrate proficiency in at least five MPH foundational competencies. Selected competencies are mapped to learning objectives in the APE Proposal, and subsequently, competency proficiency in the field is assessed through assessment of APE Products

Upon completion of the five core MPH courses, students should be able to:

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

Systems Thinking

21. Apply systems thinking tools to a public health issue

Appendix 2 - MPH Concentration Competencies

Biostatistics Core Competencies

Upon completion of the Biostatistics core courses, students with a concentration in Biostatistics will be able to:

1. Use an understanding of public health research, practice, and ethics to inform biostatistical practice.
2. Collaborate in the design of public health surveys and biomedical experiments.
3. Describe concepts of probability, random variation, and commonly used probability distributions.
4. Carry out and communicate exploratory data analyses including the production of tabular summaries, graphical displays, and descriptive statistics.
5. Select the appropriate statistical procedure for statistical analysis based on study objectives, study design, and the types of variables involved.
6. Apply common statistical procedures including simple and multiple regression, analysis of variance, analysis of contingency tables, nonparametric methods, logistic regression, and survival analysis using at least one statistical software package.
7. Demonstrate knowledge of assumptions underlying common statistical procedures, apply appropriate diagnostic methods, and understand the consequences of violations of model assumptions.
8. Communicate orally and in writing descriptions of common statistical procedures, results of statistical analyses, and conclusions from such analyses.

Disaster Management Core Competencies

Upon completion of the core courses, students with a concentration in Disaster Management will be able to:

1. Explain methods of ensuring community health and safety preparedness.
2. Demonstrate proficiency in the use of an all-hazards framework for disaster planning and mitigation.
3. Apply strategies for sharing information with internal and external partners.
4. Apply principles of crisis and risk communication
5. Identify the roles and relationships among federal, tribal, state, and local governments and non-governmental organizations.
6. Describe psychosocial consequences likely to be experienced by public health workers and community members.
7. Demonstrate proficiency in the use of triage systems in a disaster or public health emergency.
8. Demonstrate proficiency in the provision of health system surge capacity for the management of mass casualties in a disaster or public health emergency.
9. Demonstrate proficiency in the management of mass fatalities in a disaster or public health emergency.
10. Demonstrate proficiency in the initiation, deployment, and coordination of national, regional, state, local and institutional incident command and emergency operations systems.
11. Analyze the ethical challenges faced by public health workers and public health organizations.

Environmental Health Core Competencies

Upon completion of the Environmental Health core courses, students with a concentration in Environmental Health will be able to:

1. Demonstrate the basic mechanism by which environmental and occupational pollutants impact health (i.e., the linkage of pollutants' source, media, and receptor and health effects).
2. Analyze and interpret environmental and occupational data.
3. Compare approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
4. Specify current environmental risk assessment methods.
5. Illustrate relevant factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
6. Assess general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.

Epidemiology Core Competencies

Upon completion of the Epidemiology core courses, students with a concentration in Epidemiology will be able to:

1. Demonstrate a working knowledge of current and emerging major public health issues related to communicable and non-communicable diseases.
2. Apply the basic terminology and definitions of epidemiology in oral presentations and written reports.
3. Critically review and summarize epidemiologic literature.
4. Access and utilize epidemiologic data available at the state, national and international level.
5. Demonstrate the understanding of basic epidemiologic study designs.
6. Identify and be able to apply surveillance methods used in both infectious and chronic diseases.
7. Be able to draw appropriate inference from epidemiologic data.

Gerontology Core Competencies

Upon completion of the core courses, students with a concentration in Gerontology will be able to:

1. Relate biological theory and science to understanding senescence, longevity, and variation in aging.
2. Relate psychological theories and science to understanding adaptation, stability, and change in aging.
3. Relate social theories and science of aging to understanding heterogeneity, inequality, and context of aging.
4. Adhere to ethical principles to guide work with and on behalf of older persons.
5. Develop a gerontological perspective through knowledge and self-reflection.
6. Promote older persons' strengths and adaptations to maximize well-being, health, and mental health.
7. Promote quality of life and positive social environment for older persons.
8. Employ and generate policy to equitably address the needs of older persons.

Health Policy and Management

Upon completion of the core courses, students with a concentration in Health Policy and Management will be able to:

1. Formulate the policy process for improving the health status of populations.
2. Assess evidence-based principles of program planning, development, budgeting, management, and evaluation in organizational and community initiatives.
3. Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.
4. Analyze the effects of political, social, and economic policies on public health systems at the local, state, national, and international levels.
5. Describe the legal and ethical basis for public health and health services.
6. Apply quality and performance improvement concepts to address organizational performance issues.

Health Promotion and Behavior Core Competencies

Upon completion of the core courses, students with a concentration in Health Promotion and Behavior will be able to:

1. Use theory of behavior and social change to inform the development, implementation, and evaluation of health interventions for targeted populations.
2. Develop procedures and training materials to implement effective health promotion interventions that take into account cultural competence.
3. Construct research hypotheses and design a study to test these hypotheses in accordance with ethical considerations.
4. Determine the appropriate statistical analyses to examine different types of health promotion research questions and to conduct program evaluations.
5. Describe the tenets of social justice as they apply to program development, implementation, and evaluation.

Appendix 3 - Sample PBHL 7460 Topical Outline

Session	Day/Time	Topic/Task
Week 1	Wednesday 4:10 - 6:05 PM	Field Placement Information Session
Week 2	Wednesday 4:10 - 6:05 PM	Resume & Branding Workshop
Week 2	Wednesday 4:10 - 6:05 PM	Science Communication
Week 3	Wednesday 4:10 - 6:05 PM	Interviewing Skills
Week 4	No Class	Meet with your advisor this week for check-in
Week 5	Wednesday 4:10 - 6:05 PM	Presentation Skills
Week 6-7	Wednesday 4:10 - 6:05 PM	Student presentations & Critique
TBD	Wednesday 4:10 - 6:05 PM	<i>Clifton's Strengths Assessment</i> Workshop
Weeks 8-14	No Class	Meet with MPH Practice Coordinator and Faculty advisor to finalize APE Proposal and Portfolio
Week 16	Wednesday 4:10 - 6:05 PM	Field Placement Briefing & submission of final documents

Appendix 4 - Sample PBHL 7560 Topical Outline

Week	Topic/Activity
1	APE Information Briefing
2	Activity: Prepare Resume or CV draft
2	Activity: Submit draft Resume or CV to eLC Assignment Dropbox
3	Synchronous session: Internship Expo
3	Activity: Create LinkedIn account with Photo, Headline, Summary and Experience
4	Synchronous session: Career Panel
5	Activity: Submit 3 minimum examples of work for LinkedIn
5	Activity: Work on your APE Proposal
5	Meeting: Mid-semester check-in with advisor/Practice Coordinator APE Research Track Proposal Due
6	Activity: Must have Organization, Education, and Volunteer/Service on LinkedIn
6	Activity: Must have Honors/Awards, Relevant Courses, Projects, and Skills/Experience uploaded on LinkedIn
6	Meeting: Late Semester Check-in for APE proposal & MOU updates
6	Synchronous session: Fellowship/Externship Panel (on zoom)
7-10	APE Proposal with signatures are due
7	Meeting: Final Presentations
15	Field Information Briefing (Wednesday regular class session)