

University of South Carolina
Arnold School of Public Health

**Department of Health Promotion, Education, and
Behavior**

Handbook for
Master Degree Students

MPH
MSPH
MSW/MPH





2010-2011

Preface

The Graduate Studies Bulletin:

The *Graduate Studies Bulletin* is the official manual of regulations and guidelines for graduate study at the University of South Carolina. It is available on the University website

<http://www.sc.edu/bulletin/grad/index.html>

<http://bulletin.sc.edu> The Graduate Council approves its contents. Graduate students are expected to read and adhere to the regulations of this publication throughout their matriculation at the University. Students are bound by the bulletin in effect at the time they begin or renew their enrollment in The Graduate School. If they wish to make a change to a subsequent bulletin, they must obtain permission of The Graduate School to do so.

Carolina Community Student Handbook and Policy Guide:

Please refer to the Carolina Community Student Handbook and Policy Guide for policies on the student code of conduct, student grievance, sexual harassment and other areas. The Carolina Community Student Handbook and Policy Guide is available online at <http://www.sa.sc.edu/carolinacommunity/>.

Disability Services:

Students with disabilities are assisted through the Office of Disability Services. Students with disabilities should contact the Office of Disability Services at 803-777-6744 (TDD) or 803-777-6142 for specific information about services. When students receive the Graduate School's offer of admission, they should notify the Office of Disability Services of their need(s) for specific accommodation(s). More information can be found online at: <http://www.sa.sc.edu/sds/>.

Master's Degree Student Handbook
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Acronyms Used Throughout this Handbook:

ASPH	Arnold School of Public Health
BIOS	Department of Biostatistics; Departmental prefix for Biostatistics courses
COMD	Department of Communication Sciences and Disorders; Departmental prefix for Communication Sciences and Disorders courses
ENHS	Department of Environmental Health Sciences; Departmental prefix for Environmental Health Sciences courses
EPID	Department of Epidemiology; Departmental prefix for Epidemiology courses
EXSC	Department of Exercise Science; Departmental prefix for Exercise Science courses
GA	Graduate Assistant; Graduate Assistantship
GRE	Graduate Record Examination
HPEB	Department of Health Promotion, Education, and Behavior; also “Department;” Departmental prefix for Health Promotion, Education, and Behavior courses
HSPM	Department of Health Services, Policy, and Management; Departmental prefix for Health Services, Policy, and Management courses
MPH	Master of Public Health
MSPH	Master of Science in Public Health
MSW/MPH	Dual Degree: Master of Social Work/Master of Public Health
TOEFL	Test of English as a Foreign Language
USC	University of South Carolina

Section 1: Introduction

Overview of the USC Arnold School of Public Health

The Arnold School of Public Health was established by legislative action in 1974 and was fully accredited by the Council on Education for Public Health (CEPH) in 1979, 1984, 1990, 1996, 2001, and 2010. The mission of the Arnold School of Public Health is to expand, disseminate and apply the body of knowledge regarding prevention of disease, disability, and environmental degradation; promote health and well being in diverse populations; and provide effective, efficient and equitable health services. An integral part of the training of students at the school is participation in research activities. Since the state is experiencing rapid demographic and industrial changes, health problems range from those of a traditional rural setting (infectious diseases, infant mortality, access to health care) to those of a modern industrial setting (impact of new industries on air and water quality and the safety of the workplace). The school has been committed to “action research” since its inception. The importance of dealing with operating programs and defined problems has led to close working relationships with human service programs, health care facilities, and governmental agencies throughout the state and region.

In November 2000, the University of South Carolina announced that the School of Public Health would be named in honor of a longtime Columbia business leader and philanthropist, Norman J. Arnold. The Arnold School of Public Health is in recognition of a gift from Mr. Arnold to the school and for his longtime commitment to improving the health of South Carolinians.

The Arnold School of Public Health became the third school of public health in the United States to be named for an individual. The others are the Rollins School of Public Health at Emory University and the Joseph L. Mailman School of Public Health at Columbia University.

The school contains the Prevention Research Center, the Center for Research on Nutrition and Health Disparities, the Center for Health Services Policy and Research, the Center for Public Health Preparedness, the Cancer Prevention and Control Program, the South Carolina Public Health Institute, the Rural Health Research Center, the Consortium for the Latino Immigration Studies, the Office for the Study of Aging and the Speech and Hearing Center, and actively partners with the Institute for Partnerships to Eliminate Health Disparities .

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The Department of Health Promotion, Education, and Behavior (HPEB)

Overview of the Department of Health Promotion, Education, and Behavior

The Department of Health Promotion, Education, and Behavior (HPEB) at the University of South Carolina’s Arnold School of Public Health has as its focus understanding how policy, environmental, institutional, and individual actions can improve the public’s health. This work, usually done in partnership with organizations and communities, uses principles and methods from the social and behavioral sciences to promote health in diverse settings across South Carolina, the US, and the globe.

As a public university, we are committed to a three-part mission of:

- Conducting timely interdisciplinary research that attracts extramural funding and generates knowledge leading to improvements in public health practice and outcomes;
- Attracting and training talented and motivated students who will work to improve public health; and,
- Providing research-linked service to professionals and communities to advance practice, support the profession, and improve public health.

An important motivation for our work is that, in many cases, scientists and practitioners have identified which actions should and can be taken to improve public health, but these actions are often either carried out ineffectively or at too small a scale. For example, at least half of the worldwide annual deaths of 11 million children under five years old can be prevented by proven actions, but we lack sufficient understanding of how to effectively mobilize sociopolitical processes, program design and implementation, and community partnerships to enact these actions. Behavioral and social research, training, and outreach aimed at acquiring, sharing, and applying knowledge about effective mobilization and coordination processes can therefore have large public health impacts.

Programs in HPEB

Programs leading to degrees in health promotion, education, and behavior center on changing health practices. Health education is an activist discipline and employs community development, organizational behavior and applied communication strategies to influence knowledge, attitudes, social support systems, patient/provider relationships, change behavior, and the alteration of access and availability barriers to care in promoting positive health practices. Health promotion is an important focus of the department. Courses emphasizing principles of organizational and individual learning, motivation, behavior change, program planning and evaluation constitute the basis of professional preparation.

The department supports the idea that health promotion, education, and behavior subsume a set of activities which:

- Inform people about health, illness, disability, and ways in which they can protect and improve their health, including more efficient use of the health care delivery system;
- Influence individuals to adopt or maintain healthy practices through skill building;
- Foster teaching and communication skills in those engaged in health education;
- Advocate changes in health care systems and the environment which will facilitate healthy practices;
- Develop effective health education programs aimed at promoting good health;
- Enhance the health promoter's role as a model, advocate and leader in health; and,
- Create knowledge through systematic research.

The Department of Health Promotion, Education, and Behavior offers the following degrees and certificates: Master of Public Health (MPH), Master of Science in Public Health (MSPH), Master of Social Work/Master of Public Health (MSW/MPH) (a dual degree with the college of Social Work), Certificate of Graduate Study in Health Communication, Doctor of Philosophy (PhD), and Doctor of Public Health (DrPH).

The Department of Health Promotion, Education, and Behavior is located on the second floor, north wing of the Arnold School of Public Health at the corner of Greene and Sumter streets. The address is: 800 Sumter Street, Columbia SC 29208.

Careers for the Master's Prepared HPEB Professional

Health promotion, education, and behavior is an eclectic field combining communication skills, behavior change strategies, community organization abilities, program planning and implementation skills, and program evaluation skills. Health promotion, education, and behavior professionals may work in a variety of settings including: health departments, clinics, hospitals, non-profit health organizations, community-based organizations, schools, school districts, and wellness programs in college and corporate settings. The work can also be done at local, county, state, national, or international levels.

Health promotion, education, and behavior professionals may work in a specific setting, as mentioned in the above paragraph. They may also work with people of specific ages (e.g., children, adolescents, adults, older adults), with people at risk for a certain problem (e.g., cardiovascular disease, obesity, cancer, HIV/AIDS, diabetes, unintentional injuries, etc.), or with a specific health behavior (e.g., physical activity, nutrition, tobacco use, etc.). The mission of the hiring organization often determines the foci of health education and promotion work.

Some health promotion, education, and behavior practitioners provide direct services (e.g., education, counseling, materials, etc.) to individuals and groups, while some positions involve largely planning and coordinating programs and services. Many practitioners are involved with coalitions and collaborations that include a number of organizations to advocate for certain health issues and to coordinate and pool resources to address a health issue.

In your coursework you will be exposed to a variety of the above settings, populations, health problems, and health behaviors. The core skills to succeed at being a health promotion, education, and behavior professional across settings and issues are the same. Your core courses are designed to help you begin to develop these skills. Your development as a professional is an ongoing process, and continues after you have completed your graduate degree.

Faculty and Areas of Specialization:

FACULTY	AREA OF SPECIALIZATION
<p>Lucy Annang, PhD, MPH, 2003 University of Alabama at Birmingham Assistant Professor</p>	<p>Women's reproductive health; sexually transmitted infection (STI) prevention; racial health disparities; community-based participatory research</p>
<p>Deborah L. Billings, PhD, 1995 University of Michigan Assistant Professor <i>(Joint appointment with Women's and Gender Studies Program)</i></p>	<p>Latino health disparities, community-based participatory research, women's health issues</p>
<p>Christine E. Blake, PhD, RD, 2006 Cornell University Assistant Professor</p>	<p>Factors that influence food choice, dietary patterns and situational eating, food meanings, schema and scripts in context, maternal and child nutrition, obesity and chronic disease</p>
<p>Heather M. Brandt, PhD, 2003 University of South Carolina Assistant Professor</p>	<p>Cancer prevention and control; cancer disparities among underserved populations; social and behavioral aspects of human papillomavirus (HPV) and cervical cancer; community-based participatory research strategies; health literacy influences on health, behavior, and research participation; women's health</p>
<p>Sara J. Corwin, PhD, MPH, 1996 University of South Carolina Clinical Associate Professor Undergraduate Program Director, Public Health</p>	<p>Program evaluation, qualitative research methods; adolescent pregnancy prevention, healthy aging; stress management, teaching methods</p>
<p>Daniela B. Friedman, PhD, MSc, 2006 University of Waterloo Assistant Professor</p>	<p>Health communication, health literacy and the Internet, gerontology</p>
<p>Edward A. Frongillo, Jr., PhD, 1991 Cornell University Department Chair and Professor</p>	<p>Growth, development, and feeding of infants and young children,; family stress and parenting; household food insecurity; policy and programs for improving nutrition and development; advancing consensus, commitment, and capacity for nutrition in poor countries; design and analysis of longitudinal studies</p>
<p>Casey Goldston, EdD, Med, 2004 University of South Carolina Instructor Academic Programs Coordinator</p>	<p>First Aid/CPR, adult education, international education</p>
<p>Sonya Jones, PhD, 2002 University of North Carolina at Chapel Hill Assistant Professor</p>	<p>Nutrition, social and policy determinants of health, youth empowerment and development</p>

Kara M. Montgomery, DrPH, MEd, 2004 University of South Carolina Clinical Assistant Professor	Nutrition, obesity/eating disorders; college student health issues; maternal and child/adolescent health
Donna L. Richter, EdD, FAAHB, 1982 University of South Carolina Professor	HIV/AIDS prevention and research; public health practice; public health leadership; women's health issues; gerontology
Ruth P. Saunders, PhD, 1986 University of South Carolina Associate Professor	Physical activity in children and adults, organizational change for health promotion, school health programs
David S. Simmons, PhD, 2002 Michigan State University Assistant Professor <i>(Joint appointment with Anthropology)</i>	International health, health disparities, medical anthropology
Lillian Smith, DrPH, MPH, CHES, 2004 University of South Carolina Clinical Assistant Professor Director, Office of Public Health Practice and SC Public Health Consortium	Worksite development, inter-disciplinary/organizational training, distance education
Mindi Spencer, PhD, MA, 2006 West Virginia University Assistant Professor <i>(Joint appointment with Institute for Southern Studies)</i>	Gerontological health, health disparities, health in the American South, care giving in diverse populations
Jim Thrasher, PhD, MA, MS, 2005 University of North Carolina at Chapel Hill Assistant Professor	Cancer prevention/control, tobacco, mass media and health communication, socio-cultural determinants of health, global health
Robert F. Valois, PhD, MPH, MS, FAAHB, 1984 University of Illinois, Urbana-Champaign Professor	Child and adolescent health, health risk behaviors, smoking cessation, program evaluation
Katrina Walsemann, PhD, MPH, 2005 University of Michigan Assistant Professor	Lifespan development, early life experiences and health aging, environmental influences on population health
Ken Watkins, PhD, 1999 University of Michigan Clinical Associate Professor Associate Chair & Graduate Director	Aging and health, diabetes self-management, quality of life, faith and health, self-regulation theory

Distinguished Professor Emeritus

Roger G. Sargent, PhD, 1971 University of South Carolina	Applied nutrition, weight management; maternal and child nutrition
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Staff*

Memory Bacon, BS Administrative Assistant
Ann Cassidy Department Business Manager
Casey D. Goldston, EdD, MEd Academic Programs Coordinator

*Please see Appendix for Contact List

Section 2: Graduate Assistantships

Overview of Graduate Assistantships:

Who Exactly is a Graduate Assistant?

A graduate assistant is a fully admitted graduate student who receives a stipend and some educational benefits in exchange for specific services that the student provides. A graduate assistant usually works directly with one or more faculty members, in a university office, or with a specific state agency. For more information, see: <http://www.gradschool.sc.edu/gradassist/>.

Who is Eligible to Receive a Graduate Assistantship?

Any fully admitted student taking six to twelve graduate hours is eligible. There is generally no special consideration given for financial need or level of education. Employment is usually made on specific qualifications and skills of the individual. Sometimes the degree program in which a student is enrolled is a consideration. A student receiving other financial assistance in the form of work-study, stipend, or grant from another agency may not qualify to receive a graduate assistantship. However, some scholarships and fellowships may be received at the same time.

Graduate assistants are expected to devote full-time effort to their studies and their assistantship responsibilities. They are, therefore, discouraged from having additional employment on or off campus, during the term(s) for which they are appointed. In addition, regular University employees are not eligible for assistantships.

How do I apply for a Graduate Assistantship?

There are no specific graduate assistantship applications available for Health Promotion, Education, and Behavior. To be considered for a position, an applicant must indicate an interest in being a graduate assistant on the admissions application form. The student will then be considered for any available graduate assistantships that match their qualifications and skills. Contact the HPEB Academic Programs Coordinator (Dr. Casey Goldston) for more information.

What Types of Work do Graduate Assistants Perform?

The work responsibility of a graduate assistant depends entirely on the skills and work experiences he/she has and the project that they would be working on. Some teach undergraduate courses, grade papers, or proctor testing; others do research, assist with administration of programs and of the College, do clerical work including typing and filing or supervise student teaching practica. If you have any research skills/experience, be sure to include them on your resume. The assignment/tasks depend on the professional needs of the faculty members/supervisors with whom you work.

How are Graduate Assistants Selected?

Faculty members who have positions for graduate assistants review the student applications on file and make selections. Consequently, students are strongly advised to inform the faculty members in their individual program of their interest in an assistantship.

What Benefits do Graduate Assistants Receive?

Graduate students from out of state who hold qualifying assistantships are given an automatic tuition reduction to the in-state tuition level. Graduate assistantship paperwork must be completed no later than 25 calendar days from the first day of class in order to qualify for this reduction. In addition, graduate students who hold assistantships in the spring semester and pre-register for the upcoming fall semester automatically are accorded the reduced in-state tuition rates during the summer sessions (Maymester, Summer I, and Summer II).

GA Salary, Work Assignments & Course Load Limits:

Work Assignments	Minimum	10 hours per week (Half-time)
	Maximum	20 hours per week (Full-time)

Graduate assistants working more than the required hours per week must have approval of the Dean of Graduate School prior to the beginning date of their graduate assistantship appointment.

Course Load Limits	Minimum	6 semester hours (1 hr summer)
	Maximum	15 semester hours

Academic Fees (Same for all GAs) Per credit hour amount

Graduate Assistantship tuition may increase when the University's tuition increases.

NOTE: Graduate assistants **DO NOT** receive any of the following benefits: free parking stickers; paid activity/technology fees; sick leave or paid holidays; insurance; or reduced textbook rates at either bookstore. Graduate assistants are **NOT** entitled to faculty benefits or privileges. Graduate assistants may pay separately for health services/activities fees by paying the University fee at the time of registration.

Do I Have to Make Up Time Missed for Holidays?

You are not required to work when classes are not in session; but, two weeks notification and the permission of the supervisor are required for not working during USC-recognized holidays. Two weeks notification and the permission of the supervisor are also recommended for any/all vacation days you wish to request.

While USC students are not required to work during days when classes are not in session, the student may be asked to make up the hours if they received pay from the agency for a workday falling on a USC holiday. We advise each student to check with the agency and the supervisor on the agency's policy, as different agencies have different vacation policies.

Note: Fall break and Spring break are not considered official USC holidays.

When Will I Know if I Have an Assistantship?

Assistantships are awarded on a semester basis beginning in late August and/or January. If you receive an assistantship, an offer letter will be mailed to you prior to the opening of the semester. Usually assistantships last for two semesters; but, money is allotted for one semester at a time and there is occasionally a turnover of assistantships after one semester period. In this instance, assistantship offers may be extended as openings occur throughout the semester.

What Should I Do if I Hear about a Possible Position?

The Department has several recurring assistantships from year to year. Students who identify potential positions for graduate assistantships outside of the recurring positions may contact the Department's Academic Programs Coordinator for guidance to establish a new assistantship in an area of interest.

Do I Have to Reapply for an Assistantship Each Semester that I am in School?

It is a good idea to verify with your supervisor that your position will be funded for each upcoming semester. Paperwork may need to be completed on acquiring a new assistantship position.

What other Types of Financial Aid are Available?

In addition to graduate assistantships, financial aid is available in the form of part-time jobs, work/study opportunities, veterans benefits, and loans. For information on grants, loans and other financial assistance contact the USC Student Financial Aid Office at 803.777.8134 or online at: <http://www.sc.edu/financialaid/>.

Section 3: Important Graduate School Information

Please see the HPEB departmental webpage for current students (<http://www.sph.sc.edu/hpeb/current.htm>) for updated information and links to HPEB and Graduate School forms.

Valid Period of Admission

An offer of admission to The Graduate School generally must be accepted and followed by enrollment within one year unless a shorter period is specified by a particular program. Unless a deferred enrollment has been approved by the program and The Graduate School, a student who fails to enroll within this 12-month period must submit a new application and pay a \$50 application fee. In addition, the student becomes subject to the regulations of the *Graduate Studies Bulletin* in effect when the student begins course work.

After enrollment, students are expected to make satisfactory and timely progress toward their degrees. Following three years of nonenrollment (less in some programs), the graduate admission of students admitted to degree programs becomes invalid. Degree-seeking students must reapply and fulfill the admission requirements then in effect if they wish to continue graduate study. Upon readmission, these students are subject to regulations in the current *Graduate Studies Bulletin* and of the program to which they are admitted.

The University reserves the right to decline admission to applicants, to suspend students, or to require the withdrawal of students when, for any reason, such action is deemed to be in the interest of the University.

Maximum Period for Completing Master's Degree

All work toward a Master's degree must be completed within six years. Some out-of-date courses may be revalidated (see "Out of Date Courses"); transfer credit courses or courses from another institution may not be revalidated.

Course Loads

A graduate student may not enroll for a semester load to exceed 15 graduate hours. A student with a load of nine or more credit hours during a fall or spring term is classified as full-time for academic purposes. The maximum course load in each of the two summer sessions is six. May session enrollment is part of the six-hour limit for Summer I. A student must be enrolled for at least one credit during any semester in which thesis or dissertation progress is made and such University resources as the library, computer facilities, or faculty time are used. Graduate assistants carrying six or more hours for graduate credit are classified as full-time students. Graduate assistants are required to carry a minimum of six hours of graduate credit during the fall and spring terms.

Transfer of Coursework

Students may transfer up to nine graduate hours of credit taken outside of a completed program of study with approval from the student's academic advisor. Students requesting to transfer 10-15 hours of such credit must receive approval from the HPEB faculty.

Students may transfer a maximum of nine hours of graduate credit from one masters degree program to another. Such transfer requires approval of the HPEB faculty.

All transfer courses must meet Graduate School requirements regarding the six-year period of viability, taken from an accredited institution recognized by USC, carrying graduate credit with a grade of "B" or better, and number of USC reduced tuition rate hours allowed (6), as described in the Graduate Studies Bulletin (<http://bulletin.sc.edu>). Students must complete the Request for Transfer of Graduate Credit at the Graduate School's Forms webpage: <http://gradschool.sc.edu/DocLibrary/>

Students wishing to transfer a course that will replace a similar public health core course housed in another USC department should contact the HPEB Graduate Director to receive approval from that department.

Program of Study

Prior to the second year of study, every masters degree student must file a Program of Study in the Graduate School. This form requires the approval and signatures of the student's academic advisor and the Graduate Director. A Program of Study is a list of courses that satisfy degree requirements. Although programs of study are binding, they can be modified when conditions warrant. The Program of Study form can be found on the Graduate School website at: <http://gradschool.sc.edu/DocLibrary/>.

Changes in Degree Requirements and Academic Regulations

Graduate students may obtain degrees in accordance with the regulations set forth in the Graduate Studies Bulletin (<http://bulletin.sc.edu/>) in force at that time of admission to a degree program or under subsequent regulations published while enrolled in a degree program; but, a student must choose only one specific bulletin. Following three years of non-enrollment, graduate students must reapply for admission, and adhere to the regulations of the bulletin in force when they are readmitted.

Comprehensive Examination

The comprehensive exam is administered by the department near the conclusion of the student's studies, and covers the major field of study. The exam should be completed at least 15 days before the end of the semester and not more than two years prior to the date on which the degree is received. The Graduate Director reports the results of the exam to the Dean of the Graduate School.

Roles and Responsibilities of Graduate Students

Your responsibilities include but are not limited to:

- Guidelines - be aware of and follow Graduate School requirements as stated in the Graduate Bulletin and guidelines provided in the HPEB Master Degree Handbook.
- Advisement - student is responsible for knowing program requirements, taking an active role through all steps of their program and keeping copies of all important records and documents.
- Keeping the advisor (and committee members, as appropriate) apprised of your progress and barriers you are experiencing.
- Deadlines - be aware of and meet graduate school and university deadlines.
- Transfer credit - inform your advisor of your intention to apply for transfer credit immediately during advisement. Transfer credit must be approved as part of your program of study and is subject to faculty approval.
- Forms – Ensure all HPEB and Graduate School forms are submitted through Casey Goldston at the appropriate times. Forms may be found at <http://www.sph.sc.edu/hpeb/current.htm>.

Applications for Graduation

During the final academic term, all candidates for graduate degrees and certificates must file a formal application for graduation with the Graduate School. It will be necessary for the student to check for deadlines in each session. Applications submitted after the announced filing deadline will be accepted if supported by a letter from the student's graduate director and accompanied by a late fee. Please refer to the Graduate Studies Bulletin (<http://bulletin.sc.edu/>).

Academic Standards for Progression

Graduate courses may be passed for a degree credit with a grade as low as **C**, but the student's average on all courses attempted for graduate credit during the allowed period of study (six years for master's programs, eight years for doctoral programs) must be at least B (3.00 on a four-point system). Additionally, the student's average on all courses numbered 700 or above must be no less than 3.00 at the time of graduation. Grades earned on credits transferred from other universities do not count in the grade point average.

Academic Suspension Policy

Graduate students whose cumulative grade point average drops below 3.00 (**B**) will be placed on academic probation and allowed one calendar year in which to raise the grade point average to at least 3.00. Students who do not reach a cumulative 3.00 grade point average during the grace period will not be permitted to enroll for further graduate course work in that degree program.

Academic Integrity

All students are expected to adhere to the university's policies regarding academic integrity. Students should consult our website (<http://www.sph.sc.edu/hpeb/current.htm>) for policy concerning issues related to academic dishonesty. Any student caught violating any of these regulations will be subject to penalties associated with such acts.

Appeals for Reinstatement

Appeals for reinstatement from students who have been suspended should be reviewed first by the academic unit and then forwarded to the dean of The Graduate School for review by the Graduate Council. See the University's Graduate Academic Bulletin for more information.

Enrollment in Graduating Semester

The Graduate School requires that each graduating student be enrolled for credit in the graduating semester. For example, if a student is planning to graduate in May at the conclusion of the Spring semester, the student must be enrolled for at least one credit during the Spring semester.

This is the only instance in which the Graduate School considers Summer I and Summer II to be the same semester. Therefore, a student who plans to graduate in August at the conclusion of the Summer sessions need only be registered for one credit hour in Maymester, Summer I, or Summer II. The Graduate School can make an exception to this policy if a student has successfully completed all degree requirements, including submission of his or her dissertation, before the first day of classes for the graduating semester. In this instance, the Graduate School can waive the mandatory enrollment requirement for the graduating semester.

Out of Date Courses

Candidates for graduate degrees at the University of South Carolina may revalidate out-of-date USC graduate courses over six years old for certificate, master's, and specialist programs (over eight years old for doctoral programs). Each academic unit will determine which of its graduate courses are appropriate for the revalidation process. The Graduate School's form (Permit for Revalidation Examination) (found online at: <http://gradschool.sc.edu/DocLibrary/>) must be completed for the revalidation process.

Courses transferred from other institutions may not be revalidated.

Section 4: Degree Requirements and Objectives

The following section presents curriculum guidelines for the master's degree programs in HPEB. These guidelines should be used, with the advice of your faculty advisor, to facilitate your successful progression through your graduate program. As a graduate student you have the primary responsibility for your progression through school. This section also provides an overview of your responsibilities and important university guidelines that apply to all USC graduate programs.

The Department of HPEB offers three Master's Programs: Master in Public Health (MPH), Master of Science in Public Health (MSPH), and a joint degree, Master of Social Work/Master in Public Health (MSW/MPH) in conjunction with the College of Social Work.

There are some variations in specific requirements for the various master's degree programs. The general progression of steps is similar for full-time students, as outlined below.

- Begin course work;
- Develop a Program of Study (form can be found online at: <http://gradschool.sc.edu/DocLibrary/>) by the end of the first year.
- Complete course work (i.e., required courses and electives) (A list of courses can be found in USC's Academic Bulletin online at: <http://bulletin.sc.edu/>)
- Complete comprehensive examination.
- Successfully complete a public health practicum (MPH; MSW/MPH) or thesis (MSPH)

Most programs can be completed in two years of full-time enrollment including some summer school courses.

Overview of Degree Requirements

Master of Public Health (MPH) (45 hours):

MPH Course Work (must have Program of Study)

- Basic Public Health Core (15 hours)
- Health Education/Health Behavior (15 hours)
- Cognate Electives (9 hours)

Public Health Practicum (6 hours)

Comprehensive Examination

Master of Science in Public Health (MSPH) (45 hours):

MSPH Course work (must have Program of Study)

- Basic Public Health Core (9 hours)
- Health Education/Health Behavior (12 hours)
- Cognate Electives (12 hours)
- Research Methods (6 hours)

Thesis & Comprehensive Examination (6 hours)

Master of Social Work/Master of Public Health (MSW/MPH) Dual Degree

See School of Social Work website:

http://www.cosw.sc.edu/admissions/msw/dual_programs.html

Certificate of Graduate Study

Graduate Certificate in Health Communication

The Certificate of Graduate Study in Health Communication is an interdisciplinary certificate administered by the Department of Health Promotion, Education, and Behavior; the School of Journalism and Mass Communications; and the School of Library and Information Science. This is an 18-hour post-bachelor's program which provides students with opportunities to strengthen their knowledge in health communication content, research methods, and application. Students will select Health Promotion, Education, and Behavior; Journalism and Mass Communications; or Library and Information Science as an interest area.

An applicant for admission to the Certificate of Graduate Study in Health Communication will be evaluated on a combination of factors: undergraduate grades; performance on the GRE; resume describing previous professional experience, especially if that experience is in health communication-related positions; three letters of recommendation; and a written statement of intent, in which the applicant outlines reasons for seeking a graduate-level Certificate in Health Communication. Qualified individuals who are not currently enrolled in a graduate degree can also take the certificate as a stand-alone program. To earn the certificate, students must complete:

1. The certificate core (9 hours):

HPEB 711	Applied Health Communication
SLIS 749	Health Sciences Information Resources
JOUR 702	Communication Theory OR
JOUR 803	Seminar in Mass Communication Theory and Theory Construction

2. Six (6) directed elective hours from an approved list, depending on the student's interests as approved by the student's faculty advisor. Some potential elective courses include: Concepts and Methods in Health Promotion (HPEB 700), Theoretical Foundations of Health Promotion (HPEB 701), Planning Health Promotion Programs (HPEB 702), Seminar in Health, Science, and the Media (JOUR 772), Risk Communication (JOUR 773), Health Information Retrieval in Electronic Environments (SLIS 743), and Consumer Health Resources and Information Services (SLIS 758).

3. A three credit-hour practicum or project in the student's home department.

Examples of practica/internships include appointments with local agencies involved with health communication, or work on an active research project. Faculty members work closely with students to help them secure the practicum.

Important Terms Used in the Following Section:

Academic Advisor:

The faculty member selected to advise you in your academic program; the person who approves your courses for registration and helps determine your Program of Study.

Dean of Graduate School:

The Dean of the Graduate School signs off on all paperwork involving progression through graduate programs; all paperwork goes through HPEB Graduate Director prior to being sent to Graduate School.

Graduate Director:

The faculty member in HPEB responsible for signing off on documents (such as the Program of Study) that are filed with the Graduate School.

Practicum Advisor:

The faculty member selected to direct your practicum experience; not necessarily the same individual as your academic advisor.

Practicum Mentor (“Preceptor”):

The individual who agrees to serve as your supervisor at the site of your practicum.

Practicum Seminar Instructor:

HPEB faculty member conducting Practicum seminar.

Thesis Advisor:

The faculty member selected to direct your thesis (for those in MSPH); not necessarily the same individual as your academic advisor.

Master of Public Health (MPH)

Goal: To prepare public health educators to serve as agents of social and behavioral change through the promotion of community and personal well-being.

LEARNING OBJECTIVES

Upon completion of 45 semester credits for the MPH degree, students will be able to:

1. Demonstrate an understanding of the history and fundamental concepts constituting the breadth of public health, with the goal of developing an interdisciplinary approach to public health practice.
2. Prepare to become effective agents in the development and promotion of informed decision-making and health behavior change in individuals, institutions and communities.
3. Demonstrate an understanding of how health promotion, education and behavior is carried out in various settings with respect to various health practices, and demonstrate the ability to apply formal learning in practice settings.

CURRICULUM REQUIREMENTS

Five public health core courses are required: HPEB 700-Concepts and Methods in Health Promotion; HSPM 700-Approaches and Concepts of Health Administration; EPID 700-Introduction to Epidemiology; BIOS 700-Introduction to Biostatistics; and ENHS 660-Concepts of Environmental Health Science.

HPEB 701-Theoretical Foundations of Health Promotion; HPEB 702-Planning Health Promotion Programs; HPEB 707- Health Promotion Research Methods; HPEB 710-Evaluation of Health Promotion Programs; and HPEB 748-Community Health Development.

Nine credit hours of electives may be chosen which focus on the patient, community, school, worksite, or international setting, or which develop content expertise.

Six credit hours of Public Health Practicum (HPEB 798), supervised by a master's level health educator.

Master of Public Health (MPH): Suggested Course Sequence

Course Number	Course Name	Cr	Suggested Order (1=first; 5=last)
HPEB 700	Concepts & Methods in Health Promotion	3	1-2
HPEB701	Theoretical Foundations of Health Promotion	3	1
HPEB 702	Planning Health Promotion Programs	3	2
HPEB 707	Health Promotion Research Methods	3	2-3
HPEB 710	Evaluation of Health Promotion Programs	3	3-4
HPEB 748	Community Health Development	3	2-4
ENHS 660	Concepts of Environmental Health	3	2-4
EPID 700	Introduction to Epidemiology	3	1-2
BIOS 700	Introduction to Biostatistics	3	1
HSPM 700	Approaches & Concepts for Health Administration	3	2-4
HPEB 798A	Public Health Practicum Seminar	3	4
HPEB 798B	Public Health Practicum Fieldwork	3	5
Electives	Cognate Courses	9	1-5
TOTAL		45	
Successful completion of comprehensive exam			4-5

Master of Science in Public Health (MSPH)

Goal: To prepare applied researchers in public health education who may test the relevance of specific social and behavior change theory in solving public health problems.

LEARNING OBJECTIVES

Upon completion of 45 semester credits for the MSPH degree students will be able to:

1. Gain an understanding of the history and fundamental concepts constituting the breadth of public health disciplines, with the goal of developing graduates who are interdisciplinary in their approach to practice.
2. Prepared to become effective agents in the development and promotion of informed decision-making and health behavior change in individuals, institutions, and communities.
3. Demonstrate an understanding of how health promotion, education, and behavior is carried out in various settings with respect to various health practices, and demonstrate the ability to apply formal learning in practice settings.
4. Demonstrate understanding of basic research and statistical skills necessary for the design, implementation, and reporting of the results of an applied research project.

CURRICULUM REQUIREMENTS

HPEB 700-Concepts and Methods in Health Promotion; EPID 700-Introduction to Epidemiology; and BIOS 700-Introduction to Biostatistics.

HPEB 701-Theoretical Foundations of Health Promotion; HPEB 702-Planning Health Promotion Programs; HPEB 710-Evaluation of Health Promotion Programs; and HPEB 748-Community Health Development.

Completion of a thesis proposal, a research project, and a thesis defense; six semester credit hours of thesis preparation (HPEB 799)

BIOS 700 (Introduction to Biostatistics), EPID 700 (Introduction to Epidemiology), HPEB 707 (Health Promotion Research Methods), HPEB 710 (Evaluation of Health Promotion Programs), 3 credit hours in advanced biostatistics, epidemiology, research design, or program evaluation, HPEB 799 (Thesis Preparation - 6 hours).

Master of Science in Public Health (MSPH): Suggested Course Sequence

Course Number	Course Name	Cr	Suggested Order (1=first; 5=last)
HPEB 700	Concepts & Methods in Health Promotion	3	1-2
HPEB701	Theoretical Foundations of Health Promotion	3	1
HPEB 702	Planning Health Promotion Programs	3	2
HPEB 710	Evaluation of Health Promotion Programs	3	3-4
HPEB 748	Community Health Development	3	2-4
EPID 700	Introduction to Epidemiology	3	1-2
HPEB 707	Health Promotion Research Methods	3	2-3
BIOS 700	Introduction to Biostatistics	3	1
Elective	Advanced statistics, research design, or program evaluation	3	3-4
HPEB 799	Thesis Preparation	6	3-5
Electives	Cognate Courses	12	1-5
TOTAL		45	
Successful completion of thesis			5

Master of Social Work/Master of Public Health (MSW/MPH)

Graduates of the dual degree MSW/MPH program can expect to find employment in traditional health care settings that rely on the medical model of intervention as well as in settings that use a social health mode. Students may choose either the Health Promotion and Education (HPEB) track or the Health Services Policy and Management (HSPM) track in the MPH program. The HPEB track requires students to concentrate, during their second year of studies, in Social Work Practice with Individuals, Families, and Groups OR to concentrate on Social Work Organizations and Communities. Students normally spend the equivalent of three years in their studies for their dual MSW/MPH degrees. Students complete the MSW/MPH with the HPEB track in 84 hours instead of the 105 hours required to complete the two degree programs separately. Students participate in two field placements, one in public health and one in social work, in addition to completing the special research project in public health. For more specific degree information, go to http://www.cosw.sc.edu/admissions/msw/dual_programs.html

Section 5: Comprehensive Exam

Eligibility

Students enrolled in the MPH in HPEB are required to take a written comprehensive examination immediately following the completion of HPEB core courses and the first semester of practicum coursework (i.e., 798A). The comprehensive examination is a part of the culminating/capstone experience of the MPH program and is designed to assess students' level of mastery of the core competencies (See *Appendices*) acquired through HPEB core courses. For students in the MSPH, the comprehensive examination is administered as part of the oral defense of their thesis. MSW/MPH dual degree students should consult the HPEB Graduate Director regarding when to take the comprehensive examination.

Examination Schedule

The comprehensive examination is offered two times each year. The examination will be held after the final examination period in the Fall and Spring semesters. Timing of the comprehensive examination is based on each student's progress in course requirements and their anticipated graduation date.

IMPORTANT: Students must take the comprehensive exam following the completion of HPEB core courses* as a requirement for graduation.

*HPEB core courses over which students are tested:

HPEB 700: Foundations and Methods of Health Promotion

HPEB 701: Theoretical Foundations of Health Promotion

HPEB 702: Planning Health Promotion Programs

HPEB 707: Health Promotion Research Methods

HPEB 710: Evaluation of Health Promotion Programs

HPEB 748: Community Health Development

Information regarding the exam is discussed in detail during HPEB 798A.

Format of the Comprehensive Examination

The comprehensive examination is administered as a **closed book, typewritten, proctored exam**. The comprehensive exam is intended to assess students' critical thinking ability as a key determinant of overall mastery of the core competencies in HPEB. The exam contains questions from the core courses, including: 1) Program Planning, 2) Program Implementation, and 3) Program Evaluation. Each section of the exam addresses a set of competencies from the HPEB program (See *Appendices*).

Scoring of the Comprehensive Examination

Each competency emphasized in the question is scored according to the student's application of critical thinking skills in the response provided. Answers will be evaluated based on the following criteria:

Purpose: The extent to which the response addresses the question.

Subject Matter Knowledge: The appropriateness and quality of supporting evidence.

Depth and Breadth of Understanding: The degree to which the response demonstrates understanding and integration of concepts.

Responses must be communicated clearly enough (i.e., well-written) to permit the faculty who read them to make a valid judgment of students' knowledge and critical thinking skills. Responses should be the original work of the student, written in the student's own words, and not copied or paraphrased from some other work. *The department adheres to the University of South Carolina Honor Code. It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this Honor Code or who knowingly assists another to violate this Honor Code shall be subject to discipline, including the possibility of dismissal from the academic program.*

Procedures for Exam Failures

Each exam section will be scored as a "Pass" or "Fail". If a student fails one section of the examination, contingencies will be presented to remediate the deficiencies in that section. If a student fails more than half of the exam sections, a "Fail" will be registered for the entire exam. All recommended grades are presented to the full Departmental faculty for approval. Students failing one or more sections of the exam are required to meet with the Graduate Director to discuss exam performance and remediation procedures. (The student's academic advisor may also attend this meeting).

Students who fail all sections of the comprehensive examination in their first attempt will be allowed to take the exam a second time. The student's remediation plan and scheduling of the second attempt will be coordinated with the student's advisor and the Comprehensive Exam Committee. Passing the comprehensive examination is required for graduation from the MPH program.

Master's students must complete all degree requirements within a period of six years as specified by the Graduate School.

Section 6: Thesis Requirements and Guidelines

A thesis is required for students in HPEB seeking the MSPH degree. Selection of a topic and work on the thesis are approved and directed by a faculty committee that is approved by the department and by the Graduate School. Before beginning to work on the thesis, students should obtain and read a copy of the Graduate School's general thesis regulations found online at: <http://gradschool.sc.edu/thesisdissertation/thesis.htm>

Any student who uses University facilities or confers with faculty on thesis work must be officially enrolled for at least one hour of academic credit.

Graduate School Guidelines for Appointment of Thesis Committees

Thesis committees should be composed of faculty from the Columbia campus. Only in extraordinary cases will faculty from another accredited institution or holders of the terminal degree who are not associated with the University be allowed to direct theses or to serve as committee members.

Tenure track faculty at any rank who hold the doctorate or the discipline's terminal degree, whose units offer graduate programs, and tenured faculty at the rank of full professor who do not hold the terminal degree may serve on or chair thesis committees. Research, clinical, and adjunct faculty at any rank, who hold the terminal degree, may serve on and chair thesis committees with approval of the unit and The Graduate School. Instructors and lecturers who do not hold the terminal degree may serve as members of thesis committees with permission of the unit and The Graduate School. Emeritus or emerita faculty, with permission of the unit and The Graduate School, may continue to chair theses of students under their direction at retirement and be appointed members of thesis committees. ***In HPEB, the thesis committee must include at least two HPEB faculty members and one member from outside the department.***

Purpose of the Thesis

The thesis is a capstone experience and is enhanced through the student's application of principles and methods learned during coursework through the preparation of a research manuscript. The MSPH thesis must be original research designed to answer specific questions and to synthesize new information contributing to the understanding and solution of public health problems.

Manuscript Style

Health Promotion, Education and Behavior students are expected to write a manuscript style thesis. With this type of thesis the results section is written as a journal article. Only one manuscript is needed to meet thesis requirements; but, the student may write more than one manuscript. As scientists, it is valuable to have publications on the curriculum vitae when applying for jobs or other academic programs.

Thesis Requirements

Students write the first three chapters (Introduction, Literature Review, Methods) and Chapter 5 (Discussion) in traditional thesis format. Chapter 4 (Manuscript/s) follows the format for the journal to which students plan to submit the manuscript. Each journal provides a section to authors that include information on manuscript length, number of tables and graphs, and reference style. In general terms, this format differs from that of a traditional thesis in that Chapter 4 is replaced with a manuscript.

Students are expected to be the first author of any article they write as a thesis. The order of author listing ***must be discussed with all committee members at the thesis proposal defense.***

Thesis Outline

Below is a suggested outline for the thesis.

Chapter 1 - Introduction/Background

- a. Problem identification:** State the problem.
- b. Problem definition:** Describe the nature, background, social, and economic costs of the problem. This section should include a brief review of previous research related to the problem to support the student's points. What gaps in the literature have not been addressed?
- c. Formal statement of problem:**
What are the broad objectives/aims of study? Identify the theoretical framework that will guide the research. This is the link between the problem and research design. What are the specific research questions/hypotheses the student will address?
- d. Justification of research:** How will the student's study add to the body of science? Information should be included to demonstrate why the research is being done.
- e. Preview** Provide a brief description of what will be presented in each chapter.

Chapter 2 - Literature Review

The literature review synthesizes previous research to facilitate an understanding of the problem. It provides the preface for the present research problem and justifies the importance of the present thesis project. Sources of literature include historical and recent publications, vital statistics, data from relevant agencies, communications from experts, etc. The chapter includes specific discussion of the nature of the problem, i.e. descriptions of agencies involved with the problem, research studies which have investigated the problem, summaries of reviews of the problem, and the relevance of the problem to the target population. Findings from other studies need to be discussed in past tense with conclusions and recommendations in the present tense. Also include subsections regarding theoretical background for the study. The final paragraph summarizes findings and restates the study objective. Length will vary according to topic and amount of prior research.

Literature Review Outline

The following elements should be included:

a. Introductory paragraph

Present an outline of the literature review and justification of literature selected.

b. Body of the literature review

Organize by subheadings. Ensure a logical flow both between and within each subheading. Organizational options may include but are not limited to: 1) Historical to recent studies; 2) Weaker to stronger design; 3) General to specific studies, and; 4) Topic. For each reviewed study, tersely state findings, conclusions or recommendations, and methodological issues pertinent to the study. End each subsection with a few specific summary statements.

c. Summary of current status of problem

State overall findings and specific strengths and limitations of the literature. End with concise statements on how the proposed research project will build on the literature. Restate the study aims/hypotheses. Present theoretical/conceptual model for the study.

Chapter 3 - Methodology

The methodology section should include as many details as necessary to allow another researcher to replicate the study. The following information should be included:

- a. Describe the study design.**
- b. Identify the target population**, study subjects and sampling technique. Include information on the setting in which data collection takes place.
- c. Define the variables** to be collected and analyzed. Describe measures and clearly state the questions from which these variables are derived. Define terms and variables in the study.
- d. Describe data collection procedures** (e.g., interview, survey, chart abstraction) and the instrument(s) used. Clearly identify quality control procedures used during data collection. Describe procedures used to protect human subjects (informed consent, confidentiality).
- e. Describe the overall analysis plan** and specific procedures.

Chapter 4 - Manuscript/s

Thesis students will work with committee members to plan one distinctly significant focus for manuscripts; but, an additional manuscript is optional. The following provides a generic outline for manuscripts: Manuscript Title; Format; Abstract; Introduction; Methods; Results; Discussion; References. Students must select potential journals for manuscript submittal and follow the instructions to authors provided by those journals. Describe findings as they relate to each specific research question.

Chapter 5 - Summary, Implications and Recommendations

Concise and comprehensive summary of the thesis: synthesis discussion of the publications resulting from the research, findings, implications, and future research. Describe the overall conclusions that can be reached from the analyses. Discuss results from previous research that are pertinent to the findings. Describe the limitations and implications of the research and findings. Identify possible areas of future research.

All theses must meet Graduate School requirements. Please refer to the following URL:
<http://gradschool.sc.edu/thesisdissertation/thesis.htm>.

The deadline for submission of theses for each academic session is also posted on the Graduate School Web page.

Timeline for Completion of Thesis Work

1. Select a thesis committee. Before initiating major thesis work, the student will select a thesis committee chairperson from HPEB whose interests and expertise complement the student's research interests. The thesis committee should include a minimum of two HPEB faculty and one faculty member outside of the department.
2. Choose a topic at least two semesters prior to the planned graduation date.
3. Negotiate chapter/section due dates with thesis chairperson.
4. Submit the thesis proposal to the thesis committee. The proposal briefly outlines the thesis topic, hypothesis, and proposed methodology. The proposal is a contract between the student and the committee members, and ensures that everyone has agreed upon the format and content of the thesis. All committee members are required to sign it as an acknowledgement of approval of the proposal. The student will prepare a written thesis proposal outlining:
 - The general problem to be addressed with adequate literature support.
 - The specific objectives of the study and how accomplishing these objectives will contribute relevant new knowledge to the field; objectives must be supported by a literature review.
 - Methods for accomplishing the objectives.
 - The time, equipment, money, and other resources required.

The committee will review the appropriateness of the proposal; at least one meeting of the entire committee with the student will take place for proposal acceptance before major thesis work begins. It is the student's responsibility to reserve a meeting room and the proposal meeting.

The major portion of the thesis work itself (field, laboratory, literature analysis) will be conducted by the student in close collaboration with the thesis committee (especially the thesis Chairperson). Any changes in the former plan, as set forth by the proposal, must be agreed upon the committee. Except under unusual circumstances, the student will be registered for thesis work during the semester or session of graduation.

The student will obtain IRB approval prior to conducting the research. Information about this process can be obtained from the committee chairperson or on-line.

It is the policy at the University of South Carolina that no research or investigation involving human subjects, without regard for source of funding, may be undertaken until the approval of the Human Subject Institutional Review Board has been obtained.

During the semesters that students plan to conduct research and analyze data, students should enroll in HPEB 799 under the appropriate section (assigned) according to thesis advisor in the Master Schedule for that semester of session.

In consultation with the committee chair, submit draft copies of the sections to the thesis committee as the student completes them.

Complete data collection by the beginning of classes for the semester in which the student intends to graduate.

A completed first draft of the thesis must be submitted to the thesis chairman at least 60 days prior to the end of the semester of graduation.

At the completion of the thesis work, and at least 30 days before graduation, the student will present an informative seminar defense of the results of his/her thesis research. The student is responsible for arranging and announcing the seminar, which will be open to all interested parties (students, faculty, agencies, etc.) There are two equally important purposes for the seminars:

- To transmit information which has been culminated from a concentrated body of work on the original research project. Thus, the presentation will be of considerable interest to colleagues and should be concise, well organized, and supported by well-planned visual aids.
- To serve as an important learning process for the student in executing an informative presentation and in responding to the discussion and criticism of fellow students and faculty.

The open seminar will be followed by a critical review of the thesis by the student's thesis committee, with suggestions of improvement, publication, etc. This review will be followed by the formal acceptance or rejection of the student's thesis as partial fulfillment of the MSPH degree. The thesis defense satisfies the written and oral comprehensive examination requirements.

In addition, MSPH students are responsible for notifying the department regarding thesis presentations. At least one week prior to the presentation, the student should provide the following information via email to both Casey Goldston (goldston@mailbox.sc.edu) and Memory Bacon (mroyal@mailbox.sc.edu):

Thesis title
Your name, earned degree
Thesis advisor
Day, Date, Year of your presentation
Time of your presentation
Room/Building location
Street Address/Zip (if not in HESC)

This information will be published on the department's main webpage and posted in the front office.

To reserve a room and/or equipment for your presentation, please contact Memory Bacon (HESC 216, 777-7096, mroyal@mailbox.sc.edu).

In general, students are required to present the research project (generally a 30-45 minute presentation of the Background, Methodology, Results and Discussion) to the audience and allow for a question and answer period (usually 10-15 minutes). Students should also bring to the defense copies of the official Graduate School signature form.

IMPORTANT: Graduate School guidelines for thesis preparation may be obtained from the Graduate School website: <http://gradschool.sc.edu/thesisdissertation/thesis.htm>

Examination/Defense Location

Combined oral and written examinations are held in HPEB for three purposes: 1) comprehensive examination for doctoral students, 2) dissertation defense for doctoral students, and 3) thesis defense for MSPH students. These examinations should be conducted on campus, and all committee members should be physically present with the student. Under exceptional circumstances, some committee members (but not the chair) may be located off-campus for the examination, connected via telephone or video-conferencing to the student, chair, and other committee members who are on campus. Also under exceptional circumstances, the student, the chair, and perhaps other committee members may be located off-campus for the examination, connected via telephone or

video-conferencing to other committee members who are on campus. Regardless of circumstances, the chair must be physically located with the student for the examination.

Section 7: Guidelines for MPH Practicum

The HPEB MPH practicum experience takes place over two semesters. In the first semester, students participate in a structured seminar that focuses on professional development goals, identification of field placement location, and preparation of the practicum contract. The field placement part of the practicum is conducted the following semester (or semesters if completed during the summer). Students are required to complete 250 contact hours over a 16-week period, maintain progress reports, develop a final report, and conduct an oral practicum presentation.

Practicum Goals

The goal of the practicum is to strengthen a student's personal understanding of the realities of program planning, implementation, and evaluation. This is achieved by familiarizing the student with the: practice of public health education to help the student identify with the profession; organizational and administrative dimensions of public health education; and functional activities of a specific setting.

The following objectives are presented to guide the achievement of this goal. Planned experiences contribute to the student's preparation by offering an opportunity for application of skills within the framework of an appropriate field organization through:

- Experiences in working with and without supervision within the organization;
- Exploration of the on-going planning, implementation, and evaluation activities in health education and promotion programs of the organization;
- Familiarization with the organizations' public health mission; and
- Actual working involvement in health education and promotion activities within the organization.

Pre-enrollment Requirements

MPH students must complete HPEB 798A: Practicum Seminar (3 credits) in the semester prior to conducting the Practicum fieldwork. The Practicum Seminar will assist students in preparing for their fieldwork and ensure all necessary requirements (and forms) are completed. Students also prepare for the comprehensive examination during this semester. (See below for more information)

Registering for the MPH Practicum Fieldwork

To participate in the actual Practicum fieldwork, students must register for 3 credit hours of HPEB 798B: Public Health Practicum under their practicum faculty advisor. Each faculty member has a distinct HPEB 798B registration code and students must contact their Faculty Practicum Advisor to obtain this code before enrolling via VIP.

Setting, Practicum Requirements and Participant Roles

Setting

Numerous state and federal departments and agencies, as well as private hospitals, private organizations, and other health-related organizations, provide locations for practica and projects.

Practicum Requirements

Overview of Practicum Seminar (First Semester, three credit hours)

The following is an overview of the steps (not necessarily in this order) that students are required to complete during HPEB 798A: Practicum Seminar.

Identify Practicum Site and Mentor

Students are responsible for identifying and securing a practicum site and mentor. A variety of strategies may be employed to assist students in this regard. Practicum opportunities are generally posted internally in the Department via bulletin boards, flyers, and electronically via student listserv communication. Students may approach potential sites and/or mentors based on their interests or on increasing their exposure to areas beyond their interest and current “expertise.” The practicum mentor should be qualified to supervise students’ work and available to provide meaningful feedback on a daily or near daily basis. The practicum can be located outside of the Columbia area, outside of the state, or outside of the country.

Identify Faculty Advisor for Practicum

The student’s faculty practicum advisor does not have to be the same as the student’s faculty academic advisor. Rather, the primary factor in selecting a faculty practicum advisor should be the ability of the faculty member to assist in the development of the practicum contract and provide assistance throughout the practicum field placement (i.e., HPEB 798B).

Attend the Practicum Seminar

By registering for three credit hours under HPEB 798A, students will be enrolled in a seminar which meets weekly for one hour and 15 minutes. The purpose of the seminar is to support students as they develop their practicum placement and contract.

Develop Practicum Contract

A completed, signed, and dated Practicum Contract is necessary before a student can begin his/her field work. Students are ultimately responsible for negotiating the Contract with both the site mentor and their faculty practicum advisor. This contract is for the student’s protection, as it will ensure that all parties agree upon the deliverables and experience within a pre-defined time frame. The contract should also spell out clear expectations for accomplishments in the practicum. Contact information should be provided also. Although there is much variation among HPEB practica, they all have in common a focus on one major project, activity, or experience in public health education. A total of 250 contact hours is required for a practicum; this time can be distributed over a short period (e.g., during the summer) or a longer period (e.g., two semesters). If the practicum involves collecting information from clients, students are required to take the appropriate steps for human subjects (IRB) approval.

Overview of Practicum (“Field Placement”) Session (Second Semester, 3 credit hours)

The following is an overview of steps (not necessarily in this order) that students are required to complete during HPEB 798B: Practicum (“field placement”) semester.

Carry Out Practicum

Students will be at the practicum (field) site and have primary contact their site mentor, who functions as a work supervisor. Students are expected to keep their faculty practicum advisor updated as needed. If a problem surfaces, students are to inform their faculty practicum advisor as early as possible.

Present Results of Practicum Experience Orally

During the practicum seminar (HPEB 798A), guidelines for oral practicum presentation are provided. Each student is required to orally present their practicum experience and project publicly before the end of the semester in which they are registered. Students are to work out the specifics of the presentation with their faculty practicum advisor. Students are advised to consult with their faculty practicum advisor and their site mentor, if appropriate, concerning their availability prior to setting the date and time for the oral presentation.

HPEB MPH students are responsible for notifying the department regarding practicum presentations. At least one week prior to the presentation, the student should provide the following information via email to both Casey Goldston (goldston@mailbox.sc.edu) and Memory Bacon (mroyal@mailbox.sc.edu):

Practicum title
Practicum agency/location
Your name, earned degree
Practicum advisor
Day, Date, Year of your presentation
Time of your presentation
Room/Building location
Street Address/Zip (if not in this building)

This information will be published on the department's main webpage and posted in the front office.

To reserve a room and/or equipment for your presentation, please contact Memory Bacon (HESC 216, 777-7096, mroyal@mailbox.sc.edu).

Complete and Submit a Practicum Report/Notebook

Criteria and guidelines for the final practicum report/notebook are provided during the practicum seminar. Each student who successfully completes a practicum must create a black 3-ring binder/notebook containing their practicum report and related documents. All notebooks are to be submitted to the Departmental office for cataloging and filing.

Additional Information:

A student's practicum **cannot** be part of their existing job or Graduate Assistantship (GA). It is possible to carry out a practicum at an existing job or GA if it is above and beyond job and GA requirements and results in 250 additional contact hours. This exception should be carefully negotiated with your faculty advisor. Students are not generally remunerated for their practicum placements or work. They are considered the culminating, or capstone, experience of the MPH curriculum much like a project, or a thesis. The practicum is a professional position and one in which students are representatives of ASPH and USC. Students, therefore, are expected to conduct themselves and dress in a professional manner at all times.

The student is expected to:

- Take initiative in defining competencies to be developed, selecting an appropriate setting for practice activity, developing clear work and learning objectives, and completing work and learning tasks by the dates agreed upon. A final written report of the practice experience is required and will be placed in the Department files.
- Arrange appropriate meetings with faculty advisor and mentor, including the final oral presentation.

The practicum faculty advisor is expected to:

- Advise the student in developing work and learning proposals.
- Communicate with the student and practicum site mentor/supervisor as necessary.
- Provide ongoing expert advice and guidance as needed or required.
- Attend student's final oral presentation of practicum experience.

The practicum site mentor/supervisor is expected to:

- Assist students in defining short-term tasks of potential use to his or her organization.
- Review student's "proposal" and practicum contract for usefulness to organization and provide on-site direction to the work component of the practice.
- Provide the student with logistical support (arranging space, equipment, use of telephones, use of computers and/or software, secretarial help, making introductions, providing date or helping gain access to it and general advice) within the organization.
- If convenient, attend student's final oral presentation of practicum experience.

Section 8: Resources and Information for Students

Thomas Cooper Library (Greene Street)

The Thomas Cooper Library has four stack levels of books, a ground floor, a main floor (where circulation and reference sections are located), and a mezzanine. (The mezzanine is the top floor; main is the main entrance floor; the ground floor and the four stack floors go down. That is, Level 4 is the fourth floor below the ground level.)

Access to the Library collections is obtained through the USCAN/NOTIS Online Card Catalog with terminals located throughout the building. CD-ROM stations are also available for users searching multiple databases. The library regularly conducts seminars and lectures on the use of USCAN/NOTIS and CD ROM stations, and staff in the Reference Library is available to provide individual help. USCAN may also be accessed on the web at <http://www.sc.edu/uscan/>. Many databases and journals may be accessed online from any computer. An online guide to the library may be found at <http://guides.library.sc.edu/content.php?pid=35899&sid=264140>

The Thomas Cooper Library has other valuable services for graduate students including 40 study rooms (seating up to four persons each), six seminar rooms for library-related seminars, and a classroom for the library-taught orientation and bibliographic instruction classes. Other special areas in the library include the Student Computer Labs (on Levels 3 and 5), the Science Library (on Level 4), Special Collections (on the Mezzanine Level), and the Map Library (on Level 5). The telephone number for the circulation department is (803) 777-3145.

School of Medicine Library

The School of Medicine Library at the University of South Carolina can be an excellent resource for students in Public Health. Many journals can be found at both Thomas Cooper and the Medical Library, so it is good to check with Thomas Cooper first (their listings will indicate what libraries or agencies in this area carry the health journals not available at Cooper). The Medical School Library is located on the Veteran's Administration Medical Center Grounds. The telephone number is **(803) 733-3344** and website is <http://uscm.med.sc.edu/>.

The Richland County Public Library

The Richland County Public Library is Columbia's public library and provides access to more than 650,000 books and other materials. The library is located on 1431 Assembly Street. In addition, there are various other branches located in neighboring communities. The telephone number for the Richland County Public Library is (803) 799-9084 and website is <http://www.richland.lib.sc.us/>. The Richland County Public Library requires residency in Richland County to checkout materials and to access special services. Other membership requirements to obtain a library card may also be necessary.

Student Mailboxes

Each student has an assigned mailbox outside of the main office area (Room 216A) in the Arnold School of Public Health. These mailboxes are used to keep the students up to date with information, events, etc., going on in HPEB and the School. It is also a base of communication with other students, staff, and faculty. Check your mailbox every day! Students are also required to submit electronic mail (e-mail) addresses to the Department's administrative assistant to be included in the department's listserv. The listserv updates students to opportunities within the Department and University.

Health Sciences Computing Labs

The Arnold School of Public Health is fortunate to have computer facilities and an excellent IT staff. The facilities include personal computers in Room 204. Early in the Fall semester the staff will be giving lectures on the use of the hardware and software that is available on this equipment.

Office of Student and Alumni Services

The Office of Student and Alumni Services (in Room 112 of Arnold School of Public Health) provides many important services for students, including: course registration assistance, guidance in locating financial assistance, and services in preparation for entering your chosen career. In fact, they can help you in too many ways to list. If you need a smiling face and almost any kind of information or assistance, this is a good place to start. If they are can't help you, they can tell you who can.

Section 9: University Services Available to Graduate Students

Thomson Student Health Center

The Thomson Student Health Center (TSHC) is located directly behind the Russell House. TSHC, one of some 120 nationally accredited university student health centers, is staffed by seven board certified or board eligible physicians, three certified nurse practitioners, and appropriate numbers of registered nurses, most of whom are certified in college health nursing. TSHC is open mornings and afternoons, Monday through Friday, except on University holidays. A Sunday late afternoon and evening clinic is held during Fall and Spring semesters to manage urgent conditions. No inpatient, overnight or after-hours services are available.

Daily clinics at the TSHC include General Medicine and Women's Care. Weekly clinics in Orthopedics, Dermatology, and Sports Medicine and Minor Injuries are available. Ancillary services include pharmacy, diagnostic radiology, clinical laboratory, physical therapy, and immunization and allergy injection services. All students enrolled in Columbia campus classes are eligible for services at TSHC. A full guide to Student Health Services may be found at <http://www.sa.sc.edu/shs/images/GUIDE%20to%20SHS.pdf>. TSHC can be reached at <http://www.sa.sc.edu/shs/tshc> or (803) 777-3174.

Campus Wellness

Campus Wellness is devoted to awareness and prevention of acute and chronic health issues for students, faculty and staff at the University of South Carolina. By offering a wide range of programs and services, this office assists campus community members with making healthy choices and maintaining a healthy lifestyle. For more information, go to: <http://www.sa.sc.edu/shs/cwp/>.

Counseling and Human Development Center

The Counseling and Human Development Center (CHDC) is located on-campus in Suite 204, 900 Assembly Street, across from the USC Visitor Center. CHDC, a fully accredited counseling center offers: brief outpatient psychiatric intervention; psychological services, including individual and group counseling and biofeedback and psychological testing services; and limited social work support for Columbia campus students. Students, who need inpatient care, extended outpatient services, or other clinical care that exceeds the capabilities of CHDC, are referred to community providers of the patient's choice. Professional staff clinical evaluation and management services are free to all students who have paid the Health Fee portion of the University Fee. CHDC is open daily, Monday-Friday (except on University holidays). Appointments are required except for acute or emergency situations. The Counseling and Human Development Center can be reached at (803) 777-5223 and accessed online at <http://www.sa.sc.edu/shs/chdc/>.

Off-Campus Student Services

Off-Campus Student Services, located at 1215 Blossom Street, offers many services of interest to students who do not live on the USC campus. Among the many programs and services offered are a babysitter list, Columbia area resident assistance, a newsletter, and an off-campus housing locator service (finding roommates and/or apartments). Off-Campus Student Services can be reached at (803) 777-4874 and accessed online at <http://www.sa.sc.edu/ocss/>.

International Student Services

International Programs for Students is located in room 123 of the Byrnes Building. International student services provide a wide range of services for international students, including pre-arrival information, orientation programs, immigration advising, personal assistance, and student programs and activities. The office is staffed by professionals with specialized training and expertise working with international students. International Student Services may be reached at **(803) 777-7461** or (<http://www.sa.sc.edu/ips/>).

Disability Services

Students with disabilities are assisted through the Office of Disability Services. Students with disabilities should contact the Office of Disability Services at 803-777-6744 (TDD) or 803-777-6142 for specific information about services, or accessed online at <http://www.sa.sc.edu/sds/>. When students receive the Graduate School's offer of admission, they should notify the Office of Disability Services of their need(s) for specific accommodation(s). The Office of Disability Services is located in the LeConte building at the corner of Pickens and Green Streets in Room 112A.

Section 10: Appendices

NOTE: The worksheets provided in these Appendices are working advisement documents only. Programs of Study must meet Graduate School and HPEB Departmental guidelines and must be approved by your advisor and the Graduate Director.

Overview of 14 Domains for MPH/MSPH Competencies: HPEB

Public health values and acculturation. Understanding public health, its history, its heroes, and its methods.

Cultural competence. Applying skills and knowledge to work effectively with culturally diverse individuals and communities.

Ethical practice. Understanding and applying principles for ethical conduct in health education and promotion including sensitive and confidential conduct in practice, research, data collection and storage, and program management.

Analytical skills. Developing skills to define problems, make inferences from data, and create a plan for addressing problems.

Collaboration skills. Applying skills in team- and coalition-building, partnership development and professional/lay leader networking.

Communication. Developing skills in interpersonal communication (individuals and groups), presentation (to lay and professional audiences), social marketing and media advocacy; this includes skills in oral, written, and electronic channels.

Informatics. Systematic application of information science, computer science, and information technology to improve management of information in public health practice, research.

Theory. Understanding and using proven social science, health, and behavior theories to affect change at the individual, organizational and community levels.

Program Planning. Applying program planning skills including conducting assessments, writing measurable goals and objectives, describing resource needs, developing realistic action plans, and preparing proposals and reports.

Program Implementation. Understanding setting specific issues and developing skills to translate a plan into action steps and carry it out, keeping appropriate records and documentation, and monitoring program implementation.

Organizational Effectiveness/Leadership Development. Understanding the impact that organizational dynamics, organizational structure, and the external environment has on professional practice; developing skills for assessing and promoting shared values within an organization.

Advocacy/Policy Development. Understanding how public health policy is developed and changed; developing skills to affect change in policies at local, state, and national levels.

Evaluation. Understanding the relationship among planning and evaluation; developing skills in quantitative and qualitative methods to **evaluate process, impact, and outcomes objectives.**

Community Development. Developing skills to work effectively with communities to promote health and well-being; includes establishing and maintaining links with key stakeholders and key community organizations, collaborating with community partners, and conducting needs/assets assessments.

Competencies for HPEB Core Courses in MPH/MSPH Degree Programs

DOMAIN	COMPETENCIES
<p>Public health values and acculturation</p> <p>Understanding public health, its history, its heroes, and its methods.</p>	<p>* Understand the public health values of social change, social justice and tolerance</p> <ul style="list-style-type: none"> * Understand public health history and heroes * Understand public health purpose and methods * Understand public health systems and services * Understand public health core competencies * Understand the historical development and structure of federal, state, local, and non profit health agencies * Begin to develop an identity as a public health and health education professional and become involved in professional organizations <p>Covered as primary focus in: HPEB 700 Covered as secondary focus in: HPEB 798</p>
<p>Cultural competence</p> <p>Applying skills and knowledge to work effectively with culturally diverse individuals and communities.</p>	<ul style="list-style-type: none"> * Understand the importance of cultural competence in public health practice * Understand the role of cultural and social factors in health and health behavior * Understand the importance of creating a racially, ethnically, and linguistically diverse public health workforce * Apply skills for adapting public health education practice to the needs of diverse populations (e.g., use appropriate vocabulary, illustrations etc in materials) * Apply skills for interacting with diverse others <p>Covered as primary focus in: HPEB 748 Covered as secondary focus in: HPEB 700, 701, 702, 707, 710</p>
<p>Ethical practice</p> <p>Understanding and applying principles for ethical conduct in health education and promotion including sensitive and confidential conduct in practice, research, data collection and storage, and program management.</p>	<ul style="list-style-type: none"> * Understand basic principles and guidelines for ethical practice in health education and health promotion * Understands the importance of creating a culture of ethical standards within organizations and communities * Demonstrate ethical (sensitive, confidential) conduct in practice, research, data collection and storage, and program management * Maintains security, privacy, and confidentiality of personal and public health information within local and enterprise systems <p>Covered as primary focus in: HPEB 707, 798 Covered as secondary focus in: HPEB 700, 701, 702, 710, 748</p>
<p>Analytical skills</p> <p>Developing skills to define problems, make inferences from data, and create a plan for addressing problems.</p>	<ul style="list-style-type: none"> * Understand and apply skills for defining problems and developing a plan for addressing them * Understand how data illuminate ethical, political, and public health issues * Understand basic research designs used in public health * Understand basic research methodologies * Be familiar with existing sources of data and how to use them * Understand, interpret, and translate published reports and studies <p>Covered as primary focus in: HPEB 707 Covered as secondary focus in: HPEB 700, 701, 710, 748</p>

DOMAIN	COMPETENCIES
<p>Collaboration skills</p> <p>Applying skills in team- and coalition-building, partnership development, and professional/lay leader networking.</p>	<ul style="list-style-type: none"> * Understand the importance of collaboration within the (health) organization, among health and other organizations, and between (health) organization and the community. * Understand and apply skills in team building, coalition building, and partnership development * Understand and apply skills in networking with professional and lay leaders * Understand contributions of multiple fields in addressing public health issues [interdisciplinary work] <p>Covered as primary focus in: HPEB 748 Covered as secondary focus in: HPEB 700, 702, 710</p>
<p>Communication</p> <p>Developing skills in interpersonal communication (individuals and groups), presentation (to lay and professional audiences), social marketing and media advocacy; this includes skills in oral, written and electronic channels.</p>	<ul style="list-style-type: none"> * Understand elements for effective communication * Understand the role of communication in marketing, social marketing, and media advocacy in health education and promotion * Communicate effectively both in writing and orally * Apply skills to present health-related information to professional and lay audiences * Apply communication skills to participate in and lead groups * Be able to frame an issue so that it is acceptable to specific stakeholders (e.g., your supervisor, clients, etc.) * Apply skills for communicating information effectively via multimedia, graphics development, and other software applications to multiple audiences <p>Covered as primary focus in: HPEB 700 Covered as secondary focus in: HPEB 701, 702, 707, 710, 748</p>
<p>Informatics</p> <p>Systematic application of information science, computer science, and information technology to improve management of information in public health practice, research.</p>	<ul style="list-style-type: none"> * Apply computer literacy skills/word processing, presentations, electronic communications, Internet * Manage information systems to collect, retrieve, and use data and information * Perform effective data retrieval and information searches and judge value of electronic health-related information * Uses internet and world wide web effectively to acquire and disseminate public health information * Access and use software to manage, analyze, report, and present data (e.g., EPI Info., Access, SAS, SPSS, etc.) and to manage projects * Apply skills for communicating information effectively via multimedia, graphics development, and other software applications to multiple audiences * Maintains security, privacy and confidentiality of personal and public health information within local and enterprise systems <p>Covered as primary focus in: HPEB 707 Covered as secondary focus in: HPEB 700, 701, 702, 710, 798</p>

DOMAIN	COMPETENCIES
<p>Theory (social science, education, learning, and health behavior theories)</p> <p>Understanding and using proven social science, health and behavior theories to affect change at the individual, organizational, and community levels.</p>	<ul style="list-style-type: none"> * Understand how theories have been used in contributing to health of individuals, organizations, and communities. * Understand strengths and weaknesses of behavioral theories and how theoretical components are used * Be familiar with studies showing application of theory to practice. * Apply skills affecting change at individual, organizational, and community levels to guide planning, implementation, and evaluation of health education and promotion programs <p>Covered as primary focus in: HPEB 701 Covered as secondary focus in: HPEB 700, 702, 707, 710, 748</p>
<p>Advocacy/Policy Development</p> <p>Understanding how public health policy is developed and changed; developing skills to affect change in policies at local, state, and national levels.</p>	<ul style="list-style-type: none"> * Understand how policies are developed, changed, and implemented at multiple levels (local, state, national) * Understand the legislative process at the local, state, and national levels * Apply strategies to influence key decision makers * Apply skills to affect change in policy * Understand the role of policy in systems change <p>Covered as primary focus in: HPEB 748 Covered as secondary focus in: HPEB 700, 702</p>
<p>Program Planning</p> <p>Applying program planning skills including conducting assessments, writing measurable goals and objectives, describing resource needs, developing realistic action plans, and preparing proposals and reports.</p>	<ul style="list-style-type: none"> * Understand and apply skills for conducting assessments including individual, organizational, environmental factors, community readiness, and trends * Understand and apply skills using qualitative and quantitative methods for needs assessment * Understand and apply skills for writing measurable goals, objectives * Be able to describe staffing needs required to carry out a project * Understand and apply skills for budget development including determining priorities * Understand and apply skills for developing realistic action plans * Understand and apply skills for proposal and report preparation <p>Covered as primary focus in: HPEB 702 Covered as secondary focus in: HPEB 700, 710, 748</p>
<p>Program Implementation</p> <p>Understanding setting specific issues and developing skills to translate a plan into action steps and carry it out, keeping appropriate records and documentation, and monitoring program implementation.</p>	<ul style="list-style-type: none"> * Understand the importance of and identify organizational strengths, weaknesses, opportunities, and threats * Understand the importance of sustainability * Understand setting specific issues * Able to translate a plan into action steps and carry out * Able to keep appropriate records and documentation * Understand and apply skills for program development * Understand and apply skills to monitor program implementation and budget <p>Covered as primary focus in: HPEB 702 Covered as secondary focus in: HPEN 700, 710, 748</p>
<p>Organizational Effectiveness/Leadership</p>	<ul style="list-style-type: none"> * Understand organizational dynamics (how the agency is organized, how to get things done thru the system)

DOMAIN	COMPETENCIES
<p>Development</p> <p>Understanding the impact that organizational dynamics, organizational structure, and the external environment has on professional practice; developing skills for assessing and promoting shared values within an organization.</p>	<ul style="list-style-type: none"> * Understand organizational structure, the environment in which the organization exists, and its relation to professional practice * Understand the importance of identifying a mentor in an organization * Understand how to be a facilitator of a learning organization * Understand and apply skills to assess shared values in an organization * Understand and apply skills to promote actions based on shared values and vision of the organization <p>Covered as primary focus in: HPEB 798 Covered as secondary focus in: HPEB 748</p>
<p>Evaluation</p> <p>Understanding the relationship among planning, and evaluation; developing skills in quantitative and qualitative methods to evaluate process, impact, and outcomes objectives.</p>	<ul style="list-style-type: none"> * Understand the relationship between program planning, implementation, and evaluation * Understand and distinguish among process, impact, and outcome objectives and evaluation * Be able to design an evaluation plan including threats to validity * Understand and apply measurement skills in evaluation * Understand approaches to evaluating community initiatives (e.g., Kansas model) * Understand appropriateness of qualitative and quantitative methods <p>Covered as primary focus in: HPEB 710 Covered as secondary focus in: HPEB 702, 707</p>
<p>Community Development</p> <p>Developing skills to work effectively with communities to promote health and well-being; includes establishing and maintaining links with key stakeholders and key community organizations, collaborating with community partners, and conducting needs/assets assessments.</p>	<ul style="list-style-type: none"> * Understand inter and intra-organizational dynamics * Understand and apply skills in capacity building * Understand and apply skills in ecological approaches to health promotion. * Understand and apply skills in community organizing * Understand and apply skills for working with different community sectors (e.g., schools, churches, agencies, etc.). * Understand and apply skills for working effectively with diverse others <p>Covered as primary focus in: HPEB 748 Covered as secondary focus in: n/a</p>

Who to Contact

Topic of Interest	Who to Contact
Admission-Related Questions	Casey Goldston, Ken Watkins
AV Equipment and Conference Room Reservations	Memory Bacon
Copies	Work Study Student (back-up Ann Cassady)
Copier Maintenance/Issues	Memory Bacon or Ann Cassady (back-up student)
Doctoral Qualifying Exam	Ken Watkins
Graduate Assistantships	Casey Goldston, Ken Watkins
Grant Activity	Ann Cassady
Health Communications Certificate	Daniela Friedman, Casey Goldston, Ken Watkins
Human Resources	Ann Cassady
International Students	Casey Goldston
Keys	Memory Bacon (back-up Ann Cassady)
Masters Comprehensive Exam (non-MPH)	Ken Watkins
Masters Comprehensive Exam	Ken Watkins
MPH Practicum	Ken Watkins
MSW/MPH Program	Ken Watkins
Organizing Event	Memory Bacon
Student Forms	HPEB and Graduate School webpages (current students)/Submit ALL student forms through Casey Goldston
Teaching Assistantships	Ken Watkins
Undergraduate Minor	Sara Corwin, Kara Montgomery

Department of Health Promotion, Education, and Behavior
MASTER OF PUBLIC HEALTH (MPH) DEGREE
ADVISEMENT WORKSHEET

<u>Public Health Core Required (15 Hours):</u>		<u>Credits</u>	<u>Sequence</u>	<u>Grade</u>
BIOS 700	Introduction to Biostatistics	3	1	___
EPID 700	Introduction to Epidemiology	3	1-2	___
HPEB 700	Concepts and Methods in Health Promotion	3	1-2	___
ENHS 660	Concepts of Environmental Health Science	3	2-4	___
HSPM 700	Approaches and Concepts for Health Administration	3	2-4	___

HPEB Courses Required (15 Hours):

HPEB 701	Theoretical Foundations of Health Promotion	3	1	___
HPEB 702	Planning Health Promotion Programs	3	2	___
HPEB 707	Health Promotion Research Methods	3	2-3	___
HPEB 710	Evaluation for Public Health Education Programs	3	3-4	___
HPEB 748	Community Health Development	3	2-4	___

Elective Courses (must be 500 level and above) (9 Hours):

1.		3	1-5	___
2.		3	1-5	___
3.		3	1-5	___

HPEB 798 Practicum (6 Hours):

HPEB 798	Public Health Practicum (Seminar)	3	4	___
HPEB 798	Public Health Practicum (Field Placement)	3	5	___

Total Hours 45

**Department of Health Promotion, Education, and Behavior
 MASTER OF SCIENCE IN PUBLIC HEALTH (MSPH) DEGREE
 ADVISEMENT WORKSHEET**

Public Health Core Required (9 Hours):

		<u>Credits</u>	<u>Sequence</u>	<u>Grade</u>
BIOS 700	Introduction to Biostatistics	3	1	___
EPID 700	Introduction to Epidemiology	3	1-2	___
HPEB 700	Concepts and Methods in Health Promotion	3	1-2	___

HPEB Courses Required (12 Hours):

HPEB 701	Theoretical Foundations of Health Promotion	3	1	___
HPEB 702	Planning in Health Promotion Programs	3	2	___
HPEB 710	Evaluation of Health Promotion Programs	3	3-4	___
HPEB 748	Community Health Development	3	2-4	___

Advanced Statistics, Research, and Program Evaluation Required (6 Hours):

HPEB 707	Health Promotion Research Methods	3	2-3	___
1.		3	3-4	___

Elective Courses (12 Hours; must be 500 level and above)

1.		3	1-5	___
2.		3	1-5	___
3.		3	1-5	___
4.		3	1-5	___
<u>HPEB 799 - Thesis (6 Hours)</u>		6		

Total Hours 45

Comprehensive Examination

Date of Thesis Defense:

Department of Health Promotion, Education, and Behavior
PUBLIC HEALTH PRACTICE AGREEMENT
CONTRACT FOR PRACTICUM

Student's Name _____

Phone _____ Email _____

Project Title _____

Agency/Organization _____

Location (City/State/Country) _____

Beginning Date _____ Ending Date _____

Please complete the following information on a separate sheet and attach. Student, faculty practicum advisor, and mentor sign below:

1. Specify specific learning objectives/outcomes.
2. State work tasks to be performed by the student.
3. Specify the experiences to be undertaken (including strategy, methods, resources, settings).
4. Specify the criteria for assessment of learning results and work performance.
5. Describe in detail any special conditions, arrangements, or restrictions.
6. Give time sequence for achieving the desired results and how progress will be monitored. (Specify dates on which Student, Faculty Advisor and Mentor will consult).

Faculty Advisor:

Signed _____ Date _____

Phone _____ Email _____

Student:

Signed _____ Date _____

Mentor Statement: The above statements represent my understanding of what the student has agreed to do with the organization and I am hereby agreeing to provide the necessary supervision and support expected of a Mentor in carrying out this work. I will monitor this student to ensure that policies and legal restraints of this organization, such as those governing confidentiality of records or trade secrets are not violated.

Signed _____ Date _____

Phone _____ Email _____

Title _____

Department of Health Promotion, Education, and Behavior
PRACTICUM PRESENTATION GUIDELINES

(Details of the practicum presentation should be discussed with
Faculty Practicum Advisor – the following are general guidelines only)

- I. Provide Overview of Project (Introduction)
 - A. Setting/Population
 - B. Health Problem/Issue
 - C. Goals/Objectives/Timeframe
 - D. Program Description
 - E. Relevant Literature

- II. Describe Process/Activities (may be organized by objectives, chronological order, etc.) (Methods)
 - A. Specific Activities Undertaken
 - B. Barriers and How Handled Barriers
 - C. Activities/Events that Worked Well

- III. Describe/Display Accomplishments, Results, or Any Other Products and Summarize Accomplishments Relative to Objectives (Results)

- IV. Discuss "Lessons Learned;" Make Recommendations or Conclusions (Discussion)

Department of Health Promotion, Education, and Behavior
PRACTICUM NOTEBOOK GUIDELINES

(Details of practicum notebook should be discussed with
Faculty Practicum Advisor – the following are general guidelines only)

The notebook generally parallels the presentation, although there is a lot of variation from project to project. Some notebooks are written as reports with full narrative; some are written in more outline form; and some are more like portfolios, with documentation of correspondence, materials created, etc.

- I. Cover Page
- II. Contract/Objectives
- III. Overview of Project (Introduction)
 - A. Setting/Population
 - B. Health Problem/Issue
 - C. Relevant Literature
 - D. Program Description
- IV. Process/Activities of Project/Practicum (may be organized by objectives, chronological order, etc.) (Methods)
 - A. Specific Activities Undertaken
 - B. Barriers and How Handled Barriers
 - C. Activities/Events that Worked Well
- V. Display Accomplishments, Results, or Any Other Products and Summarize Accomplishments Relative to Objectives (Results)

(This could include assessments developed or used; educational materials developed, results of focus groups, minutes of coalition meetings, etc.)
- VI. "Lessons Learned", Recommendations or Conclusions (Discussion)
- VII. Other Documentation, Relevant Materials, Reference List, etc.

Department of Health Promotion, Education, and Behavior
PRACTICUM NOTEBOOK CHECKLIST

(Details of practicum notebook should be discussed with
Faculty Practicum Advisor – the following are general guidelines only)

- ___ Cover Page

- ___ Contract/Objectives

- ___ Overview of Project (Introduction)
 - ___ Setting/Population
 - ___ Health Problem/Issue
 - ___ Relevant Literature
 - ___ Program Description

- ___ Process/Activities of Project/Practicum (may be organized by objectives, chronological order, etc.) (Methods)
 - ___ Specific Activities Undertaken
 - ___ Barriers and How Handled Barriers
 - ___ Activities/Events that Worked Well

- ___ Display Accomplishments, Results, or Any Other Products and Summarize Accomplishments Relative to Objectives (Results)

(This could include assessments developed or used; educational materials developed, results of focus groups, minutes of coalition meetings, etc.)

- ___ "Lessons Learned", Recommendations or Conclusions (Discussion)

- ___ Other Documentation, Relevant Materials, Reference List, etc.

Information and forms

Milestone	Event	HPEB information and forms (http://www.sph.sc.edu/hpeb/current.htm)	Graduate School forms (http://gradschool.sc.edu/DocLibrary/)
Admission to HPEB/First year			
	Application	http://www.sph.sc.edu/hpeb/prospective.htm	
	Change in application (deferment, change of degree)		Change of Status (COS)
	Program of study		Masters Program of Study (MPOS) Program of Study Adjustment Form (POSA) Request for Transfer of Graduate Credit (GRTC)
Masters comprehensive examination			
	Masters comprehensive exam	MPH Comprehensive Exam Registration Form MPH – Register for exam in HPEB 798A	MSPH – Thesis Signature and Approval Form (G-TSF)

Completion of thesis (MSPH) or practicum (MPH) and graduation			
	Thesis committee approval (MSPH)	Approval of HPEB Thesis Committee	
	Thesis defense (MSPH)	See this handbook. Contact Memory Bacon (mroyal@mailbox.sc.edu) for room/equipment reservation and posting notice.	MSPH – Thesis Signature and Approval Form (G-TSF)
	Practicum presentation (MPH)	See this handbook. Contact Memory Bacon (mroyal@mailbox.sc.edu) for room/equipment reservation and posting notice.	
	Graduation		Application for Graduation (AS-126)