

Student Handbook

2017-2018



Master of Public Health
School of Health Sciences
Oakland University

Student Handbook

Updated (August 2017)

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Oakland University

Preface

Welcome! On behalf of the faculty, staff, and administration, welcome to the Master of Public Health program in the School of Health Sciences at Oakland University. We are pleased that you have joined us and we welcome you to the growing community of public health professionals.

The MPH Student Handbook was developed to help guide you through the MPH program. In it, you will find the degree requirements, the curriculum, and other useful information. In addition to the handbook, you also have been assigned an academic advisor. You are encouraged to meet with your advisor and discuss your studies at your earliest convenience. If there are questions that fall outside the scope of this handbook, you should work with your advisor, the coordinator, or the director of the Master of Public Health program. Here is some important general contact information for the School and the Program:

School of Health Sciences
433 Meadow Brook Road
Rochester, MI 48309

Master of Public Health Program
3110 Human Health Building
248-370-3562
<https://www.oakland.edu/shs/health-sciences/mph/>

For more information about Graduate Study at Oakland University, check out the information available for new students through the office of Graduate Study and Lifelong Learning <https://www.oakland.edu/grad/>

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Welcome Letters



August 10, 2017

Dear incoming MPH students:

I am truly pleased to welcome you to the Oakland University Master of Public Health program! Collectively, you bring a broad range of experience, skills, and perspectives, as well as a shared commitment to improving the health of members of your communities. I believe the perspective that you each bring to the classroom will deeply enrich your cohort's learning.

This is an important time to be in public health. Zika demonstrates the need for epidemiologists and clinicians trained in public health to identify disease outbreaks, as well as health educators to communicate risks to the public. The Flint water crisis, where city residents – largely low-income and African Americans - were poisoned by their own drinking water how essential it is that policy makers work collaboratively with public health professionals to protect all communities. According to the Centers for Disease Control and Prevention, Michigan falls among states with the highest rates of some of the most pressing health problems (e.g., cardiovascular disease, diabetes, asthma). We also see widening health disparities among populations. With this somber reality, health care and health-related fields are growing sectors of the economy of Southeast Michigan. Within these health-related fields, public health provides unique opportunities for professionals to serve their communities. Public health is a dynamic field, constantly responding to changes in patterns of health. It is interdisciplinary, bringing professionals from broad fields, including clinicians, social workers, urban planners, environmental scientists, policy makers, and statisticians. It operates at multiple levels, from individual behavior change strategies to policy and community level interventions. In short, the field of public health has no shortage of opportunities to make a difference.

Oakland University's Master of Public Health program will offer you an opportunity to develop the skills that you will need to address these pressing public health challenges. Our program's emphasis on evidence-based practice and a curriculum that goes beyond the core components of public health but also builds must-needed expertise in community-based participatory research and intervention planning and evaluation mean that a Master of Public Health degree from Oakland University does not just give you a credential, but the expertise that allow you to be a leader in the field.

I look forward to working with each of you over the next couple of years.

Sincerely,

A handwritten signature in cursive script that reads "Rebecca Cheezum". To the right of the signature is a circular stamp or mark.

Rebecca Cheezum, PhD, MPH
Assistant Professor
MPH Program Director

Master of Public Health Program Faculty and Staff

Core Faculty

Rebecca Cheezum, MPH, PhD

Assistant Professor,
Director, Public Health Program

Florence Dallo, MPH, PhD

Associate Professor,
Department Chair, Public and Environmental Wellness

Caress Dean, MPH, PhD

Assistant Professor

Mozhgon Rajaei, MPH, PhD

Assistant Professor

Kwame Sakyi, MSPH, PhD

Assistant Professor

Laurel Stevenson, MPH, PhD

Assistant Professor

Administration

Kevin Ball, PhD

Dean

Kristin Landis-Piwowar, PhD

Interim Associate Dean

Maria Ebner-Smith

Assistant Dean

Nancy Demo

Office Assistant III

Janice Eaton

Program Coordinator

Master of Public Health Advisory Board (MAB)

The MPH program has been developed with the guidance of our MPH Advisory Board. The MPH Advisory Board is composed of faculty, students, alumni, and experts from the field, including those from community-based organizations, health service organizations, and state and county health departments. The MAB meets three times per year and provides guidance on the Master of Public Health program development.

The members of the MAB are:

Mary-Grace Brandt, MPH, PhD – Michigan Department of Community Health
Tony Drautz, DHA, MSA, RS – Oakland County Health Division
Jeni Hughes – Administrative Network, Inc. – Oakland Southfield Physicians, PC
Lisa McKay-Chiasson, MPH – Oakland County Health Division
Nancy Morrison, MA, LLP, CPS – Troy Community Coalition
Bill Ridella, MPH, MBA – Macomb County Health Department
*Student and Alumni representatives are elected yearly

Program Mission, Goals and Objectives

The mission of the Master of Public Health (MPH) degree program at Oakland University is to prepare graduate students to preserve, protect, and promote the health of human populations through organized community effort. We value the full and active participation of our community partners in the promotion of health. We strive through our teaching, research, and service to lift the capacity of our community partners to engage in public health practice including, but certainly not limited to, needs assessment; program planning, implementation, and evaluation; health policy formation; and health literacy campaigns. The goals of the Oakland University MPH program reflect our overarching purposes of instruction, research, and service.

The program's goals addressing instruction, research, and service are as follow:

Instruction

Goal: To provide a high-quality, evidence-based and community-focused educational curriculum that prepares students for successful careers in public health.

Research

Goal: Engage in theory-based research, including community-based participatory research, to further knowledge and understanding of core public health issues.

Service

Goal: Faculty will launch productive health-related partnerships with relevant organizations.

The program has defined a series of measurable objectives for the goals:

Instruction

Goal: To provide a high-quality, evidence-based and community-focused educational curriculum that prepares students for successful careers in public health.

Objectives:

1. Each academic year, 100% of MPH courses will provide evidence-based instruction in the core public health competencies.
2. Each academic year, at least 60% of MPH courses will deliver service and/or experiential learning opportunities and other community-based participatory practices throughout the curriculum.

Research

Goal: Engage in theory-based research, including community-based participatory research, to further knowledge and understanding of core public health issues.

Objectives:

1. All faculty members will produce at least one scholarly work annually as indicated by peer-reviewed publications, submitted internal/external grants or contracts, or presentations in the public health field.
2. At least 60% of students will engage in student- or faculty-driven research over the course of their study.
3. At least 80% of faculty members will bring their own research into the classroom.

Service

Goal: Faculty will launch productive health-related partnerships with relevant organizations.

Objectives:

1. At least 80% of faculty members will be engaged in at least one productive partnership with a community-based organization.
2. At least 80% of faculty members will be engaged in a productive partnership with a national, state, or local public health organization or non-profit agency.
3. The MPH program will foster engaged relationships through the creation and maintenance of the MPH Advisory Board.
4. At least one faculty member will facilitate a public health service or training event in the local community each year.

Oakland University Master of Public Health Competencies

CORE COMPETENCIES

C1 Environmental Health Sciences

Describe specific approaches to assess, prevent, and control exposures to environmental hazards that pose risks to communities' health and safety.

C2 Epidemiology/Biostatistics

Understand the distribution and determinants of infectious and chronic disease using surveillance, descriptive and inferential methods in population-based settings.

C3 Health Behavior and Health Education

Select and apply the appropriate theory, concepts, and conceptual model to drive public health practice.

C4 Health Management & Policy

Incorporate evidence-based best practices into public health organizational management and health policy development.

CONCENTRATION COMPETENCIES: EVIDENCE-BASED PRACTICE

Oakland University's Master of Public Health Program provides its students with a rigorous and community-engaged curriculum that gives them the cutting-edge skills they need to engage in evidence-based public health. This will include translating empirical evidence into public health practice, as well as building the evidence-base through rigorous descriptive and evaluation research. Additionally, students will be able to specifically apply these skills to address health inequities through culturally competent intervention research and practice.

EBP1 Engage community members in a participatory process that prioritizes capacity building, shared decision making, and trust in order to design and implement research studies, public health interventions, and policy.

EBP2 Develop and execute steps to plan, implement, and evaluate public health interventions and policies in specific target population.

EBP3 Employ relevant and customized oral, written, and new media forms of communication – including translation of epidemiological data and research findings – to effectively reach target audience

EBP4 Demonstrates cultural humility and respect by incorporating relevant values and traditions of communities being served (e.g., Arab, Chaldean, African-American, etc) into tailored public health practice.

EBP5 Demonstrate ongoing engagement of best practices in public health by remaining current in scientific literature, use of new technologies, and ongoing engagement with public health community.

EBP6 Demonstrate ethical, community-oriented professional practices through collaborative leadership, team-building, and fiscal management

Master of Public Health Program Curriculum

Year One	
Fall Semester	Winter Semester
Foundations of Health Behavior and Health Education (PH 6000) (4) (Stevenson) 1:00 – 2:47 Tuesdays & Thursdays	Planning, Implementation, and Evaluation of Public Health Interventions (PH 6200) (4) (Stevenson) 1:00 – 2:47 Tuesdays & Thursdays
Principles of Community-Based Participatory Research (PH 6100) (4) (Cheezum) 3:00 – 4:47 Tuesdays & Thursdays	Introduction to Epidemiology (PH 6500) (4) (Dallo) 3:30 – 5:17 Tuesdays & Thursdays
Statistical Methods in Public Health (PH 6400) (4) (Sakyi) 5:30 – 7:17 Tuesdays & Thursdays	
Summer Semester	
Public Health Practicum (PH 6300) (4)	
Year Two	
Fall Semester	Winter Semester
Organization & Administration of Health & Medical Care Programs (PH 6700) (4) (Dean) 1:00 – 2:47 Tuesdays & Thursdays	Public Health Capstone (PH 6996) (4) (Dean) 3:30 – 5:17 Tuesdays & Thursdays
Introduction to Environmental Health Sciences (PH 6600) (4) (Rajae) 3:30 – 5:17 Tuesdays & Thursdays	
8 Credits of electives are also required. The time and dates are TBD and determined by the student's interest	

Elective Courses

Students are required to take 8 credits of approved electives in order to complete the MPH degree requirements. The following is a list of courses that have been approved by the MPH faculty. Students are required to meet with their faculty advisors to discuss their career goals, desired skills, and elective choices. If the student wishes to take a course that is not on this pre-approved list, she or he must provide a syllabus and a description of how the course will help the student to build concentration competencies. This must be submitted to the Program Coordinator at least six weeks before the start of the semester. The faculty will review the request and let the requesting student know whether it has been approved before the start of the semester. As courses are approved, they will be added to this list. The handbook will be updated annually. An updated list can be provided to a student upon request to the Program Coordinator.

Selective Courses (Students select 8 credits from this list)		
Course Number	Course Title	Course Credits
PH 5250	Research Methods/Health Disciplines	4
PH 5350	Environmental Justice	4
PH 5550	Qualitative Research Methods	4
PH 5650	Social Determinants of Health	4
PH 5750	Global Health	4
BIO 5900	Food Systems Ecology Phys & Patho	1-5
CNS 5060	Diversity & Social Justice	4
CNS 6070	Counseling for Wellness	4
EC 6600	Theories in Early Childhood Education	4
EST 541 (5310)	Crisis Intervention and Prevention of Self Harm	4
EXS 505 (5600)	Health and Disease	2
EXS 516 (5810)	Physical Activity Epidemiology	2
MIS 604	Intro to Database and Data Warehouses	3
NRS 521 (5221)	Diversity and Social Issues	2
PA 5500	Non-Profit Organization and Management	4
PA 5100	Foundations of Public Administration	4
PA 5150	Contemporary Public Management Techniques	4
PA 5200	Public Budgeting and Finance	4
Other	Selected departmental courses with focus on public health, with prior approval by Program Planning Committee	2-4

MPH Plan of Study

Students are required to submit a Plan of Study form (see next page) by March 31st of each year. Students should schedule a meeting with their faculty advisory to review their plan of study. Students in their second year or later should discuss changes they have made to their Plan of Study form from the previous year.

Master of Public Health Program Plan of Study

Last Name		First Name			M.I.	
Student G-#	Oakland Email			Daytime Telephone		
	Non-Oakland Email			Catalog Year	Faculty Adviser	
MPH Program	Graduate Program Course Information					
	Semester/Year	Subject	Number	Title	Grade	Transfer *
MPH Core Requirements						
PH 6000 – Foundations of Health Behavior and Health Education		PH	600	Foundations of Health Behavior and Health Education		
PH 6400 – Statistical Methods in Public Health		PH	640	Statistical Methods in Public Health		
PH 6500 – Introduction to Epidemiology		PH	650	Introduction to Epidemiology		
PH 6600 – Introduction to Environmental Health Sciences		PH	660	Introduction to Environmental Health Sciences		
PH 6996 – Organization & Administration of Health and Medical Care Programs		PH	569	Organization & Administration of Health and Medical Care Programs		
Concentration Requirements						
PH 6100 – Principles of Community-Based Participatory Research		PH	610	Principles of Community-Based Participatory Research		
PH 6200 – Planning, Implementation and Evaluation of PH Interventions		PH	620	Planning, Implementation and Evaluation of PH Interventions		
Required Culminating Courses						
PH 6300 – Public Health Practicum		PH	630	Public Health Practicum		
PH 6996 – Public Health Capstone		PH	690	Public Health Capstone		
Elective (Course Number, Name)						

Practicum Information

Name of Organization who hosted your Practicum:_____

Number of hours per week served:_____

Brief description of scope of work:

Please list any other internship(s) you have completed or intend to complete.

<i>Name of Organization</i>	<i>Hours completed</i>	<i>Dates Completed</i>

Notes:

Student Signature

Date

Faculty Adviser Signature

Date

MPH Practicum

All students enrolled in the MPH program are expected to meet overarching competency requirements through a combination of their standard didactic coursework, small group projects, service-learning activities, community-based participatory work, and required practicum experience. As part of the MPH curriculum, each student enrolls in and completes PH 630 (Public Health Practicum), typically during the summer between Years 1 and 2. The practicum is intended to give students structured, mentored opportunities to apply classroom principles to public health practice.

Established in consultation with their faculty advisor and professional preceptor, students use the minimum 180-hour practicum to further develop specific competencies tailored to their individual career goals. Students can use the practicum to explore a type of work setting (e.g., health department, hospital, or non-profit organization), conduct interventions with a particular population (e.g., persons with a specific diagnosed health problem, recent immigrants, LGBT persons), or gain exposure to a different aspect of public health practice (e.g., laboratory work as environmental health sanitarian or research to establish public health policy). In order to register for the practicum, students must have successfully completed all of the Year 1 courses:

PH 6000: Foundations of Health Behavior/Health Education

PH 6100: Principles of Community-Based Participatory Research

PH 6200: Planning, Implementation and Evaluation of Public Health Interventions

PH 6400: Statistical Methods in Public Health

PH 6500: Introduction to Epidemiology

PH 6300 concludes in October of students' second year with a formal academic poster session. Students enrolled in PH 6300 present a poster describing their practicum site, its mission and target audience, project activities and deliverables, self-assessment of the degree to which stated competencies were met, and conclusions that include a reflection on the experience and ways it may inform their second year, selection of remaining elective courses, and future professional activities. First year MPH students are required to attend this session. MPH Program Advisory Board members, community partners, perspective students, and faculty, students and staff of the School of Health Sciences are invited to attend this poster session. PH 6300 students interact with attendees, presenting information about their practicum experiences, and answering attendees' questions.

Selection of practicum sites

Students are expected to find and secure their own practicum sites in close consultation with their Faculty Advisor and the Program Administrator. Students are provided with preliminary information about the practicum requirements at New Student Orientation and receive additional support throughout their first year via faculty advising, Fall semester practicum poster session and brownbag workshop, Winter semester community partner luncheon, and information presented in introductory courses. First year students are required to attend the practicum poster session in October at which the second year cohort presents posters related to their practicum experiences. The community partner luncheon is held early each winter semester. First year students and all community partners (including, but not limited to, previous practicum preceptors, MPH Advisory Board members, organizations that have hosted class-based service-learning projects, and potential collaborative partners) are invited to attend this event that includes activities to facilitate introductions, unstructured networking time, and lunch. Students are always invited to discuss their practicum options, strategies, and concerns with their faculty advisor or other program faculty. A list of past practicum sites is maintained by the MPH Program Coordinator and made available to students (see Resource File).

In some cases, the identification of a practicum site can be made through social networks and professional connections. Students may also apply for competitive internship programs. Students are encouraged to be prepared for any scenario by continuing to dress and conduct themselves in a professional manner while also having a high quality resume and cover letter ready at all times. (Students are encouraged to work with the university Career Services office to create these documents.) Students may work with an organization with which they have an existing work or volunteer relationship. In these cases, it must be made clear how the student's practicum role and functions are distinctly different from their usual scope of work responsibilities.

Practicum Learning Contract

Once a practicum placement site is identified, students work closely with the Faculty Advisor and Practicum Preceptor to articulate a scope of work, specific professional activities to be undertaken, deliverables that may be realized, and program competencies to be met through the practicum experience. Students, in consultation with the Faculty Advisor and Practicum Preceptor, are expected to identify one to two core and two to three concentration competencies, for a total of four competencies, to be met through their practicum experience. Competencies and the above scope of work expectations are spelled out in a formal Practicum Learning Contract (see Resource File) signed by the student, faculty advisor, and practicum preceptor prior to the initiation of work. Once signed, students may begin work and must complete at least 180 hours of paid or unpaid work on their practicum project.

Preceptor responsibilities and methods for selecting preceptors

Persons eligible to serve as practicum preceptors need to hold an MPH degree or have at least three (3) years of professional public health experience. Faculty advisors are responsible for reviewing potential practicum preceptors' resumes to ensure compliance with these standards. Preceptors are expected to be available to the students throughout the practicum placement. They offer conceptual and practical guidance, as well as timely constructive feedback to students. Preceptors should help facilitate students' entry into the organization and its culture, guide student's professional activities, and further their mastery of selected competencies.

Opportunities for orientation and support for preceptors

All past and potential future practicum preceptors are invited to attend the Community Partner Luncheon held early each Winter semester. At this event, potential preceptors and first year MPH students learn about the requirements of the practicum experience, expectations of all parties, and some of the scope of work and professional accomplishments achieved by previous cohorts of students. MPH program faculty and the MPH Program Coordinator also attend this event to speak to their roles and experiences helping students select practicum placements and complete the required Practicum Learning Contract.

Approaches for faculty supervision and support of students during practicum

Faculty Advisors are expected to continue to mentor and prepare their students for success in their practicum experiences. Faculty Advisors should also be available and accessible, even if remotely, during the summer. Faculty Advisors should help facilitate, in conjunction with the MPH Program Coordinator, the execution of any additional, formal legal contracts deemed necessary by practicum placement sites.

Means of evaluating student performance

Students are evaluated by their faculty advisory and by the practicum preceptor who each complete a respective student evaluation form (see ERF). The faculty advisor evaluates the student's performance on each of the four

selected competencies, the process employed in selecting a site and completing the Practicum Learning Contract, and fulfillment of the required poster presentation. The preceptor evaluates the student on the selected competencies and professional demeanor, skills, knowledge, and abilities. In addition, two members of the MPH faculty complete a formal review of every student's draft practicum poster. Faculty provide detailed feedback to students related to format, layout, design aesthetics, clarity and utility of graphical/visual elements, completeness of the description of professional activities and deliverables, self-assessment of competency mastery, lessons learned and future directions. Students are expected to incorporate these suggestions into subsequent revisions. Where needed, another round of submission/review/feedback takes place before the actual poster session.

Means of evaluating practice placement sites and preceptor qualifications

At the end of the practicum, the student completes a Practicum Site Evaluation Form (See Resource File). Students use this form to rate the effectiveness and perceived engagement of the practicum site (organization), practicum project, and practicum preceptor.

Criteria for waiving, altering or reducing the experience, if applicable

All students in Oakland University's MPH program are required to complete the practicum. No waivers are offered. We are open to some measure of flexibility in regards to the timing of an individual student's practicum. For example, accommodations could be made if a student is unable to complete it during the summer because of personal or family issues or if a student is particularly interested in school health and they secured a practicum placement that could only be done between September and December. We would work with the student to tailor how they would complete all required components of this experience (e.g., the poster session). We have already modified the schedule of one student who, because of maternity leave, was unable to complete the practicum between her first and second year. This student instead completed the practicum in the summer following her second year and presented her poster that October.

MPH Capstone (Culminating Experience)

All MPH students complete PH 6900: Capstone, in their final semester. The course is intended to integrate skills and knowledge from the core and concentration competencies, enhance students' critical self-awareness, provide opportunities for collaborative work, and prepare students for meaningful professional employment upon graduation.

This course will include a combination of career/planning activities and the completion of a culminating experience. The Capstone course facilitates the integration of the program's competencies through the execution of an applied practice group project. Teams of 4-5 students will identify a public health issue of interest and examine its impact on a target population. Students conduct an assessment of the problem, which includes a search and evaluation of existing data and peer-reviewed articles. Students are required to develop a health communication campaign to communicate the health issue to the target community and develop a policy intervention to address the issue. Students develop a group paper using a standard peer-review paper format. In addition to the paper, the students give a presentation about their health issue, health message, and policy intervention. Both, the paper and presentation will be judged by the MPH faculty responsible for the course. The evaluation will occur using rubrics developed to assess students' knowledge of the subject matter and their ability synthesize and apply program's competencies. Each student will then do an individual defense where they will meet with two faculty members who will ask the student questions to judge their individual knowledge of the material and ability to integrate the competencies.

Professional Behaviors and Progress Assessment

Students will be assessed on a series of professional behaviors and abilities. These behaviors and abilities are described on the Professional Behaviors and Progress Assessment Tool (see pages 39-52). Students will be assessed in the Winter semester of year one and the Fall semester of year two. Students are expected to complete the tool and submit it to the Program Coordinator by January 15th in Year one and by September 15th. Students will be notified with which faculty member they will meet to review this tool. Students will not necessarily meet with their faculty advisor.

MPH Brown Bag Series

At the beginning of each semester, the MPH Program Coordinator will provide a schedule for MPH brown bag lunches for that semester. These lunches will have a variety of different formats. They are collectively designed to enhance each student's professionalism. Some brown bags will consist of research presentations by MPH faculty, others with guest presentations, such as presentations by Career Services. Participation in these brown bags is *highly* recommended. Attendance will be taken.

Student Progress

Requirements for students to progress through MPH program

It is the responsibility of the core faculty and individual faculty advisors to monitor student progress. Good standing in the Master of Public Health Program and progress through the program requires:

1. No course grade below 2.5 or an Unsatisfactory grade
2. Semester GPA at or equal to 3.0
3. Overall GPA at or equal to 3.0
4. Meeting standards of professional conduct, ethical conduct and student academic conduct.

Successful completion of the Master of Public Health degree requires completion of the academic requirements. In addition, students must adhere to standards of academic conduct, professional conduct, ethical conduct, and meet the guidelines described in the Student Handbook. A copy of the Student Handbook is provided to each student in the first semester of the program and is available on the MPH website.

Student academic progress, professional conduct, and compliance with all other degree requirements are monitored by the Program Director and core program faculty. These individuals also review any suspected violations of the standards of academic conduct or ethical conduct. Students who are not demonstrating satisfactory progress in any of these areas or who violate standards of academic, professional, or ethical conduct are subject to probation, suspension, or dismissal. Dismissal by the Office of Graduate Study is based on a recommendation from the core faculty in Public Health. Students will be informed of all probation decisions and recommendations for suspensions and dismissals in writing, including the grounds for the decision, a time frame for probation/suspension, and any recommendations, requirements, remedial work, and/or repeat course work that must be completed.

Policies

Faculty

The Master of Public Health program faculty is comprised of six core faculty members. Each of these faculty members share responsibility for the education, training, and mentoring of public health students. To

that end, MPH students are responsible to all program faculty members in carrying out their obligations to comply with the policies and procedures of the program.

Oakland University Student Handbook and Dean of Students Office

Oakland University has a general website that provides important information including the Code of Student Conduct, Family Educational Rights and Privacy Act (FERPA), and other policies and procedures. This information can be found on the Dean of Students Office website at <https://www.oakland.edu/deanofstudents/>

The Dean of Students Office performs a number of university-wide functions that promote and uphold the campus values of civility, personal integrity, and academic excellence. In helping students practice these values, the Dean of Students Office helps create an educationally supportive environment and protects the well-being of the campus community. The phone number for the Dean of Students Office is 248-370-3352.

Graduate Catalog

The Graduate Course Description Catalog includes course listings and descriptions. The Graduate Program Catalog is the listing of academic programs, degree requirements, policies, and related information. Together they comprise the Oakland University Graduate Catalog. The Oakland University Graduate Catalog can be found on the Graduate Study website and may be accessed on-line at [Graduate Catalog](#)

Extended absence

If an extended leave-of-absence is necessary, the student is required to prepare a written request at least eight (8) weeks prior to the absence and submit the request to the Program Director. The request will be reviewed by the Master of Public Health faculty and a decision will be presented in writing within three (3) weeks. If a student has an immediate need for time off, the Program Director should be notified as soon as possible.

Student Employment

It is strongly recommended that students not be employed more than twenty (20) hours/week. The rationale is that the program requires at least three hours of study for each one hour of classroom attendance. Employment must not interfere with practicum placement requirements during the summer semester between Years 1 and 2.

Mental and Physical Health

It is expected that students will participate in all educational activities (classroom and experiential learning activities), on and off campus, in a state of sound mental and physical health. Students who exhibit unusual behavior that is interfering with their academic or personal life or of those around them will be talked with in private by the instructor. The instructor should express concern and be as specific as possible in stating his or her observations and reasons for concern. In addition, the instructor should listen carefully to everything the student says and avoid criticizing or judging the student. For further help, the instructor should consider Graham Health Center as a resource. Instructors may seek input from the Dean of Students, Health Sciences Program Director, faculty advisor, or a faculty member designated by the Program Director.

Criminal Background and Sex Offender Policy

Potential students will not be asked to complete a criminal background check. Practicum placements may require students to undergo a criminal background check. We do not expect that any student with a criminal record will experience problems finding a practicum placement, due to having criminal record. While some practicum placements may not allow those with criminal records to work at their site, community-based organizations often hire people representative of the population they serve and that may include those with criminal records. The Master of Public Health program will, of course, comply with standard University

procedures with respect to criminal background checks and practicum students will be expected to meet the individual employment requirements of any participating agency.

Academic Progress

The MPH curriculum is sequentially designed so that early courses serve as the foundation and contain the fundamental knowledge and skills for coursework later in the curriculum. It is therefore expected that students complete coursework sequentially as indicated in the curricular plan outlined in the student handbook. The curricular plan is subject to change and modification by the program faculty. The Core Faculty may modify the curricular plan for particular students in extenuating or special circumstances.

An overall GPA of 3.0 or higher for all coursework taken in the professional program is required for graduation, and no grade below 2.5 may be applied toward this degree. For courses graded Satisfactory/Unsatisfactory (S/U) no coursework graded unsatisfactory may be applied to this degree. Students receiving a semester GPA below 3.0 are subject to probation.

Students receiving an Unsatisfactory (U) course grade or a course grade below 2.5 are subject to any or all of the following:

1. Probation: Students who are placed on probation may attend courses as determined by the Core Faculty. The Core Faculty makes the determination of the courses which students may attend based on the skills needed to progress in the curriculum, as well as the student's professional, ethical and academic conduct.
2. Suspension: Students who are suspended may not attend any classes in the public health program without the permission of the Public Health Promotion and Honors Committee. Students are suspended when the Core Faculty has determined that the student does not have the fundamental knowledge and skills required to progress in the curriculum and/or does not meet the expectations for professional, ethical, and academic conduct. In general, as courses are only offered once a year, students are generally suspended for one year until the course is offered again.
3. Remediation: Remediation in the form of coursework, independent study, and/or supervised clinical experience may be required.
4. Academic testing: Students may be recommended for academic testing to assess academic needs.

Practicum placements: Students who have not successfully completed first year courses and/or do not meet the expectations for professional, ethical, and academic conduct may not be allowed to participate in a practicum placement.

Students receiving an Unsatisfactory grade (U) or a course grade below 2.5 must request in writing permission from the course instructor and the Graduate Office to retake the course when it is offered again.

Academic conduct

Students are expected to adhere to the procedures for Academic Conduct described in the Graduate Catalog. The public health program will follow the procedures described in the graduate catalog [Academic Conduct](#).

Students found guilty of academic misconduct by the university will be subject to university sanctions and to sanctions from the program by the Core Faculty including probation, suspension, or dismissal. "To report suspected academic misconduct to the Dean of Students for consideration by the Academic Conduct Committee of the University Senate and to present evidence of plagiarism, cheating on exams or lab reports, falsification of records, or other forms of academic misconduct before the Academic Conduct Committee." (OU Student Handbook, Academic Conduct, Judicial Procedures at <https://www.oakland.edu/deanofstudents/>)

Dismissal

Students are subject to dismissal from the program for any one of the following:

1. Receipt of two courses grades of Unsatisfactory and/or course grades below a 2.5 during the professional program;
2. A semester GPA lower than a 3.0 for any two academic semesters during the program;
3. An overall GPA lower than a 3.0 for any two academic semesters during the program;
4. Being on probation more than twice, on probation for consecutive semesters, suspended for academic progress, academic conduct, professional conduct or ethical conduct issue;
5. An egregious violation of Oakland University's or other guidelines outlined in the Student Handbook

Appeal process

Appeals of the Core Faculty dismissal decisions may be made to the Graduate Office. Students should consent the section of the Graduate Catalog dealing with appeal procedures concerning academic dismissal.

Student responsibilities

Professional Behavior

All students must consistently display the professional behaviors. Professional behaviors are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills, but are nevertheless required for success in the profession (May et al., 1995). Students will be evaluated throughout the program on professional behaviors. Failure to meet these requirements may result in probation, suspension, or dismissal from the program.

Professional Attire

Students must wear professional dress while in class, representing Oakland University at conferences or events, and during the practicum (as appropriate). Clothing should be clean, tidy, and in good repair. Low-cut shirts and/or see-through shirts, shirts that expose the midriff are not acceptable. Students must be well-groomed and maintain good hygiene.

This policy is designed to provide a reasonable standard of dress and appearance for public health students. If a faculty member deems a particular student's attire to be inappropriate according to the guidelines above or the class syllabus, he or she may notify the student privately at any time before, after, or outside of class and ask the student to correct the problem.

Internet use and professional standards

Potential employers, patients, and others are now likely to "Google" a person's name to gain information on that person or to "Google" a place which might lead them to a particular person. Students are advised to review the content of cell phone answering options, web-pages, blogs, and other on-line content that may be heard or viewed by the public to ensure that it does not compromise professional standards which could result in probation, suspension, or dismissal from the program.

Use of classroom, halls, graduate student lab

- No smoking is permitted in the Human Health Building or on the Oakland University campus.
- Chairs and equipment need to always be returned to an orderly arrangement and the lights turned off at the end of each class.
- All equipment needs to be returned to proper storage location.
- All electrical equipment needs to be turned off and unplugged. Report any broken or unsafe equipment to the course instructor or program director.
- Students are responsible for maintaining neatness in student areas. No eating or drinking is allowed in the labs, graduate student lab.
- Students should turn off cell phones and pagers during class.

Modification of Academic Requirements/Transfer credits

University Procedures outlined in the Graduate Catalog will be followed.

Telephones

All cell phones must be on “silent ring” or vibrate during classroom activities. Cell phones are not allowed during examinations.

Academic Records and Grading

It is the responsibility of the student to monitor his/her academic progress and to ensure that he/she is meeting university, academic, and program requirements. Students who have requested and received an Incomplete or “P” (work in progress) in a course must ensure that they meet the requirements to resolve the incomplete according to the timeline in the Graduate Catalog. It is the student’s responsibility to check that the incomplete or “P” grade is resolved and that the appropriate grade for the course, once completed and graded by the course instructor, appears on his/her transcript within the time period required in the Graduate Catalog. Students should monitor their academic progress each semester and meet with their faculty advisor if they have any questions.

Prior to graduation, it is **the student’s responsibility** to check his/her academic records to be sure he/she has completed all University requirements for graduation.

Changes in Name, Address, E-mail, and/or Telephone Number

In order to send announcements to you through the mail or to get a telephone message to you, it is necessary for us to have up-to-date records. Therefore, please inform the Program Coordinator of any changes in this regard as soon as possible. **All students must obtain and use an OU e-mail address.** The primary means of communication by faculty with students will be via e-mail so e-mail should be checked regularly.

Health insurance

As a student at Oakland University you are eligible to enroll in our student health insurance. This policy has benefits including NO deductible and benefits are paid at 100% when care is rendered at Graham Health Center. The details of the policy are available at <https://www.oakland.edu/ghc/studentinsurance/>

Emergency and Safety Procedures

In the event of a non-life threatening emergency, students should contact the faculty or Office Assistants and contact Campus Security at 3331. They will make a decision regarding what should be done (e.g., calling 911, calling an ambulance, etc.) In a life threatening situation, students should call 911 and notify Campus Security at 3331. Call (248) 370-3333 from cell phones, text dispatch at 911@oakland.edu or email dispatch at 911@oakland.edu. The Public Health Program follows the Oakland University Emergency Preparedness procedures. An emergency guide can be found on the Oakland University Emergency Preparedness website. Students can sign up for text message alerts in the event of a major campus emergency by visiting the Emergency Notification website found on the Emergency Preparedness website.

Medical Problems

It is the student’s responsibility to inform the program director and faculty members in writing of any health problems that may interfere with completing course activities or requirements. This includes pre-existing conditions (e.g., previous back injury), pregnancy or problems that may occur while in the program (e.g., broken leg). Faculty will consult with the student and his/her physician regarding any restrictions and will make the final determination regarding any accommodations. Students who return to classes following a

health-related leave of absence must obtain a physician's release prior to being allowed to return to full class participation. It is the student's responsibility to submit the required documentation from the physician.

Incident Reports

An incident report should be completed in the event of an injury, incident, or emergency procedure. A copy of the Incident Report form can be found at: <https://www.oakland.edu/riskmanagement/claims/>

The incident report should be completed as soon as possible following the event. The location and details of the incident in addition to any description of injury and immediate action taken should be recorded. The name of the person completing the report and any witnesses should be included. A copy of the report should be submitted immediately to the Program Director who will then share a copy with the Chair of the Safety Committee.

Student Rights

Student Rights and Principles of Freedom

Oakland University students shall enjoy certain rights as members of the academic community in addition to those rights that they enjoy as citizens or residents of the United States and the state of Michigan. While the following is not intended to be a complete list of rights supported by the university, it does reflect principles that are essential to the maintenance of an environment that is conducive to the pursuit of learning and the development of students as scholars and citizens.

- Students have the right of free inquiry, expression and association, and are expected to exercise their rights within the bounds of civility and community responsibility.
- Students have the right to participate in university-sponsored services and activities without discrimination or harassment on the basis of race, creed, color, national origin or ancestry, marital status, familial status, veteran status, age, height, weight, disability, sex, gender identity, gender expression or sexual orientation.
- Students have the right to protection against improper disclosure of their student record as provided in the Family Educational Rights and Privacy Act of 1974 ([FERPA](#)).
- Students have the right of access to their personal records and other university files as provided for under the FERPA and the Michigan Freedom of Information Act (FOIA).
- Students have the right to join associations without fear of harassment or intimidation.
- Students have the right to petition for change in either academic or non-academic regulations, procedures, or practices.
- Students accused of misconduct or of violating university policy have the right to have their responsibility determined in accord with university procedures and standard [due process](#) protections.

Jurisdiction

To protect the mission of the university and the safety of its members, the university reserves the right to take necessary and appropriate action. This may include taking [disciplinary action](#) against students whose behavior off university premises or between academic periods violates [university ordinances and regulations](#),

federal, state, or local laws; or which materially and adversely affects the individual's suitability as a member of the campus community.

If a student breaks a law that also violates university standards of conduct, the student may be held accountable by both external authorities and the university. The university may at its sole discretion elect to pursue disciplinary action against the student either before, during or after administrative, civil or criminal proceedings arising out of the same or other events and shall not be subject to challenge on the ground that external charges involving the same incident have been dismissed, reduced or are pending.

Financial Aid/Graduate Assistantships/Scholarships

Information about financial aid can be found in the Graduate catalog and on the Oakland University Financial Aid website.

A limited number of graduate assistantships are available. These graduate assistantships are assigned through a competitive process, generally during the admissions process. Students who are awarded Graduate Assistantships must meet the requirements described by the Graduate Study Office. Students who receive Graduate Assistantships will work under the direction of faculty supervisors on teaching, teaching-related, and research duties and receive partial tuition support and a stipend. Information about graduate assistantships can be found on the Graduate Student website under graduate student funding.

Complaint procedures

Complaints or concerns about the program or the policies of the program should be in writing and directed to the Master of Public Health Program Director, Public Health and Environmental Wellness Department Chair, or the Dean of the School of Health Sciences. The nature of the complaint, the date, name, and signature of the person making the complaint should be written in the complaint.

Complaints or concerns about faculty, students, or staff should first be discussed with the particular individual. If the complaint is not resolved then the Master of Public Health Program Director may be contacted. The complaint should be in writing with the nature of the complaint, date, name and signature of the person making the complaint. The Master of Public Health Program Director will address the complaint with the appropriate person, committee, or academic administrator for review and resolution. The Master of Public Health Program Director will follow-up with the person who made the complaint regarding the resolution.

If at any time a student feels he/she cannot resolve the complaint at the level of School of Health Sciences, he/she should contact the Division of Student Affairs and Enrollment Management at www.oakland.edu/StudentAffairs.

Faculty Advisors

Each student will be assigned a faculty member as a faculty advisor. Students should meet with their advisor once a semester or more often if necessary. Students should discuss potential elective courses before registering. If you are having any problems which impact your performance in the Master of Public Health program, you should initiate a meeting with your faculty advisor as soon as possible. The faculty advisor can assist in making a plan.

Course Advisement

If a student has questions regarding course material, requirements, tests, grades, etc., they need to make an appointment to see the faculty member who is responsible for that particular course. If the student and

faculty member cannot resolve the issue, it needs to be presented to the Master of Public Health Program Director for discussion/resolution. If students are having difficulty in a class or are in danger of receiving an unacceptable grade they should take the responsibility to initiate a meeting with the course instructor to review their progress and develop a plan to remediate the problem.

Students with Disabilities

Students with disabilities must register with Disability Support Services on campus if they choose to request accommodations for academic and/or clinical courses. Students with disabilities should notify individual course instructors, prior to the beginning of the course, that they are registered with Disability Support Services and will be requesting accommodations.

Student Services and Centers

The Division of Student Affairs and Enrollment Management provides support services, leisure activities, and educational programs. A list and description of these services can be found on the website of the Division of Student Affairs and Enrollment Management at [Student Affairs](#)

Resource page

Below are links to specific public health resources and related resources that will be useful during your training in the public health program and beyond.

<http://careers.apha.org/jobs>

<http://www.academickeys.com/>

<http://careers.naccho.org/>

<http://www.cdc.gov/employment/>

<http://www.mipha.org/>

<http://michigan.gov/mdch>

<http://www.mphi.org>

<http://www.malph.org>

<https://www.looksharp.com/s/public-health-internships>

<http://www.indeed.com/q-Public-Health-Summer-Intern-jobs.html>

https://careers.peopleclick.com/careerscp/client_acs/external/search.do

<http://www.eia.gov/about/careers/internships.cfm>

<http://jobs.merck.com/key/merck-11-summer-internships-jobs.html>

<https://www.hrsa.gov/hr/index.html>

<https://careers.un.org/lbw/home.aspx?viewtype=SJ&vacancy=All&lang=en-US>

<http://www.usaid.gov/work-usaid/careers/student-internships>

https://www.michigan.gov/mdch/0,1607,7-132-2945_5104_5279_48433---,00.html

<http://orise.orau.gov/fda/applicants/current-research-opportunities.aspx>

Practicum Learning Contract

Oakland University – Master of Public Health Program

Instructions:

- Complete ALL INFORMATION required and attach the project description, practicum scope of work, and timeline.
- Student, Practicum Preceptor, and Faculty Adviser signatures are required.
- Practicum Preceptors are required to submit a copy of their resume or CV.
- Submit the completed learning contract to the MPH Program Office at least three weeks prior to practicum start date. Keep one copy for yourself. Hours will not count until the final PLC is signed and submitted.

Student Information

Name: _____ G #: _____

Email: _____

Practicum *Start* Date: _____ Practicum *End* Date: _____

Practicum Work hours per week: _____ Total Practicum Hours: _____

Date of Midpoint Review with Practicum Preceptor: _____

Practicum Site Information

Practicum Site (agency name, department, division, etc.): _____

Practicum Site Mailing Address: _____

Practicum Preceptor Information

Name: _____

Title: _____

Phone: _____ Email: _____

Resume/CV Attached: _____

Faculty Adviser Information

Name: _____

Title: _____

Phone: _____ Email: _____

Practicum Scope of Work

Please include the following information on a separate sheet of paper and attach to this form:

- 1. Title** of student's practicum and a background description of the practicum site and project: 1-2 paragraphs.
- 2. Activities:** List the various activities that you will engage in for each phase of your practicum (as they relate to deliverable): 1 – 2 paragraphs
- 3. Projected Deliverables/Outcomes:** List the products that you will help produce during your practicum (eg., reports, data-sets, presentations, brochures, curriculum): 1 – 2 paragraphs
 - If there are no deliverables obvious at the start of your practicum, leave blank. Deliverables or outcomes that are identified during the practicum can be added to this Scope of Work at the Mid-Point Review.

4. Regulated MPH Competencies: List below the competencies you intend to develop as a result of your summer practicum experience (1 - 2 core competencies and 2 - 3 concentration competencies). A full list of required competencies is attached. Document how you intend to meet each competency by mapping it to your practicum activities and expected deliverables/outcomes.

Core Competency 1: _____

Core Competency 2: _____

Concentration Competency 1: _____

Concentration Competency 2: _____

Concentration Competency 3: _____

5. Complete the attached "Practicum Learning Objectives" table.

Purpose

The practicum is intended to give students structured, mentored opportunities to apply classroom principles to public health practice.

Requirements of Practicum

In order to receive credit, students must enroll in PH 630 during the Summer Term. Students, in consultation with the Faculty Adviser and Practicum Preceptor, should identify two (2) core competencies and two (2) evidence-based competencies to be met through their practicum work. Between May 1 and August 31, students must complete at least 180 hours of paid or unpaid work on their practicum project.

Students must have successfully completed all of the Year 1 courses **prior** to the initiation of any practicum:

- PH 6000: Foundations of Health Behavior/Health Education
- PH 6100: Principles of Community-Based Participatory Research
- PH 6200: Planning, Implementation and Evaluation of Public Health Interventions
- PH 6400: Statistical Methods in Public Health
- PH 6500: Introduction to Epidemiology

Practicum Preceptor Responsibilities

- Provide student with an opportunity to learn professional responsibility as well as public health skills.
- Practicum Preceptor must have a discussion with the student to clarify expectations and educate the student about rules, regulations, and policies that govern the activities they will be performing on behalf of their host agency.
- Discussion of these issues should take place early on in the placement so the student has sufficient time to anticipate what issues need to be addressed or how best to initiate the discussion.
- Practicum Preceptor is expected to be available to the student throughout the practicum placement.
- Practicum Preceptor should be prepared to offer conceptual and practical guidance, as well as timely constructive feedback to the student.
- Facilitate student's entry into the organization and its culture to help foster practicum success.
- Preceptor must have an MPH and/or three years of professional public health experience.
- Provide one copy of resume or CV.

Faculty Responsibilities

- Faculty Adviser is expected to continue to mentor and prepare the student for success in the practicum experiences.
- The Faculty Adviser should be available and accessible, even if remotely, during the summer.
- Help facilitate, in conjunction with the MPH Program Coordinator, the execution of any formal legal contracts deemed necessary.

Student Responsibilities

In conjunction with the Practicum Preceptor and the Faculty Adviser the student is expected to:

- Submit an approved and signed Learning Contract.
- Register for PH6300 - Public Health Practicum for Summer semester.
- Identify the four (4) competencies that will be mastered in the practicum.
- Describe the various tasks that will be performed in each phase of the practicum and required work hours to complete.
- Submit a midpoint review that has been reviewed and signed.
- Fill out the hour log throughout your practicum. At the end of your practicum have your preceptor sign off on your hours. Turn this in at the end of your practicum to the MPH Program Coordinator.
- Submit the Practicum Preceptor and Student Evaluation Forms that have been reviewed and signed.
- Present the required professional poster in the Fall semester following completion of the practicum.
- Submit your final poster in PDF format to the MPH Program Coordinator.

The questions below should be completed by the Practicum Preceptor and discussed with the student and Faculty Adviser.

Human Subject Research:

Yes No

_____ _____ Does the practicum project entail *research* involving human subjects and/or use of identifiable data?

All human subjects research must be reviewed by the OU IRB prior to implementation. However, investigators involved in projects with other institutions may use joint review arrangements, rely upon the review of another qualified Institutional Review Board (IRB), or make similar arrangements for avoiding duplication of effort.

IF YES:

Yes No

_____ _____ Has the project been reviewed and approved by the appropriate Institutional Review Board? Which IRB? _____

Access to and Use of Data:

Yes No

_____ _____ Will student generate data for the host agency/organization or use data supplied by the host agency/organization?

IF YES:

Yes No

_____ _____ Does the Practicum Preceptor have authority to grant student use of data?

_____ _____ May the student take the data offsite from the agency/organization for data coding, data analysis and report writing purposes?

_____ _____ Will the student be allowed to report the data or the results of their analysis as part of their final practicum product (poster or oral presentation)?

Please specify any additional confidentiality issues about which the student should be aware:

Please specify any additional data restrictions and authorship restrictions/arrangements:

OU/MPH Practicum Learning Objectives

Field Placement Site: _____

Practicum Preceptor: _____

Dates of Field Placement: _____

Projects/Objectives	Project Activities	Core Competency	Concentration Competency	Projected Deliverables/Outcomes

Signatures

I have read the Learning Contract as prepared by the student and understand my role and responsibilities with regards to the successful completion of this practicum.

Student: _____

Date: _____

Practicum Preceptor: _____

Date: _____

Faculty Adviser: _____

Date: _____

Practicum Midpoint Review

Oakland University – Master of Public Health Program

The Midpoint Review should occur about halfway through the practicum and is a time for reflection and feedback. The goal of the Midpoint Review is to help ensure that the practicum is on track in providing a valuable learning experience for the student, and that the student is making a contribution to the organization. In addition, it can help troubleshoot any unforeseen challenges or barriers while ensuring that the student is progressing with the Learning Contract. Finally, it provides an opportunity to make any necessary updates to the Learning Contract (especially the Scope of Work and timeline).

Instructions: The **student** must:

1. **Complete the Midpoint Review Form** with the Practicum preceptor using the Learning Contract as a point of reference.
2. **Update the Scope of Work** (activities, timeline and/or products) with any actual or foreseen changes.
3. **Submit to Faculty Adviser and Program Coordinator.** Provide a copy signed by the Practicum preceptor to the MPH Program Office within 2 days of completing the Midpoint Review.

Student Name (Print): _____

- 1. Describe what you have accomplished to date. Include a list of activities.**
- 2. Discuss the progress on accomplishing the proposed deliverables as described in the Learning Contract.**

3. **Review the competencies you identified for your practicum. Spell out the work/activities you've done to meet each of them. If you don't foresee meeting any specific competency, identify the problem here as well.**

4. **Describe any challenges or obstacles encountered that have affected the progress of the practicum.**

5. **What is being done to address these obstacles?**

6. **Based on the amount of time left in the practicum describe any changes that need to be made to the Learning Contract?**

7. **Please describe any other issues that need to be addressed in order for you to fulfill your learning contract.**

Signatures

Practicum preceptor: _____ Date: _____

Student: _____ Date: _____

(Return to Oakland University MPH Program Office: 2200 N. Squirrel Rd, 3176 HHB, Rochester, MI 48309)



Student Evaluation Form

This form is to be completed by the MPH Practicum Preceptor at the end of the summer practicum experience and submitted directly to:

Janice Eaton
MPH Program Coordinator
Oakland University
3176 HHB
2200 N. Squirrel Road
Rochester, MI 48309
eaton@oakland.edu

Student Name: _____

Faculty Advisor: _____

Practicum Site: _____

Practicum Preceptor: _____

Practicum Period: _____
Month/Day/Year to Month/Day/Year

Introduction

We are interested in learning about our students' preparation for and performance during their summer practicum experiences. To that end, we'd like your candid assessment as a practicum preceptor of the work performed by your MPH student. Using a 5-point scale where 1=Poor and 5=Excellent, please select the one response that best describes your evaluation of the student. Space is also provided for written comments, especially where that might help explain poor performance. Your evaluative feedback and thoughtful comments are an essential part of our students' professional preparation. Consequently, we will be sharing this information with them.

Competencies and Learning Objectives

At the start of the summer practicum, everyone agreed upon a set of competencies and learning objectives that were intended to be met through this mentored work experience. Please rate the student's performance in meeting these competencies.

Rate your student in the following areas...	N/A	Poor	Fair	Good	Very Good	Excellent
1. <i>(Core Competency from Practicum Learning Contract)</i>	N/A	1	2	3	4	5
2. <i>(Core Competency from Practicum Learning Contract)</i>	N/A	1	2	3	4	5
3. <i>[Concentration Competency from Practicum Learning Contract]</i>	N/A	1	2	3	4	5
4. <i>[Concentration Competency from Practicum Learning Contract]</i>	N/A	1	2	3	4	5
5. <i>(Concentration Competency from Practicum Learning Contract)</i>	N/A	1	2	3	4	5
6. Knowledge of Public Health as a discipline (e.g., able to integrate basic public health concepts and principles in a manner that is logical and consistent with sound professional practice)	N/A	1	2	3	4	5
7. Able to apply fundamental theories and concepts to the delivery of health education interventions and/or collection and analysis of data	N/A	1	2	3	4	5
8. Showcased leadership and management skills needed to see a project from conception through implementation and evaluation	N/A	1	2	3	4	5
9. Evidenced of technical abilities required for practicum responsibilities (e.g., researching the peer-reviewed literature, synthesizing and using available information, building and manipulating datasets as needed)	N/A	1	2	3	4	5

Professional Demeanor and Abilities

Rate your student in the following areas...		N/A	Poor	Fair	Good	Very Good	Excellent
10.	Performed in a credible manner as a functional member of the team (e.g., took direction, participated in meetings, collaborated with others, maintained notes and records of work)	N/A	1	2	3	4	5
11.	Established professional relations with clients, community members, representatives of outside agencies, and the general public (e.g., maintained professional rapport, protected personal and confidential information, communicated effectively)	N/A	1	2	3	4	5
12.	Established professional relations with practicum preceptor, practicum site staff, members of advisory boards (e.g., worked well with others, maintained professional rapport, protected personal and confidential information, communicated effectively)	N/A	1	2	3	4	5
13.	Professional demeanor and attitude was appropriate (e.g., maintained positive attitude, willing to learn new material and from mistakes, comporting self like professional at all times, positively represented the organization)	N/A	1	2	3	4	5
14.	Responded to formative, constructive feedback about work performance (e.g., accepts criticism and incorporates new information into practice, learns from mistakes and does not repeat them, admits mistakes and lack of knowledge where appropriate)	N/A	1	2	3	4	5
15.	Demonstrates leadership abilities (e.g., willing to work independently, takes the lead on project, accepts responsibility when things go poorly, communicates clearly)	N/A	1	2	3	4	5
16.	Grooming and appearance is appropriate and well-maintained (e.g., conforms to any dress code, makes good situation-specific decisions, looks and presents self as professional at all times)	N/A	1	2	3	4	5

Overall Assessment

Rate your student in the following areas...		N/A	Poor	Fair	Good	Very Good	Excellent
17.	In thinking about the student's body of work through the summer practicum, how would you assess their progress/maturity compared with others at his/her level of preparation?	N/A	1	2	3	4	5
18.	Taking everything into account, how would rate the performance of this summer practicum student?	N/A	1	2	3	4	5

Overall Comments

Please share in our ongoing efforts to prepare public health professionals by providing any additional information that you think will be helpful. We especially appreciate any formative feedback about the level of preparation of the student, skills that might be worth developing sooner in future cohorts, and anything else related to the student or the MPH program.

Practicum Preceptor Signature

Date



Practicum Site Evaluation Form

This form is to be completed by the MPH Student at the end of the summer practicum experience and submitted directly to:

Janice Eaton
MPH Program Coordinator
Oakland University
3176 HHB
2200 N. Squirrel Road
Rochester, MI 48309
eaton@oakland.edu

Student Name: _____

Faculty Advisor: _____

Practicum Site: _____

Practicum Preceptor: _____

Practicum Period: _____ to _____
Month/Day/Year Month/Day/Year

Introduction

We are interested in learning about our students' preparation for and performance during their summer practicum experiences. We are also interested in learning more about the extent to which the site provided a high quality professional learning experience for our students. To that end, we'd like your candid assessment of the site and your preceptor. Using a 5-point scale where 5=Excellent and 1=Poor, please select the one response that best describes your evaluation. Space is also provided for written comments, especially where that might help explain poor performance.

		N/A	Poor	Fair	Good	Very Good	Excellent
1.	How would you rate the orientation you received to the organization as a whole (e.g., mission, services provided, clients or target audience, staff, etc.)?	N/A	1	2	3	4	5
2.	How would you rate the orientation you received to the specific practicum project on which you worked (e.g., goals, objectives, target audience, evaluation tools, resources, staffing, etc.)?	N/A	1	2	3	4	5
3.	How would you rate the quality of the supervision and mentorship you received from your preceptor?	N/A	1	2	3	4	5
4.	How would you rate the appropriateness of the expectations that staff had for you as an MPH student completing a summer practicum?	N/A	1	2	3	4	5
5.	How would you rate the appropriateness of the tasks/scope of work that the preceptor and other staff required of you?	N/A	1	2	3	4	5
6.	How would you rate your level of preparation for the work required in your summer practicum based on your first year MPH classes?	N/A	1	2	3	4	5
7.	How would you rate your ability to integrate the knowledge and lessons learned from the classroom into your summer practicum project?	N/A	1	2	3	4	5
8.	How would you rate this summer practicum as a valuable learning experience in the MPH program?	N/A	1	2	3	4	5
9.	How would you rate the extent to which you were able to meet your competencies and learning objectives for this summer practicum?	N/A	1	2	3	4	5
10.	How would you rate the quality of this site as a potential future practicum placement for MPH students?	N/A	1	2	3	4	5

Overall Comments

Please share in our ongoing efforts to prepare public health professionals by providing any additional information that you think will be helpful. We especially appreciate any formative feedback about the level of participation of the preceptor, appropriateness of the tasks/scope of work required of you, and additional preparation that might be necessary in the first year in order to better prepare students for their practicum experience.

MPH Student Signature

Date

2017 Poster Session Guidelines

Master of Public Health Program

September 25, 2017 – Draft due electronically to Janice
October 26, 2017 – 3 to 5pm Presentations – 4th floor HHB

To ensure that all posters are fit in the allotted space and are readable:

- Minimum font of 28 point
- Dimensions should be 4 ft. wide and 3 ft. high
- No more than 3 columns

There is some freedom here but all posters should include the following sections:

- **Title/Heading:** This should be at the top of your poster and span all columns of the poster, and not be more than 8" vertically. This should include a title that captures the essential spirit of your practicum and should include your name, as well as that of your preceptor. You are welcome to include OU's or Agency's logo (if you have them).
- **Introduction:** This should describe the project and agency you worked for and its objectives. This section should also describe the competencies that you committed to. Link your activities to the competencies
- **Practicum activities:** Describe your experience. How successful was your plan? Describe the extent to which you accomplished your stated competencies. What worked? What didn't?
- **Conclusions:** This section should be the most substantial part of the poster. What did you learn from your practicum? This section should emphasize what **substantive** things you learned about your practicum area in relation to your learning objectives. What lessons you learned personally; for the profession? How will you use this experience to shape your second year?

In terms of layout, there is some freedom here as well. The only requirements are

- The poster text should begin from the top left (below the title/heading) and work its way to the bottom right by going down columns.
- The layout should go in the order of the required sections above
- Please, no more than three columns.

Other tips:

- Readable: use clear language and good grammar
- Use two or at most three colors for text and graphical elements. Avoid use of blue-green and magenta-violet colors (appear gray to those who are red-green color blind)
- Succinct: you have limited time to grab a passerby's attention. Try not to have any overly wordy sections. Use bullet points.
- Make sure your poster is legible from a distance of at least three feet
- Avoid ALL-CAPS for extended blocks of text, as they are HARD TO READ.

Printing:

- Students are responsible for paying for printing. Staple, Kinko's, or OfficeMax may need up to a 5 day lead time. Quick turn-around usually means more money to print.

Grading:

- Email the final version of your poster (PDF format) to Janice (eaton@oakland.edu). Your poster will be reviewed using the above criteria.

MPH Professional Behaviors and Progress Assessment Tool

Student Name:_____ Year in the Program: Date:_____

Faculty Adviser Name:_____

Directions:

1) Professional Behaviors

- a. Read the description of each professional behavior.
- b. Become familiar with the behavioral criteria described in each of the levels.
- c. Self-assess your performance continually, relative to the professional behaviors, using the behavioral criteria.

2) Summary Section and Completion: Based on professional behaviors assessment and areas to improve list the goals you have to develop your professional behaviors and the specific actions you will take to meet each goal.

By the due date, return the form by email to your faculty adviser. The faculty will discuss the results of your self-assessment and provide feedback on your professional behaviors. Your adviser will meet with you to discuss the feedback, goals and plan of action. Following the meeting with your adviser you and your adviser will sign the last page. Students who require a remediation plan will meet with their adviser to develop an appropriate plan.

This tool is based upon that used by Oakland University's Physical Therapy Program, which is informed by the research presented in Mays et al, 1995.

1. Critical Thinking: The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.		
Beginning Level: Asks relevant questions in class; Considers all available information; Shares ideas with the class; Answers questions in class; Understands the scientific method; States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion); Recognizes holes in knowledge base; Demonstrates acceptance of limited knowledge and experience.	Intermediate Level: Feels challenged to examine ideas; Critically analyzes the literature and applies it to patient management; Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas; Seeks alternative ideas; Formulates alternative hypotheses; Critiques hypotheses and ideas at a level consistent with knowledge base; Acknowledges presence of contradictions; Considers context when formulating solutions.	Entry Level: Distinguishes relevant from irrelevant patient data; Readily formulates and critiques alternative hypotheses and ideas; Infers applicability of information across populations; Exhibits openness to contradictory ideas; Identifies appropriate measures and determines effectiveness of applied solutions efficiently; Justifies solutions selected.
Winter Year One Specific Examples:		Place an "x" on the visual analog scale <div style="text-align: center;"> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-bottom: 5px;"> B I E </div> </div>
Fall Year Two Specific Examples:		Place an "x" on the visual analog scale <div style="text-align: center;"> <div style="display: flex; justify-content: space-between; border-top: 1px solid black; margin-bottom: 5px;"> B I E </div> </div>

7. <u>Constructive Feedback:</u> The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.		
<i>Beginning Level:</i> Demonstrates active listening skills; Reflects on and assesses own performance; Able to state strengths and areas to improve; Actively seeks and provides feedback; Demonstrates receptive behavior and a positive attitude toward feedback; Incorporates specific feedback into behaviors; Maintains two-way communication without defensiveness.	<i>Intermediate Level:</i> Critiques own performance accurately; Responds effectively to constructive feedback; Utilizes feedback when establishing professional and patient related goals; Develops and implements a plan of action in response to feedback; Provides specific, positive, constructive and timely feedback.	<i>Entry Level:</i> Independently engages in a continual process of self evaluation of skills, knowledge and abilities; Seeks feedback from patients/clients and peers/mentors; Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities; Uses multiple approaches when responding to feedback; Reconciles differences tactfully; Modifies instruction to optimize patient outcomes.
Winter Year One Specific Examples:		Place an "x" on the visual analog scale <div style="text-align: center;"> <hr/> B I E </div>
Fall Year Two Specific Examples:		Place an "x" on the visual analog scale <div style="text-align: center;"> <hr/> B I E </div>

8. <u>Effective Use of Time and Resources:</u>			The ability to manage time and resources effectively to obtain the maximum possible benefit
<i>Beginning Level:</i> Comes prepared for the day's activities & responsibilities having completed all assignments and reading; Identifies and works within resource limitations (i.e. information, time, experience); Determines when and how much help/assistance is needed; Completes assignments on time; Seeks assistance if having difficulty; Uses time in the classroom effectively and fully; Develops graduate level study habits and discipline.	<i>Intermediate Level:</i> Utilizes effective methods of searching for evidence for practice decisions; Shares knowledge in class discussion and in response to questions; Collaborates with classmates appropriately; Demonstrates flexibility; Plans ahead to complete assignments; Works effectively as part of a group or team; Self-identifies and initiates learning opportunities; Continuously reviews and integrates course material; Demonstrates respect for others time and commitments.	<i>Entry Level:</i> Uses current best evidence; Collaborates with members of the team to maximize the impact of treatment available; Has the ability to set boundaries, negotiate, compromise, and set realistic expectations; Gathers data and effectively interprets and assimilates the data to determine plan of care; Utilizes community resources in discharge planning; Adjusts plans, schedule etc. as needed and circumstances dictate;	
Winter Year One Specific Examples:			Place an "x" on the visual analog scale <div style="text-align: center;"> <hr style="border: 1px solid black;"/> B I E </div>
Fall Year Two Specific Examples:			Place an "x" on the visual analog scale <div style="text-align: center;"> <hr style="border: 1px solid black;"/> B I E </div>

9. <u>Stress Management:</u> The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, member of the health care team and in work/life scenarios.		
<i>Beginning Level:</i> Recognizes own stressors; Recognizes distress or problems; Seeks assistance as needed; Maintains professional demeanor in all situations; Organizes and plans school, work and personal activities to manage stress; Seeks to develop stress management techniques; Asks questions to clarify expectations.	<i>Intermediate Level:</i> Actively employs stress management techniques; Reconciles inconsistencies in the education and healthcare; Maintains balance between professional and personal life; Accepts constructive feedback and clarifies expectations; Establishes outlets to cope with stressors.	<i>Entry Level:</i> Demonstrates appropriate affective responses in all situations; Responds calmly to urgent situations with reflection and debriefing as needed; Prioritizes multiple commitments; Reconciles inconsistencies within professional, personal and work/life environments; Demonstrates ability to defuse potential stressors with self and others.
Winter Year One Specific Examples:		Place an "x" on the visual analog scale <div style="text-align: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> B I E </div> </div>
Fall Year Two Specific Examples:		Place an "x" on the visual analog scale <div style="text-align: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> B I E </div> </div>

ACADEMIC PROGRESS: How do you feel you are progressing through the program academically?

Areas of strength (include examples):

Areas needing improvement (include examples):

PSYCHOMOTOR SKILLS: How do you feel your psychomotor skills are progressing?

Areas of strength (include examples):

Areas needing improvement (include examples):

Summary

Based on my Professional Behaviors, Progress Assessment and areas needing improvement I am setting the following goals:

To accomplish these goals, I will take the following specific actions:

Faculty Feedback:

Winter Year One Professional Year adviser and student meeting date:_____

Student Signature: _____ Professional Year Adviser Signature _____

Fall Year Two Professional Year adviser and student meeting date:_____

Student Signature: _____ Professional Year Adviser Signature:_____