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The appendices (forms) below are attached **online** – on Blackboard MPH Home Base/Documents/MPH Program Forms and Guides/HS A698 MPH Practicum-Project Manual & Forms (2013)

- Appendix C: Project Committee Signature Form
- Appendix D: Project Committee – Proposal Approval Form
- Appendix E: Practicum Supervisor Evaluation of Student Performance Form
- Appendix F: MPH Student Evaluation of Practicum Site Form
- Appendix G: MPH Project Progress Report

## Glossary

<table>
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<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>APU</td>
<td>Alaska Pacific University</td>
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<tr>
<td>CITI</td>
<td>Collaborative Institutional Training Initiative</td>
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<tr>
<td>COH</td>
<td>College of Health</td>
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<tr>
<td>CR</td>
<td>Continuing Registration</td>
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<tr>
<td>CSPD</td>
<td>Course Sequence Planning Document</td>
</tr>
<tr>
<td>DF</td>
<td>Deferred grade</td>
</tr>
<tr>
<td>DHS</td>
<td>Department of Health Sciences</td>
</tr>
<tr>
<td>EXTH</td>
<td>Extended Registration</td>
</tr>
<tr>
<td>GRR</td>
<td>Graduate Requirement Report</td>
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<tr>
<td>GSP</td>
<td>Graduate Studies Plan</td>
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<td>HS</td>
<td>Health Sciences</td>
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<td>IRB</td>
<td>Institutional Review Board</td>
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<tr>
<td>MPH</td>
<td>Master of Public Health</td>
</tr>
<tr>
<td>MOA</td>
<td>Memorandum of Agreement</td>
</tr>
<tr>
<td>UAA</td>
<td>University of Alaska Anchorage</td>
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AT-A-GLANCE: List of Forms & Documents to Be Completed for HS A698 & Graduation

Project Committee Signature Form (Appendix C)
Prepared by the student; submit the original signed form to DHS Office (for student file). Copies should go to the Committee Chair and the student (for their records).

Approved Project Proposal—Prepared by the student and approved by the Committee.

Project Committee - Proposal Approval Form (Appendix D)
Prepared by the student; submit the original, signed form to DHS Office (for student file). Copies should go to the Committee Chair and the student (for their records).

Application for Graduation (online)
Submit the application the semester before you plan to graduate. See the UAA catalog for deadline date and fees. Submit to UAA Enrollment Services. Notify the DHS Administrative Assistant of submission of application.

Final Written Project Report—Prepared by the student, approved by multiple levels.

Project Signature Page (2 copies)
This page is prepared by the student and should include the project title, the student’s name, a list of Committee Members (with signature lines), the DHS Chair (with a signature line), the Administrative Dean of the College of Health (with a signature line), and a line with the final approval date. Follow the template guidelines from the Graduate School for a thesis signature page. Consult with the Committee Chair.

Practicum Supervisor Evaluation of Student Performance Form (Appendix E)
The completed form by the Practicum Supervisor (the public health practitioner) serving on the Committee should be submitted to the Committee Chair and the DHS Administrative Assistant.

MPH Student Evaluation of Practicum Site Form (Appendix F)
Submit this completed form to the Committee Chair and the DHS Administrative Assistant.

Practicum Placement Reflection Paper
Submit this completed paper to the Committee Chair, no later than on the day of oral presentation (defense).

Student MPH Graduation Survey (online)
The DHS Administrative Assistant will send out the link for this online survey prior to the oral defense.
Preface

This document is a general description of the processes involved in beginning, accomplishing and completing the HS A698 Practicum-Project culminating experience for the MPH Program at the University of Alaska Anchorage (UAA). The various stages of the Practicum-Project are discussed, from developing a project or study idea, identifying and building a community partnership, the role of the practicum and practicum site, selection and roles of the project committee, general guidelines for proposal preparation, the institutional review board (IRB), the practicum, conducting the project, writing the project report, presenting and defending the project, and finalizing the process. These are general guidelines to follow, though there may be variations and modifications depending on the particular project, the community partner, and the project committee. It is important to plan ahead; however, some timelines may need some flexibility.

This is a ‘real world’ experience in public health practice. It is an opportunity to apply and integrate course knowledge to work on an individually developed public health project, and to have experience working with a team with multiple partners and possible agendas.
Chapter 1: The Difference Between the Practicum-Project and the Practicum-Thesis

The HS 698 Practicum-Project became a new option in the Fall Semester 2012. As discussed at the MPH Student Symposium-January 2012, the Practicum-Project and Practicum-Thesis are equally demanding and both still require a proposal, at least one community partner, committee approval, institutional review board consideration or approval, a written document, and an oral presentation (defense).

The practicum component for, both, the Project and the Thesis options have similar requirements to fulfill for this applied practice and culminating experience. The primary differences between the Project and the Thesis are the focus and type of research, the written document, the intended audience, and the review process.

HS A698 Practicum-Project Option
Students choosing the Practicum-Project option will need to adhere to all University guidelines for graduate projects, including college and departmental policies regarding review and approval. In general, there is more flexibility in the type of project and the format for the Practicum-Project option. The primary audience for the final product of the project is the community partner/agency. The primary goal of this project is to meet an identified public health need. The Practicum-Project option is consistent with national accreditation expectations and well suited for the MPH degree in public health practice. It is thus the default option for UAA MPH students.

The review process includes the Project Committee, the Chair of the UAA Department of Health Sciences, and the UAA Dean of the College of Health.

HS A699 Practicum-Thesis Option
Students choosing the Practicum-Thesis option will need to adhere to all University requirements for theses, including format guidelines and Graduate School policies regarding review and approval. Review the UAA Graduate School website for specific
guidance about important thesis expectations and deadlines: http://www.uaa.alaska.edu/graduateschool/thesis. The primary audience for the final product of a thesis is the scientific community. The primary goal of the thesis is to contribute to generalizable scholarly knowledge. For students wanting to continue in higher education for a doctorate or to complement a related professional degree with research experience, the thesis option would be the recommended option.

The review process includes the Thesis Committee, the Chair of the UAA Department of Health Sciences, the UAA Dean of the College of Health, and the UAA Graduate School.
For eligibility to begin HS A698 Practicum-Project, there are three primary criteria: 1) the satisfactory completion of all MPH Program core coursework; 2) the completion of at least two, preferably all three, of the advisor-approved electives (emphasis courses); and 3) Academic Advisor approval. ‘Satisfactory completion’ is based upon an overall MPH Program grade point average (GPA) of 3.0 or higher. Additionally, it is important that the student’s Course Sequence Planning Document (CSPD) has been continually revised as changes in their MPH Program plan have occurred. This provides the most current information of their course plan and the remaining required courses. Contact with their Academic Advisor throughout your MPH Program, and especially in the semesters before beginning the Practicum-Project, are key to a smooth transition to this final phase of the MPH Program.

The final written document and oral presentation (defense) are outcomes of the Practicum-Project. The public health practice-oriented practicum should reflect application, not only of the content of the MPH Program core courses, but also the advisor-approved electives (emphasis courses). In this way, the practicum becomes a way to demonstrate mastery and transition to professional public health practice.
Chapter 3: The Overall HS A698 Practicum-Project Experience

Course Level Justification
The expectations during HS A698 is for students to demonstrate the range of substantive subject matter areas, skills, fields of expertise and problem-solving techniques they have learned throughout their graduate courses in the MPH Program. It is a time for them to apply this knowledge and these skills, while integrating them into addressing actual public health issues or problems in a real public health setting with other professionals. The students are to identify the topic area and community partner agency for their Practicum-Project. Faculty members are resources and may know of a project and/or public health agency that has a project for an MPH student to work on as their Practicum-Project. More often, consistent with norms of adult learning and graduate education, it is the primary responsibility of the student to determine and develop their practicum and project. Ideally, this practicum-project provides the student not only opportunity to demonstrate mastery of curriculum, but also to apply and integrate such knowledge into an individualized project that will advance the career goals of the student. By design, the Practicum-Project is thus highly individualized.

Course Design - Instructional Goals:
1. Students demonstrate and apply skills and knowledge gained in public health coursework to an individually developed and approved public health practicum.
2. Students work individually (or as a member of a team) on the planning, implementation and/or evaluation of a complex public health practicum under strict timelines in a real-life setting, and produce a professional, publishable report.
3. Students present key findings from the practicum to a group of public health professionals and community members, and respond appropriately to constructive criticism.
The HS A698 course is a total of five (5) graduate-level credits and the course site is on Blackboard. **Students must be enrolled in HS A698 during each semester in the academic year** (Fall and Spring Semesters) for as long as they are taking these credits.

**ACTION:**
COMPLETE AND SUBMIT AN MPH PROJECT PROGRESS REPORT, DUE AT THE BEGINNING AND END OF EACH SEMESTER (Appendix G)

If more work still needs to be done to complete the practicum and project after the five credits have been taken, students must continue to register each additional semester during the academic year (for extended registration EXTH 699 – for both project and thesis). Contact the DHS Administrative Assistant to complete this task. Students have two options available at this point:

**Option 1:** To register for credit (HS 698), under a Deferred grade (DF) option. Sometimes the student’s place of employment or other source of funding may allow for payment of this course, so academic credit may be needed in order to do so.

**Option 2:** To register for a continuous registration course (EXTH 699), under a Deferred grade (DF option, so you remain in the UA system until after graduation.

As previously stated, the student needs to contact the DHS Administrative Assistant to register for the Practicum-Project at this point.

A minimum of five credits of HS A698 Practicum-Project is required. University standards require that each academic graduate credit reflects at least 45-50 hours of work, so five (5) graduate credits is equivalent to at least 225-250 hours (an average of 235 hours). Students should anticipate at least two semesters of work to complete all of the HS A698 requirements; in some cases, three semesters may be needed. Students may divide the five credits between semesters in increments as discussed with their Academic Advisor. However, there must be continuous enrollment for each semester in the academic year (Fall Semester and Spring Semester) during the entire Practicum-Project experience, per University requirements. Summer Semester is optional.
Enrollment in HS A698 Practicum-Project provides each student with an applied and culminating experience for the MPH Program and for the individual development of a public health project, while working with multiple mentors (committee members including both UAA faculty and community practitioners). The lead should be taken by the student, who is to develop their project idea with a community partner and their committee, write the project proposal and IRB proposal (if required), conduct the project, analyze the results, and finalize the process and reporting.

The Practicum-Project provides a supervised practice opportunity to demonstrate understanding and application of principles, competencies and methods of public health research, and professional practice in an individually designed project; through implementing one or more of the ten essential services of public health.

**The Ten Essential Public Health Services**

The ten essential public health services\(^1\) provide the framework for the practicum experience. These services are:

1. **Monitor** health status to identify community health problems.
2. **Diagnose and investigate** health problems and health hazards in the community.
3. **Inform, educate, and empower** people about health issues.
4. **Mobilize** community partnerships to identify and solve health problems.
5. **Develop policies and plans** that support individual and community health efforts.
6. **Enforce** laws and regulations that protect health and ensure safety.
7. **Link** people to needed personal health services and assure the provision of health care when otherwise unavailable.
8. **Assure** a competent public health and personal healthcare workforce.
9. **Evaluate** effectiveness, accessibility, and quality of personal and population-based health services.

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\(^1\) The Core Public Health Functions Steering Committee developed the framework for the Essential Services in 1994. The committee included representatives from US Public Health Service agencies and other major public health organizations. For more information, see the [Public Health Functions Project website](https://www.cdc.gov/phin/essentialservices/index.html)
10. **Research** for new insights and innovative solutions to health problems.

In addition, the UAA MPH Program has adopted the following cross-cutting Public Health Practice Competencies:

1. **Community Needs Assessment** - diagnose public health problems in the community and gather the information needed to determine when and whether to involve public health specialists and other experts.

2. **Public Health Response** - respond quickly and effectively to emerging public health concerns, coordinating the response and enlisting the help of specialists as appropriate.

3. **Applied Research and Evaluation** - apply the core public health research and evaluation skills to real world situations where the practitioner may have little control.

Students are expected to integrate and build upon the knowledge and skills gained from their MPH Program coursework and other related learning experiences to help design and implement their practicum projects. Acceptable projects with community partners may include applied research, assessments, policy analysis, program implementation, curriculum development, evaluation, and/or other public health applications approved by their Practicum-Project Committee, including the Community Partner. During the Practicum-Project, the student should demonstrate a high degree of scholarly and professional competence gained from the graduate program.

The HS A698 Practicum-Project experience will result in a professional document, prepared to publication standards, and a public presentation (the oral defense). Students in the Practicum-Project stage will adhere to professional standards of written documentation (including APA citation format) and oral presentation, including an oral presentation, and question and answer session (Q and A) with the Project Committee and the general audience. The oral presentation is a public event and copies of the written documentation will be provided for the community partner organization, the UAA Department of Health Sciences, and the Consortium Library.
The written document and oral presentation serve as the basis for evaluating the capability of the student in the areas of applied research, policy, education, or evaluation and professional public health practice. It is a reflection of the student’s capabilities, with the guidance of the MPH Program faculty, appropriate community organization partners, and community members. The student’s work is reviewed by their Project Committee; to judge the student’s scholarship and professional presentation and to ascertain that the student has demonstrated their knowledge and ability to earn the Master of Public Health (MPH) degree in Public Health Practice.

The Council on Education for Public Health (CEPH) states:

“All professional degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to the students’ areas of specialization.

All professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.”

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2 Council on Education for Public Health (CEPH) is an independent agency recognized by the U.S. Department of Education to accredit schools of public health and public health programs.
Chapter 4: The Practicum and the Project

The MPH Practicum-Project is made up of two components: the practicum AND the project (culminating experience). The Practicum-Project is a three-way partnership between the MPH student, the UAA MPH Program and faculty, and a community organization or partner (represented by the community public health practitioner or supervisor).

For the practicum component, a community organization or partner is defined, for this purpose, as any organization or public health practitioner outside the UAA Department of Health Sciences. For example, community organizations/partners where the practicum experience could be conducted could be a federal, state, municipality or city agency, private or non-profit agency, a UAA center or department, any similar organization, or with a public health practitioner.

If a student is new to the field of public health, the practicum experience is a significant first step in a public health career. This will provide an introduction to the practical skills and experience necessary as a public health practice professional. If the student has had prior public health work experience, the practicum offers the opportunity to advance current skills or to gain experience in a different area of public health practice.

Practicum sites are individualized based on the interests, needs and professional goals of the MPH student. As an example, if a student is interested in environmental health with a focus on air quality, a potential practicum site might be in the Department of Environmental Health at a local health department. The ideal practicum provides the MPH student with a ‘real world’ public health experience and offers the organization the opportunity to accomplish a project that may not have been possible given staffing and time constraints. To continue with this example of the Department of Environmental Health, there may be a project that entails collecting, testing and analyzing air quality
samples from an area of particular concern to the community and to the health department. The student may have the opportunity to be part of the project team and focus on one aspect of the project; for instance, sample testing and analysis.

**Practicum-Project Goal**

The goal of the Practicum-Project is to provide students with the opportunity to demonstrate and synthesize principles of public health and acquired skills from their core (and emphasis) areas to applied public health research, evaluation, health education, and service.

**Practicum-Project Learning Objectives**

While each Practicum-Project may be topic-driven and discipline-specific, and therefore different for each student, the overall objectives and format will generally be the same. The *learning objectives* of the Practicum are aimed at providing students the following opportunities so that students should be able to:

- Experience firsthand the nature of public health practice in their area of training;
- Acquire additional skills and knowledge in public health practice and services;
- Apply and demonstrate classroom knowledge, public health concepts and theories in practice settings to practical problems in the field;
- Implement one or more of the ten essential services of public health;
- Utilize problem-solving skills to assess and analyze public health issues, propose, and to the extent possible, implement effective intervention strategies;
- Justify the importance of interdisciplinary teamwork to address public health issues;
- Carry out a useful project for the community partner/practicum site and the student;
- Learn to function successfully as a public health professional in a work setting
- Produce a written analytical documentation and evaluation of the experience, interact regularly with public health professionals, and become knowledgeable about their skills and responsibilities.
The next steps for the Practicum-Project (developing a project idea; finding and working with a community partner/organization) are interrelated. These are not for the student to do alone or in isolation. The **practicum component is required for the culminating experience.**

The exact steps for the development of the Practicum-Project may not be in the identical sequence as outlined in this manual. Rather, depending on the student’s particular project, community partner, and committee, there may be variations with the order of determining a community partner, the project idea, and creating the committee. Quite often these steps occur concurrently or staggered, not a “1-2-3”-type of sequence. The sections in the manual are to provide guidance and information for these topic areas.

The student may have a project idea; however, when developing this idea, a community partner should be involved. Which step comes first depends largely on the student, their public health interests, and how far along they are with their project idea and/or work with their community partner. Most often they occur during the same timeframe.
Chapter 5: Selecting a Project Committee

The topic areas of the next three chapters actually are intertwined: selecting your project committee, developing your project idea, and finding a community partner/organization. Since it is crucial to discuss project practicum ideas, selection of a community organization/partner, practicum site, and a practicum supervisor with the Project Committee Chair, this chapter on selecting a Project Committee will be discussed first. However, at the same time the student can be thinking about and developing a project idea and identifying a community partner/organization. Some of the necessary forms may need information from some or all of these topic areas.

The student should begin the process of selecting their Project Committee. As they do this, they may have a possible topic area and/or community partner in mind for their Project Practicum. The individuals on their Committees should have experience and/or expertise in the chosen area of study or a related field, or a substantial professional interest in the subject matter.

The Project Committee is typically composed of at least three members, and must include at least two full-time MPH faculty members:

- Committee Chair (must be UAA MPH Program faculty member);
- Committee Member (another UAA DHS faculty member); and
- Committee Member (typically the Community Partner/Supervisor)

The Project Committee may include up to four or five members, depending on the particular project. An External Reviewer (Student Advocate) will also be required, particularly during the final stages of the Practicum-Project process. This person should be identified early in the project process; their role should be discussed; an agreement should be arranged, and the External Reviewer should sign the Project Committee Form; though they are not a part of the formal Committee.
The requirements for the formation of the Project Committee are the following:

- A minimum of three members, but may have up to four or five members;
- The Chair must hold an earned doctorate and be a full-time MPH Program faculty member of the UAA Department of Health Sciences;
- At least 50% of the Project Committee, including the Chair (or two out of three) must be full-time UAA Department of Health Sciences faculty;
- Minimum requirement for other Project Committee Members (e.g., a community public health practitioner/community partner/supervisor) is a Master’s degree.

**Note: There are exceptions to this general rule for community members who bring unique expertise to the committee process. Approval for committee membership must be granted by the Project Committee Chair.**

**First step - Select the Project Committee Chair.**

The student should discuss their potential project with UAA MPH Program faculty members who have subject matter expertise or may have an interest in the topic area. The student should request one of the UAA MPH Program faculty members to be their Project Committee Chair. This person may or may not be their Academic Advisor and it does not have to be one of the instructors of any specific course, e.g., Research Tools and Methods or Program Evaluation.

**The Role of the Project Committee Chair**

The role of the Project Committee Chair is to be the primary contact for the student and to be responsible for guiding the student through the requirements of the Practicum-Project process, advising the student in the development of the proposals for the Practicum-Project and Institutional Review Board (IRB), overseeing the efforts of the Project Committee in facilitating student progress during the course of the practicum, assisting with the final defense and written document, as well as University requirements.
Once the Project Committee Chair has been selected, they may provide guidance on selecting the other Committee Members. The Committee Chair will need to approve the Committee Member(s) that are to be selected from outside of the UAA MPH Program. The student and Project Committee Chair should also consider the congruence among committee members in philosophy, theoretical orientation, and style of project supervision.

Every Committee Chair will have their own style of advising, committee work, communication, writing, and expectations of the student. These all need to be discussed between the student and the Chair. Guidance is generally a mix of directed and non-directed advisement. Students are expected to work closely with their community partners and practicum site through much of the process. The student and the Committee Chair may communicate via telephone or online or meet in-person, and this may be on an as-needed basis or at pre-determined times.

Another function of the Chair is to inform the student of University and Program policies that may have an impact on the Practicum-Project and the student's timely completion of the Practicum-Project process (e.g., preparing for the defense, overseeing required documents needing signatures, etc.).

**The Role of the Project Committee Member – The UAA DHS Faculty Member**

This non-Chair committee member is required to be a UAA DHS faculty member. This person should have expertise, knowledge, and/or an interest in the project subject matter, and/or a skill needed to perform the project. This Committee Member is responsible for reviewing and providing feedback on the project idea and the project proposal, providing expertise assistance during the project, and reviewing the project report and presentation to assure clarity and quality of the products. The Project Committee Member meets with the student and/or Committee, as needed.
The Role of the Project Committee Member – The Community Partner

Typically, the Community Partner Committee Member is the Community Partner Practicum Supervisor. This person should hold a Master-level degree or higher in a related field and/or they should have extensive expertise and knowledge on the project subject matter, and/or have a specific skill needed to perform the project. If the latter is the case, this possible Committee Member will need to be approved by the Committee Chair. The Project Community Committee Member serves as a resource for the student during the practicum for the development and implementation of the project. They may also meet with the student and/or Committee, as needed, and provide a valuable public health practice perspective. This Committee Member is responsible for reviewing and providing feedback on the project idea and the project proposal, providing expertise assistance during the project, and reviewing the project report and presentation to assure clarity and quality of the products.

The Community Partner Committee Member is also required to attend the student’s oral presentation and to participate in the Committee discussions that follow; to discuss the quality of the student’s overall performance, the presentation and the written document (project report), as well as to determine the final grade for the Practicum-Project.

The Role of the External Reviewer/Student Advocate

The student, in consultation with his/her Chair, will select an External Reviewer/Student Advocate to participate in the defense and public presentation. The External Reviewer should be another faculty member or a professional in the field of interest at a Master-level degree or higher. The function of the External Reviewer is to ensure the oral defense examination and Committee evaluation of the student is conducted in a fair and appropriate manner. The External Reviewer should be provided a final copy of the written document to be defended at the same time it is provided to the committee prior to the defense date. It is the responsibility of the external reviewer to read the student
document, be present at the oral presentation, and participate in committee discussions afterward the presentation.

Before the practicum process begins, once the Project Committee has been identified and has agreed to serve on the Project Committee, an internal departmental form needs to be completed for the UAA Department of Health Sciences. The student should download and customize the Project Committee Signature Form, to make it specific to their own Committee (typing in the project title, student’s name, and names of the Committee Members and the External Reviewer, their titles, and affiliations). Even though this document is an internal form, it is a formal part of the Practicum-Project process.

**ACTION:**
DOWNLOAD AND CUSTOMIZE THE PROJECT COMMITTEE SIGNATURE FORM (Appendix C Attached on MPH Home Base) AND THEN HAVE EACH COMMITTEE MEMBER AND EXTERNAL REVIEWER SIGN AND DATE IT. SUBMIT THE COMPLETED FORM TO THE COMMITTEE CHAIR and DHS ADMINISTRATIVE ASSISTANT FOR THE STUDENT’S FILE.

**Working with the Project Committee**
Under the guidance of the Committee Chair, and in conjunction with the Committee, the student will develop and refine a Project Practicum proposal. This will be reviewed initially by the Committee Chair, and then by the Project Committee. The document may require multiple revisions, if necessary, to meet the approval from the Committee. The approved Practicum proposal then acts as a ‘contract’ between the student and the committee.

Scheduling Committee meetings should be negotiated between the student and the Chair, and then with the Committee Members. It is not unusual for the student to initiate the need for a Committee meeting. The student is responsible for providing the Committee with periodic updates and interim products in a timely manner as well as arranging for the actual time and place of Committee meetings following agreement with the Chair. These meetings may be virtual, asynchronous or in person, depending on the nature of the project (and committee).
Allow Committee Members at least a minimum of two weeks to review completed written materials prior to meetings (more time may be needed, depending on the volume and complexity of the materials to be reviewed and/or the schedule and/or workload of the Committee Members).

**Tips on Scheduling. . .**

- Allow at least 2 weeks or more for review time for each draft of documents sent to the Committee.
- Students should thoroughly revise the document based on feedback (this is not a stage to rush through)
- Allow at least four - six weeks between the end of project activities and last committee meeting BEFORE planning for the final presentation (defense).
- Anticipate that everything may take more time than expected.

Discuss turn-around times with their Committee Chair. Allow at least two weeks or more for response to proposals, sections, etc. Plan ahead and allow ample time for the process. Do not expect "same day or next day service."

**Committee Communication and Meetings**

It is not necessary for the full committee to meet in-person to approve the Practicum-Project proposal. This may be accomplished by electronically sending the proposal for review to the Committee Chair. Then once given the go-ahead, the proposal is sent to all Committee Members for review and requesting feedback and approval. The Committee will review the proposal specifically pertaining to introduction/background, goals and objectives, methods, anticipated outcomes, timeline and product(s). The student and Committee Chair will ascertain if there are any possible unresolved issues.

Once the Project Committee approves the Project proposal, then an internal departmental Committee Proposal Approval Signature (Appendix D) is required to be completed. (See Chapter 8 – Writing the Project Proposal)
Chapter 6: Developing a Project Idea

There are different ways a student can go about developing a practicum and a project topic. Here are fairly typical approaches. The student has:

- **A Project Idea - No Community Partner**
  A student may have an idea for a project or a specific public health area of interest and focus, but has NOT identified a community partner (a local health-related organization or agency) that can serve as their community partner for their practicum. The student will need to contact an agency that has a related health focus and meet with one of the agency’s representatives to discuss the practicum and project further.

- **No Project Idea – An Identified Community Partner**
  This is where the student does not have an idea for a project, but has identified a health organization or agency that would serve as a community partner and for their practicum site. In this case, further discussions need to continue to hone in on a focus area and project that would be useful for the agency and could serve as the student’s final project.

- **A Project Idea - An Identified Community Partner**
  This is where the student has a project idea AND an identified community partner (health organization/agency) to serve as their practicum site. These may have been established during a previous course assignment, during a conference or workshop, at a community-engaged activity, or similar situations. As the student is in their practicum, they can be working on aspects of their project.

With any of these approaches, it is imperative that the student coordinate with a health organization or agency for their practicum and their project.

One example of a practicum-project could be if a student is interested in program evaluation with a focus on health education. A potential practicum site might be with a
local non-profit organization. This organization may have a program providing education and information to an underserved population and they may need to complete a program evaluation. The ideal practicum provides the MPH student with a ‘real world’ public health experience and offers the organization the opportunity to accomplish a project that may not have been possible given staffing and time constraints. To continue using this example of a local non-profit organization, the student could develop an evaluation survey with the organization representative(s), collect and analyze the data for their particular program, and write the results, recommendations, and written report for the organization. The student may take the lead or be a primary part of the project. The project results would be beneficial to this non-profit organization and their program. NOTE: Several UAA MPH practicum projects have evolved from relationships forged in class assignments in the HS 628 Program Evaluation or HS 629 Research Tools and Methods course.
Chapter 7: Finding and Working With A Community Partner/Organization

As previously mentioned, a community organization or partner is defined, for this purpose, as any organization or public health practitioner outside the UAA Department of Health Sciences. For example, community organizations/partners where a student could conduct a practicum experience could be with a State agency, Municipality or city agency, Federal agency, tribal organization, private profit/non-profit agency, a UAA center or department, any similar organization, and/or a public health practitioner.

As previously mentioned, in some cases a basic project idea may come first, then a community partner would be sought, although, in other cases, an organization or agency may be contacted first and then a project may be agreed upon for the Practicum-Project. The community agency partner/practitioner is an essential and mandatory component of a student’s Practicum-Project.

The student and their Committee Chair may discuss possible project topics. However, it is expected that the student identifies the topic and initiates the proposal discussion. The topic and/or methods should be relevant to the student’s area of professional interest and with a focus of the elective (emphasis) courses that the student completed in the MPH Program. The topic should be one in which the student can contribute to the existing body of knowledge about an issue, program, or policy or contribute to the work of their community partnering organization.

Students may select from a wide range of project types. These may include, but are not limited to, the following activities:

• Analysis of data related to the student’s field experience or other activity
• Evaluation of a program chosen either through field experience or other contact
• Analysis of a policy issue related to the student’s area of professional interest
• Formative research conducted as part of a public health or social marketing project
• Development, pretesting, and revision of informational or educational materials
• Conducting a needs and/or asset assessment
• Development and/or implementation of an appropriate public health curriculum or program

Selecting a Community Partner/Organization
Over the course of the MPH Program, students generally have at least one or two topic areas of interest. Whether the student already has a basic project idea or they want to talk with an organization/agency about a possible collaboration, the next step is basically the same. The student may need to do some preliminary research to gather information about the organization/agency, their goals and objectives, the population they work with, current programs and/or activities, and possible contacts for more information. As health organizations or agencies are contacted, it should be remembered that this is a professional communication. As an MPH student, the student is also representing the UAA MPH Program. An introduction would be in order, followed by letting the organization representative know the purpose of the call. Briefly, explain the MPH Program practicum experience and that there is an interest to have an opportunity to meet with them.

Multiple Community Organizations for the Practicum and Project
A student may work with one of more community agencies, or partners. However, typically, one community organization is considered the practicum site. In the case of multiple agencies, treat each agency as a separate entity and provide each with the necessary introduction and information and complete the necessary paperwork for each agency that is directly involved in the student project. This issue should be discussed with the Committee Chair.

A Practicum and Project within a Place of Employment
The selection of a Practicum-Project site is very important. CEPH accreditation guidelines clearly state that academic credit cannot be given for work experience. It is very important that employed students do not select a project that would be conducted
or accomplished within the regular scope of the student’s job requirements. This potential conflict of interest would present a liability issue for the student’s employer, UAA, and the student him/herself (employee versus MPH student). If a student was to conduct a practicum and project within their organization, it would have to be in a different department or with a different practitioner from their normal job duties and the time spent on the practicum and project could not be within the regular scope of their work or within their usual work hours. It would need to be treated as a separate learning experience.

**Information for the Community Partner/Organization**

Information that may be shared during the first meeting with a community health agency might include information about the UAA MPH Program, a course list, course descriptions, etc., so that the community agency representative may have a better idea of the UAA MPH Program and the student’s previous coursework. Explain the goals and objectives of the Practicum-Project, the practicum experience, estimated number of hours of work for the practicum, the role and responsibility of the student and of the Community Partner/Supervisor, and then the final product, the Project Report, and the oral presentation (the defense).

The community agency may have a need for a project to be completed, such as a program evaluation, a community assessment, or the development of a curriculum, training materials, or the like. The student could coordinate with the health agency to meet their needs. The student may have a project idea first that they would like to share with the health agency representatives, to see if their agency may have an interest and/or a need for a project of that type.

Once a project and an agreement have been established, the student will need to complete a practicum with the health agency. The student is expected to complete a minimum number of hours on the designated practicum component, from start to finish. **These hours would be an equivalent to a 5-credit graduate course, or**
approximately an average of 235 hours. These hours are to be time spent working with the Community Partner and on project-related activities. These may include conducting a literature review, creating a survey or interview question guide, pre-testing the survey, writing the proposal, attending related professional meetings, site visits, learning a new method or software program for data analysis, attending a training workshop; implementing project activities, writing up the results and preparing for the oral presentation, to give a few examples.

The Role of the Community Partner/Supervisor
The Community Partner/Supervisor is typically the health organization/agency representative who will be overseeing the MPH student’s progress and work within their organization. They are usually the third non-faculty, community-based member of the student’s Project Committee. This person should be the direct collaborator with the student and the project. The student may be working with another person(s) or team. The Supervisor would be the person with the primary contact, oversight and decision-making with the student.

The Community Partner Supervisor, or Project Committee Member, would need to have at least a Master-level of education, preferably in a public health-related field, or extensive expertise in the designated field or methodology. The Community Partner/Committee Member also is required to review and provide feedback on the student’s project, attend the student’s oral presentation (defense), and participate in the post-presentation committee meeting to discuss the student’s performance during the practicum and the project and the final grade. Review the chapter of the Project Committee.

**ACTION:**
A Letter of Support (LOS) should be written by the community partner and included in the project proposal.
**POSSIBLE ACTION:**
The community partner may recommend or require a protocol to be followed or to have a formal agreement or *Memorandum of Agreement* (MOA) to be completed between the student and the agency. If these are required, the student should contact and consult with their Project Committee Chair. A copy of either of these documents should be submitted to the DHS Administrative Assistant for the student’s file.
Chapter 8: Writing the Project Proposal

The initial step will be to discuss the proposal with your Committee Chair. The specific requirements for this step will vary depending on the particular project, though there are some basic components that will be required and need to be addressed for any project. Additionally, each Committee Chair, faculty member, and community partner may have different styles of writing and may place emphasis on different components. This is part of the ‘real world’ experience and learning to work as part of a team.

Initially, the student should write out an outline with some of the basic sections, or content areas, to be covered in the Project Proposal: the introduction and background information, goals, objectives, methods, anticipated outcomes, timeline and product(s). Reviewing previous coursework and materials from the MPH Program courses, such as Research Tools and Methods, Program Evaluation and/or other courses, may be beneficial to clarify some of these components. This is the opportunity to revisit and apply many of the previous course assignments included literature searches, reviews, and synthesis of information and data. Additional Library and online research could be used for more information and to clarify certain points.

A basic Project Proposal should, at least, consist of the following sections (though these sections and the order may vary depending on the type of project proposed and the Committee Chair):

- **Title Page** (formatted as the final project title page; a template is on MPH Home Base, with the manual information.)
- **Chapter 1** Introduction
- **Chapter 2** Background (to be a preliminary literature review)
- **Chapter 3** Project Goal(s) (states, broadly, the overarching goal of the thesis study) and **Project Objectives** (should be numbered, and should be measurable. A
hypothesis, research questions and/or specific aims may be needed, depending on the project.

**Chapter 4  Methods** (the approach and specific methods and/or activities to be used should support the thesis goal(s) and objectives and should be clearly stated). These may include study population, sampling plan and sample size, data collection method(s), protection of human subjects, data analysis plan, etc.).

**Chapter 5  Project Timeline** (give a specific time frame and anticipated dates)

**Chapter 6  Anticipated Outcome and Products** (journal publications, meeting presentations, curriculum, project report, etc.)

**References**

**Appendices**

**Letter of Support*** from community partner agency and/or data source, confirming access to, and permission to use, relevant data; site in which the thesis practicum will be conducted (may have more than one). It may include a protocol or Memorandum of Agreement from the community partner agency.

**CITI certificate** (depending if needed for the proposed study) NOTE: All UAA MPH students typically complete requirements for this certificate as part of their studies – research tools and methods.

*NOTE: A Letter of Support from a community partner is required in the thesis proposal. Additionally, the following documents should be included as appendices:

  a) Data collection instrument(s) (questionnaire, interview and/or focus group discussion question guide(s), etc.)
  b) Human subjects protection (i.e., consent forms, assent forms, etc.)

**NOTE:** All MPH students completing HS A698 Project Practicum should determine, with their Committee Chair, if a UAA IRB application is relevant and required as part of the proposal review and approval process.

Begin writing the proposal by providing a significant introduction and background section, based on scientific, educational, and/or programmatic evidence, for the
proposed project by conducting a literature review of relevant and current peer-reviewed journal articles. Then describe the project, relevant background information, and the purpose.

For research and literature search assistance, students may contact the Health Sciences/Medical Librarian at the UAA/APU Consortium Library. The Medical Librarian is familiar with different medical and health-related journals as well as different search engines. There is also the inter-library loan system, so a student does not have to be near the UAA campus. The Medical Librarian can also provide assistance with organizing references and bibliographies using a program such as Reworks.

Lack of clarity about the exact nature of the project purpose, goals and objectives, activities, and products often impedes timely progress. It is not your Committee Chair’s responsibility to outline and edit these for the student.

Several drafts of a proposal are typically required. After the Project Committee has approved the Project Proposal, the student should modify the **Project Committee - Proposal Approval Signature Form**, to make it specific for their project and committee. Once all members of the Project Committee have reviewed and approved the proposal, their signature should be obtained on this form. As indicated on the form, a Committee member signature indicates they have reviewed the proposal and approve of it. The Department for Health Sciences Office will keep the original signed copy in the student file. The Committee Chair and the student should retain copies of this form for their records. The form template is in Appendix D.

**ACTION:**
DOWNLOAD AND CUSTOMIZE **PROJECT COMMITTEE – PROPOSAL APPROVAL FORM** (Appendix D attached in MPH Home Base). Submit the signed copy to your Committee Chair and to the DHS Administrative Assistant, for the student’s file.
Chapter 9: Institutional Review Board(s)

After the Project Committee has approved the Project Proposal, the next step is to prepare and submit the Institutional Review Board (IRB) application (proposal) to the UAA IRB, if applicable.

The IRB was established by the UAA Provost and Office of Academic Affairs to protect the interests of research participants. The main role of the IRB is the review of all human subjects research conducted at UAA to ensure that the research fulfills the requirements of the federal regulations. Review the UAA IRB information located at:

http://www.uaa.alaska.edu/research/ric/irb/index.cfm

CITI Ethical Research Training and Certificate

All students submitting a proposal to the IRB must have a current certificate from an approved course on the Protection of Human Research Subjects. The UAA course of choice is the Collaborative Institutional Training Initiative (CITI) online course on The Protection of Human Research Subjects at the University of Miami. It is located at: https://www.citiprogram.org/default.asp. This certificate will be earned as part of the course requirements in HS A629 Public Health Research Tools & Methods, an MPH Program core course required to be completed prior to beginning the Project Practicum. This CITI certification is valid for three years. If expired, recertification (online) needs to be completed prior to the project or conducting research.

The IRBNet Process

The proposal and forms are all submitted online using IRBNet. Go to www.irbnet.org or to the UAA Research and Graduate School website, under IRBNet Resources for the UAA IRB to review this information. An account needs to be created before submitting any documentation.
The Committee Chair should review the student IRB application for completeness prior to submitting it on the IRBNet website. Once submitted, the Committee Chair must co-sign on the IRB application.

All students conducting research for their project must receive UAA IRB review and approval before beginning any research.

If the study or project extends beyond one year, a progress report must be submitted to the IRB annually (online, through your IRBNet account). When the study/project is completed, a final report, co-signed by the Committee Chair should be submitted.

**Additional Institutional Review Boards or Review and Approval**

Some projects may need other IRB approval or review and approval besides from the UAA IRB, depending on the project and target population. This should be discussed with your Committee Chair before proceeding.

**ACTION:**
ONLINE, COMPLETE AND SUBMIT THE IRB APPLICATION (PROPOSAL); on IRBNet at www.irbnet.org. The Committee will sign-off on this, then the IRB Board will review, add comments, and, when accepted, approved.
Chapter 10: Conducting the Research and/or Working on the Project

The student will primarily work with the community partner organization/agency on the different phases of the project, as outlined in the approved proposal. The Community Partner Practicum Supervisor will oversee most of the project work and timeline with the student. Specific assistance may be requested of the Committee Chair and/or Members, who may lend their expertise on particular areas.

Student and community partner projects and the approaches taken vary, so it is crucial that the student works closely with the community partner and agency. Questionnaire, survey and interview question guide development, pre-testing materials, conducting focus group discussions, creating and/or reviewing databases, analyzing data, creating a curriculum, and the like may be part of this process.

Once these tasks are being finished or have been completed, the student should be preparing to write the final documentation of the project and the final project report. At this point, the student should consult with their Committee Chair about applying for graduation through the University. The application process should be done at least one semester prior to the expected semester for graduation. It is an online application and a fee needs to be paid.

**ACTION:**
COMPLETE AND SUBMIT THE APPLICATION FOR GRADUATION and pay the fee to the University Enrollment Services (at least one semester prior to the expected semester for graduation). The online application for graduation form can be found at: https://www.uaa.alaska.edu/records/graduation/application_for_graduation_form_logon.cfm

Project presentations (defenses) must occur during Fall and Spring Semesters ONLY. Early in each semester (Fall and Spring semesters), UAA sets a deadline for application
for graduation for that semester. The application for graduation must be submitted to UAA Enrollment Services. Check the UAA catalog for dates and fees. Once the University receives the application for graduation, they conduct an audit of the student’s record to verify that all required courses have been completed, that all fees have been paid, and that there are no outstanding issues to impede graduation.

Students who have applied for graduation, but do not complete their project for the intended semester, will need to request through the Office of the Registrar to have their application rolled to the following semester. This can be a one-time request. After this change, if an additional semester is needed to complete the project, the student must reapply for graduation and pay another application fee.

NOTE: Even if everything is in good standing, at some point you are likely to receive an e-mail stating that are missing two forms: 1) the Graduate Studies Plan (GSP); and 2) the Graduate Requirement Report (GRR). Do not panic! This is to be expected as part of the audit. These two forms cannot be completed until after the student has successfully presented and defended their final project and a final grade has been issued. The MPH and DHS faculty and staff will handle these forms and submit them after the defense.
Chapter 11: Writing the Project Report

The Project Report should contain sections as directed by the Committee Chair and Committee and most of the sections will correspond with the project proposal format. Typically, the Project Report will contain most of the following general content areas:

- Signature Page (2 copies)
- Title Page
- Abstract
- Table of Contents
- List of Figures, List of Tables, List of Appendices

Chapter 1  Introduction
Chapter 2  Background [Literature Review]
Chapter 3  Goal(s), Objectives, and Research Questions (Hypotheses and/or Specific Aims)
Chapter 4  Methods [project methods, quantitative data and/or qualitative data collection and analysis; project population, protection of human subjects, if applicable; confidentiality. These sections will vary depending on the project]
Chapter 5  Results
Chapter 6  Discussion
Chapter 7  Strengths and Limitations
Chapter 8  Public Health Implications
Chapter 9  Conclusions and/or Recommendations

References
Appendices
Chair and Committee Review of the Project Report Document

The student should take time to write a thorough and professional first draft document. Before submitting the first draft, the student should review and edit the document for grammar, spelling, and any other technical, grammatical, or typographical errors. All pages should be numbered and all graphs, diagrams, images, etc. should be captioned, and referenced (citing sources), if applicable.

It is important to submit a well-written first draft of the Project Report and all related materials to your Committee Chair for the first review. It is NOT the responsibility of your Committee Chair or Committee Members to teach basic writing skills or to edit this document. A well-written document takes time. It would be wise for students to put time and effort in developing a thorough first draft of their Project Proposal, and all subsequent Practicum Project products, consistent with graduate level work.

Students may want to consider using an editing service before submitting their final document. It is the student’s responsibility to resolve any writing difficulties (by working with or hiring editors, tutoring, or taking workshops or classes).

Once the Committee Chair has reviewed the first draft and given the student feedback for revisions, the student should address and/or edit the suggested revisions. The second draft should then be submitted to the Committee Chair and the Chair will make the decision when the draft report should be submitted to the entire Committee for review. Discuss this with the Committee Chair.

Expect this process to be repeated several times; reviews, feedback for edits, revisions, and re-reviews. It is not unusual for several drafts to be written before the final Project Report can be approved.
Chapter 12: Forms And Documents To Be Completed For Graduation

The *AT-A-GLANCE: List of Forms & Documents to Be Completed for HS A698 & Graduation* section on page 4 also provides a listing of the required documents. The Appendices forms are attached on MPH Home Base.

- Committee Signature Form for Practicum-Project (Appendix C)
- Project Proposal
- Project Committee – Proposal Approval Form (Appendix D)
- Written Project Report
- Project Signature Page (2 copies)
- Application for Graduation (University document online)
- Practicum Supervisor Evaluation of Student Performance Form (Appendix E)
- Student Evaluation of Practicum Site Form (Appendix F)
- Practicum Placement Reflection Paper
- Oral Presentation (Defense)
- MPH Student Graduation Survey (online – link provided after graduation)

As previously mentioned, before the beginning of the Practicum-Project, the MPH student should have already completed and submitted the following two forms to the DHS Administrative Assistant:

- **Project Committee Signature Form** (Appendix C attached on MPH Home Base); and
- **Project Committee – Proposal Approval Form** (Appendix D attached on MPH Home Base).

The *Application for Graduation* should have already been completed and submitted to the University (one semester prior to the expected semester for graduation). The online application for graduation form can be found at:

https://www.uaa.alaska.edu/records/graduation/application_for_graduation_form_login.cfm
At the end of the Practicum and before or at the oral presentation (defense), the student should submit the following completed documents:

**ACTION: SUBMIT THE PRACTICUM SUPERVISOR EVALUATION OF STUDENT PERFORMANCE FORM,** to be completed by the Practicum Supervisor or the public health professional overseeing the MPH Student. This form should be submitted to the Committee Chair or the DHS Administrative Assistant. (Appendix E attached on MPH Home Base)

**ACTION: COMPLETE AND SUBMIT THE STUDENT EVALUATION OF PRACTICUM SITE FORM.** This form should be submitted to the Committee Chair or the DHS Administrative Assistant. (Appendix F attached on MPH Home Base)

**ACTION: COMPLETE AND SUBMIT A PRACTICUM PLACEMENT REFLECTION PAPER.** This is to be a typewritten summary (5 pages or more), documenting how the student implemented one or more of the ten essential public health services (EPHS), along with the competency skills for each particular EPHS and if specific measurable public health learning objectives were, or were not, met as a result of the practicum experience. This paper should be submitted to the Committee Chair no later than the day of the oral presentation (defense).
Chapter 13: Preparing for the Oral Presentation (Defense)

A final oral presentation, or defense, of the student’s Project is required. After the student’s Project Committee has reviewed and approved a completed draft of your written Project Report, the student should consult with their Committee Chair if they are ready to publicly present (defend) their Project and results. If so, the student is responsible for arranging a time that is agreeable to all Committee members and to the Department of Health Sciences. Committee Members have many obligations that cannot easily be changed and presentations must be scheduled so that all Committee Members can attend. With approval of the Department Chair, Committee Members may attend by audio or video conference; however, this is less desirable and should be avoided if possible.

The Department of Health Sciences Administrative Assistant will assist in reserving a room for the oral presentation (defense). At least two weeks prior to the public presentation, consult with the DHS Administrative Assistant of the date, time, location, Project title, the Committee Chair and Members, and the External Reviewer.

**ACTION:** CONTACT DHS ADMINISTRATIVE ASSISTANT TO SCHEDULE ROOM, at least 2 weeks in advance.

**ACTION:** CREATE YOUR PROJECT SIGNATURE PAGE AND SUBMIT 2 COPIES to the Committee Chair for review and approval BEFORE the presentation (defense). The Project Signature Page is prepared by student and the template is based on the Graduate School guidelines.

**ACTION:** (in Chapter 12) PRIOR TO THE ORAL PRESENTATION, COMPLETE AND SUBMIT THE FOLLOWING FORMS: 1) The Community Partner Practicum Supervisor/Committee Member must complete the Practicum Supervisor Evaluation of Student Performance Form; and 2) The student must complete the Student Evaluation of Practicum Site Form. Submit these forms to the Committee Chair or the DHS Administrative Assistant.
If there are any questions regarding these forms, contact the DHS Administrative Assistant. These forms should be submitted before or along with the final draft of your written report to your Committee Chair and the DHS Administrative Assistant prior to your presentation (defense). Once the date of oral presentation is finalized, Committee Chair should work with Administrative Assistant and others as needed to advertise the event in a timely manner (at least one week and preferably two weeks in advance).

**Oral Presentations (Defense) Policy**

The Project may ONLY be presented and defended in the Fall or Spring Semesters; after the first day of instruction until a designated date by the MPH Program and the Department of Health Sciences before the end of a semester. Ample time needs to be allowed after the presentation date for final revisions and then circulation to different campus authorities for review, comments, and signatures. This policy clarifies student and faculty responsibility in regard to the times when a project presentation (defense) may be scheduled. Dates are published as part of the academic calendar in semester schedules.

The project presentation (defense) is a public presentation, meaning it is open to anyone who wishes to attend. Faculty and other graduate students are encouraged to attend. Students may publicize their defense date to members of the academic community and other interested parties, with requests for RSVPs to DHS administrative assistant to ensure adequate space available.

**The PowerPoint Presentation**

It is required that the oral presentation (defense) be a PowerPoint presentation. The MPH Candidate will create a PowerPoint presentation that should be a 25 to 30 minute summary of their Project. The student should consult with their Committee Chair for the specifics of the slide sections and/or content. Generally, the slides cover the primary sections of the Project Report. The slide format should be consistent and the text should be brief and succinct, highlighting key points and recommendations from the project.
The Process for the Project Presentation (or Defense)

Preview copies of the written Project Report document of the practicum and project experience should be provided to all examiners (i.e., Project Committee Chair and Members, External Reviewer, and DHS Administrative Assistant) at least seven days prior to the presentation (defense). The PowerPoint presentation slides should be provided to the Project Committee and External Reviewer at least 3 days prior to the presentation.

The oral presentation demonstrates the candidate’s scholarly ability to conduct an independent public health practicum and project in a manner appropriate to the Master of Public Health degree in Public Health Practice degree. The general process includes:

1. The Committee Chair calls the public meeting to order, gives a brief explanation of the process to the audience, and then introduces the MPH candidate. The candidate introduces their Project Chair and Committee Members and the External Reviewer. The overall presentation (defense) and questions and answers (Q&A) is expected to last approximately 60 minutes.

2. The candidate’s presentation should be approximately a 25 to 30 minute summary of their Project, emphasizing the goals, objectives, methods, analysis, findings, and conclusions. It should be brief and succinct. It is required to be a PowerPoint presentation.

3. Following the presentation, there will be two rounds of questions from the Project Committee. The Committee Chair will invite the Committee Members to begin questioning the candidate. Questions are often rotated among Committee Members, each asking one major question each round. The External Examiner may participate in this process.
4. Time permitting, the Committee Chair then requests persons from the audience to ask questions of the candidate.

5. Finally, the Committee Members are provided with an opportunity to ask follow-up questions of the Candidate, if necessary.

The presentation has concluded at this time and visitors depart the room. The Candidate is asked to step outside of the room, temporarily, while Committee Members discuss the candidate's performance, determine the letter grade for the overall Practicum-Project, and discuss any revisions that may be required. Letter grades of A-F are assigned (UAA does not use pluses (+) or minuses (-)) and three outcomes may be considered:

a. Unconditional Pass - The written document is accepted with few, if any, significant changes. However, various editorial changes may be expected prior to submitting final copy for next level of review. A letter grade is assigned by the Committee Chair based on Committee consensus.

b. Conditional Pass - One or more major deficiencies were found which require revision beyond mere editorial changes. The student may be required to submit revisions prior to obtaining the signature of an examiner. Upon successful completion of any suggested revisions, a letter grade is then assigned by consensus of the Committee, and the document is sent to next level(s) of review (Department Chair, and College Dean).

c. Fail – The Project Report has major deficiencies. Another defense will be scheduled only after the Committee Chair and other Committee Members are assured that the problems have been remedied. NOTE: This should be a very rare event, and to date has never happened. If the student is not yet ready to
successfully present, the oral presentation should be delayed until s/he is ready to do so.

6. The Committee Chair will then meet with the Candidate and announce the results of the evaluation. Additionally, any revisions required and suggested next steps will be discussed at this time.

**Required Signatures for the Final Project Report**

Depending upon the need for revision, Committee Members will sign two copies of the Project Signature Page previously submitted. The Project Signature Page is prepared by student and approved, beforehand, by the Committee Chair.

**ACTION:** The Committee Chair should have the approved Project Signature Page (2 copies) for the Committee Members to sign.

**NOTE:** Review and revise this document and have the Committee Chair approve it BEFORE presenting it to the Committee to sign at the oral presentation (defense). It needs to be in the correct format and two copies will be signed with original signatures. Once this document is signed by the Project Committee, it then proceeds (via the DHS Administrative Assistant – not the student) to the other appropriate levels of review, feedback, and/or approval, if required; to the DHS Department Chair and the UAA Dean of the College of Health. The signature page is a part of the Project Report and may not be copied for any other use. All communication, at this point, is through the DHS Administrative Assistant.

Additionally, the Project Committee Chair will need to sign the following forms, which are generated by the Department of Health Sciences (not the students):

- Master’s Degree: Graduation Requirement Report (GRR); and
- Official Graduate Studies Plan (GSP)
Chapter 14: After A Successful Oral Defense

After a successful oral defense presentation, all of the required revisions for the final Project Report have to be completed. Then, the Signature Cover Page will be signed by the Project Committee. Committee members may sign the Signature Page at the time of the successful oral defense, to be kept by the Committee Chair until all of the required revisions have been incorporated into the final document.

Then, the final Project Report and the Signature Page will be forwarded to the Chair of the Department of Health Sciences for review and comments. Once there is Departmental approval, the document will then be forwarded to the Dean of the College of Health for review and approval. Once approved at this level, this completes the review cycle for Practicum Projects (HS A698).

All communication by the student at this point is with their Committee Chair and the DHS Administrative Assistant. The student is NOT to communicate directly with the Chair of the Department of Health Sciences or the Office of the Dean of the College of Health.

Once the final Project Report is approved, it will need to be submitted to the Graduate School and the UA Institutional Repository to complete the degree requirements.

**ACTION:**
**COMPLETE THE ONLINE STUDENT MPH Graduation Survey** This is an online survey to be completed about the overall MPH experience; completed on Survey Monkey. The DHS Administrative Assistant will send the link to the student when they need to complete the survey.
Chapter 15: Presentation and Publication of Results

There are multiple venues that students may take for presenting and/or publishing their project results at professional conferences and/or in professional peer-reviewed journals.

Some community partner organizations may have regulations and guidance on public presentations and publications within their organizations. Additionally, the use of any program names or organization logos may need approvals and may have specific usage guidelines. These need to be researched before beginning any process. Discussion of these issues should take place with the community partner organization and the Project Committee Members.

Authorship
Even though the project is a student’s project, the work during the process is not only by the student. The contributions of others need to be considered and appropriately acknowledged in the presentation and the publication process. Active committee members are typically co-authors. Other collaborators may be considered co-authors as well. The student would be the first author, since it is primarily their work and they are leading the presentation, creating the poster, and/or writing the manuscript. Publications and presentations will, in general, include at least one member from each participating institution, listed by their level of effort and contributions. Before submission of any abstract, presentation, or publication to any conference or journal, the co-authors need to review and approve of the submission. A courtesy would be at least to allow at least two weeks in advance for review and approval. The co-authors may have feedback and edits to consider.
Ten Essential Public Health Services with Competency Skills

1) Monitor health status to identify community health problems

Analytic/Assessment Skills
- Defines a problem
- Determines appropriate uses and limitations of both quantitative and qualitative data
- Selects and defines variables relevant to defined public health problems
- Identifies relevant and appropriate data and information sources
- Evaluates the integrity and comparability of data and identifies gaps in data sources
- Applies ethical principles to the collection, maintenance, use and dissemination of data and information
- Makes relevant inferences from quantitative and qualitative data
- Obtains and interprets information regarding risks and benefits to the community
- Applies data collection processes, information technology applications and computer systems storage/retrieval strategies
- Recognizes how the data illuminate ethical, political, scientific, economic and overall public health issues

Policy Development/Program Planning Skills
- Collects, summarizes, and interprets information relevant to an issue
- Decides on the appropriate course of action

Communication Skills
- Communicates effectively both in writing and orally, or in other ways
- Solicits input from individuals and organizations
- Advocates for public health programs and resources
- Leads and participates in groups to address specific issues
- Uses the media, advances technologies, and community networks to communicate information
- Effectively presents accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences
- Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives (attitude)

Cultural Competency Skills
- Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences
• Understands the dynamic force contributing to cultural diversity

Community Dimensions of Practice Skills
• Develops, implements and evaluates a community public health assessment

Basic Public Health Sciences Skills
• Defines, assesses, and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services
• Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries

Financial Planning and Management Skills
• Develops and presents a budget
• Manages programs within budget constraints
• Applies budget processes
• Develops strategies for determining budget priorities
• Monitors program performance
• Prepares proposals for funding from external sources
• Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts
• Manages information systems for collection, retrieval, and use of data for decision-making

Leadership and System Thinking Skills
• Creates a culture of ethical standards within organizations and communities
• Identifies internal and external issues that may impact delivery of essential public health services (i.e. strategic planning)

2) Diagnose and investigate health problems and health hazards in the community

Analytic/Assessment Skills
• Defines a problem
• Determines appropriate uses and limitations of both quantitative and qualitative data
• Selects and defines variables relevant to defined public health problems
• Identifies relevant and appropriate data and information sources
• Evaluates the integrity and comparability of data and identifies gaps in data sources
• Applies ethical principles to the collection, maintenance, use and dissemination of data and information
• Partners with communities to attach meaning to collected quantitative and qualitative data
• Makes relevant inferences from quantitative and qualitative data
• Obtains and interprets information regarding risks and benefits to the community
• Recognizes how the data illuminate ethical, political, scientific, economic and overall public health issues

Policy Development/Program Planning Skills
• Collects, summarizes, and interprets information relevant to an issue
• States policy options and writes clear and concise policy statements
• Articulates the health, fiscal, administrative, legal, social, and political implications of each policy option
• States the feasibility and expected outcomes of each policy option
• Decides on the appropriate course of action
• Develops mechanisms to monitor and evaluate programs for their effectiveness and quality

Communication Skills
• Communicates effectively both in writing and orally, or in other ways
• Leads and participates in groups to address specific issues
• Uses the media, advances technologies, and community networks to communicate information
• Effectively presents accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences
• Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives (attitude)

Cultural Competency Skills
• Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences
• Understands the dynamic force contributing to cultural diversity

Community Dimensions of Practice Skills
• Accomplishes effective community engagements
• Identifies community assets and available resources
• Develops, implements, and evaluates a community public health assessment

Basic Public Health Sciences Skills
• Defines, assesses, and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services
• Identifies and applies basic research methods used in public health
• Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries
Financial Planning and Management Skills
- Develops and presents a budget
- Manages programs within budget constraints
- Applies budget processes
- Develops strategies for determining budget priorities
- Monitors program performance
- Prepares proposals for funding from external sources
- Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts
- Manages information systems for collection, retrieval, and use of data for decision-making

Leadership and System Thinking Skills
- Creates a culture of ethical standards within organizations and communities
- Identifies internal and external issues that may impact delivery of essential public health services (i.e. strategic planning)

3) Inform, educate, and empower people about health issues

Analytic/Assessment Skills
- Defines a problem
- Obtains and interprets information regarding risks and benefits to the community
- Recognizes how the data illuminate ethical, political, scientific, economic and overall public health issues

Policy Development/Program Planning Skills
- Collects, summarizes, and interprets information relevant to an issue
- States policy options and writes clear and concise policy statements
- Identifies, interprets and implements public health laws, regulations, and policies related to specific programs
- Articulates the health, fiscal, administrative, legal, social, and political implications of each policy option
- States the feasibility and expected outcomes of each policy option

Communication Skills
- Communicates effectively both in writing and orally, or in other ways
- Solicits input from individuals and organizations
- Advocates for public health programs and resources
- Leads and participates in groups to address specific issues
- Uses the media, advances technologies, and community networks to communicate information
- Effectively presents accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences
- Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives (attitude)
Cultural Competency Skills
- Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences
- Identifies the role of cultural, social, and behavioral factors in determining the delivery of public health services
- Develops and adapts approaches to problems that take into account cultural differences
- Understands the dynamic force contributing to cultural diversity
- Understands the importance of diverse public health workforce

Community Dimensions of Practice Skills
- Establishes and maintains linkages with key stakeholders
- Collaborates with community partners to promote the health of the population
- Identifies how public and private organizations operate within the community
- Accomplishes effective community engagements

Basic Public Health Sciences Skills
- Defines, assesses, and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services
- Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries

Financial Planning and Management Skills
- Develops and presents a budget
- Manages programs within budget constraints
- Applies budget processes
- Develops strategies for determining budget priorities
- Monitors program performance
- Prepares proposals for funding from external sources
- Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts
- Negotiates and develops contracts and other documents for the provision of population-based services

Leadership and System Thinking Skills
- Creates a culture of ethical standards within organizations and communities
- Helps create key values and shared vision and uses these principles to guide action
- Identifies internal and external issues that may impact delivery of essential public health services (i.e. strategic planning)
- Facilitates collaboration with internal and external groups to ensure participation of key stakeholders
- Uses the legal and political system to effect change

4) Mobilize community partnerships to identify and solve health problems

Analytic/Assessment Skills
- Defines a problem
- Partners with communities to attach meaning to collected quantitative and qualitative data
- Recognizes how the data illuminate ethical, political, scientific, economic and overall public health issues

Policy Development/Program Planning Skills
- Collects, summarizes, and interprets information relevant to an issue
- States policy options and writes clear and concise policy statements
- Identifies, interprets, and implements public health laws, regulations, and policies related to specific programs
- Articulates the health, fiscal, administrative, legal, social, and political implications of each policy option
- States the feasibility and expected outcomes of each policy option
- Decides on the appropriate course of action

Communication Skills
- Communicates effectively both in writing and orally, or in other ways
- Solicits input from individuals and organizations
- Advocates for public health programs and resources
- Leads and participates in groups to address specific issues
- Uses the media, advances technologies, and community networks to communicate information
- Effectively presents accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences
- Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives (attitude)

Cultural Competency Skills
- Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences
- Identifies the role of cultural, social, and behavioral factors in determining the delivery of public health services
- Develops and adapts approaches to problems that take into account cultural differences
- Understands the dynamic force contributing to cultural diversity (attitude)
- Understands the importance of a diverse public health workforce (attitude)

Community Dimensions of Practice Skills
• Establishes and maintains linkages with key stakeholders
• Utilizes leadership, team building, negotiation, and conflict resolution skills to build community partnerships
• Collaborates with community partners to promote the health of the population
• Identifies how public and private organizations operate within a community
• Accomplishes effective community engagements
• Identifies community assets and available resources

Basic Public Health Sciences Skills
• Defines, assesses, and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services
• Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries

Financial Planning and Management Skills
• Develops and presents a budget
• Manages programs within budget constraints
• Applies budget processes
• Develops strategies for determining budget priorities
• Monitors program performance
• Prepares proposals for funding from external sources
• Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts
• Negotiates and develops contracts and other documents for the provision of population-based services

Leadership and System Thinking Skills
• Creates a culture of ethical standards within organizations and communities
• Helps create key values and shared vision and uses these principles to guide action
• Identifies internal and external issues that may impact delivery of essential public health services (i.e. strategic planning)
• Facilitates collaboration with internal and external groups to ensure participation of key stakeholders
• Uses the legal and political system to effect change
• Applies theory of organizational structures to professional practice

5) Develop policies and plans that support individual and community health efforts

Analytic/Assessment Skills
• Defines a problem
• Recognizes how the data illuminate ethical, political, scientific, economic and overall public health issues
Policy Development/Program Planning Skills
- Collects, summarizes, and interprets information relevant to an issue
- States policy options and writes clear and concise policy statements
- Identifies, interprets, and implements public health laws, regulations, and policies related to specific programs
- Articulates the health, fiscal, administrative, legal, social, and political implications of each policy option
- States the feasibility and expected outcomes of each policy option
- Utilizes current techniques in decision analysis and health planning
- Decides on the appropriate course of action
- Develops a plan to implement policy, including goals, outcome and process objectives, and implementation steps
- Translates policy into organizational plans, structures, and programs
- Prepares and implements emergency response plans
- Develop mechanisms to monitor and evaluate programs for their effectiveness and quality

Communication Skills
- Communicates effectively both in writing and orally, or in other ways
- Solicits input from individuals and organizations
- Leads and participates in groups to address specific issues
- Uses the media, advances technologies, and community networks to communicate information
- Effectively presents accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences
- Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives (attitude)

Cultural Competency Skills
- Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences
- Identifies the role of cultural, social, and behavioral factors in determining the delivery of public health services
- Develops and adapts approaches to problems that take into account cultural differences
- Understands the dynamic force contributing to cultural diversity (attitude)
- Understands the importance of a diverse public health workforce (attitude)

Community Dimensions of Practice Skills
- Establishes and maintains linkages with key stakeholders
- Utilizes leadership, team building, negotiation, and conflict resolution skills to build community partnerships
- Collaborates with community partners to promote the health of the population
- Identifies how public and private organizations operate within a community
- Accomplishes effective community engagements
- Identifies community assets and available resources
- Accomplishes effective community engagements
- Describes the role of government in the delivery of community health services

**Basic Public Health Sciences Skills**
- Defines, assesses, and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services
- Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries

**Financial Planning and Management Skills**
- Develops and presents a budget
- Manages programs within budget constraints
- Applies budget processes
- Develops strategies for determining budget priorities
- Monitors program performance
- Prepares proposals for funding from external sources
- Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts
- Negotiates and develops contracts and other documents for the provision of population-based services
- Conducts cost-effectiveness, cost benefit, and cost utility analyses

**Leadership and System Thinking Skills**
- Creates a culture of ethical standards within organizations and communities
- Helps create key values and shared vision and uses these principles to guide action
- Identifies internal and external issues that may impact delivery of essential public health services (i.e. strategic planning)
- Facilitates collaboration with internal and external groups to ensure participation of key stakeholders
- Contributes to development, implementation, and monitoring of organizational performance standards
- Uses the legal and political system to effect change
- Applies theory of organizational structures to professional practice

6) **Enforce laws and regulations that protect health and ensure safety**

**Analytic/Assessment Skills**
- Defines a problem
- Obtains and interprets information regarding risks and benefits to the community
• Recognizes how the data illuminate ethical, political, scientific, economic and overall public health issues

Policy Development/Program Planning Skills
• Collects, summarizes, and interprets information relevant to an issue
• Identifies, interprets, and implements public health laws, regulations, and policies related to specific programs
• Decides on the appropriate course of action

Communication Skills
• Communicates effectively both in writing and orally, or in other ways
• Solicits input from individuals and organizations
• Leads and participates in groups to address specific issues
• Uses the media, advances technologies, and community networks to communicate information
• Effectively presents accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences
• Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives (attitude)

Cultural Competency Skills
• Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences
• Understands the dynamic force contributing to cultural diversity (attitude)
• Understands the importance of a diverse public health workforce (attitude)

Community Dimensions of Practice Skills
• Accomplishes effective community engagements
• Describes the role of government in the delivery of community health services

Basic Public Health Sciences Skills
• Defines, assesses, and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services
• Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries

Financial Planning and Management Skills
• Develops and presents a budget
• Manages programs within budget constraints
• Applies budget processes
• Develops strategies for determining budget priorities
• Monitors program performance.
• Prepares proposals for funding from external sources.
• Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.
• Negotiates and develops contracts and other documents for the provision of population-based services

Leadership and System Thinking Skills
• Creates a culture of ethical standards within organizations and communities
• Identifies internal and external issues that may impact delivery of essential public health services (i.e. strategic planning)
• Contributes to development, implementation, and monitoring of organizational performance standards
• Uses the legal and political system to effect change
• Applies theory of organizational structures to professional practice

7) Link people to needed personal health services and assure the provision of health care when otherwise unavailable

Analytic/Assessment Skills
• Defines a problem
• Determines appropriate uses and limitations of both quantitative and qualitative data
• Makes relevant inferences from quantitative and qualitative data
• Recognizes how the data illuminate ethical, political, scientific, economic and overall public health issues

Policy Development/Program Planning Skills
• Collects, summarizes, and interprets information relevant to an issue
• States policy options and writes clear and concise policy statements
• Articulates the health, fiscal, administrative, legal, social, and political implications of each policy option
• States the feasibility and expected outcomes of each policy option
• Decides on the appropriate course of action
• Develops a plan to implement policy, including goals, outcome and process objectives, and implementation steps
• Translates policy into organizational plans, structures and programs
• Prepares and implements emergency response plans
• Develops mechanisms to monitor and evaluate programs for their effectiveness and quality

Communication Skills
• Communicates effectively both in writing and orally, or in other ways
• Solicits input from individuals and organizations
• Leads and participates in groups to address specific issues
• Uses the media, advances technologies, and community networks to communicate information
• Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives (attitude)

Cultural Competency Skills
• Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences
• Identifies the role of cultural, social, and behavioral factors in determining the delivery of public health services
• Develops and adapts approaches to problems that take into account cultural differences
• Understands the dynamic force contributing to cultural diversity

Community Dimensions of Practice Skills
• Establishes and maintains linkages with key stakeholders
• Utilizes leadership, team building, negotiation, and conflict resolution skills to build community partnerships
• Collaborates with community partners to promote the health of the population
• Identifies how public and private organizations operate within a community
• Identifies community assets and available resources
• Describes the role of government in the delivery of community health services

Basic Public Health Sciences Skills
• Defines, assesses, and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services
• Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries

Financial Planning and Management Skills
• Develops and presents a budget
• Manages programs within budget constraints
• Applies budget processes
• Develops strategies for determining budget priorities
• Monitors program performance
• Prepares proposals for funding from external sources
• Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts

Leadership and System Thinking Skills
• Creates a culture of ethical standards within organizations and communities
• Identifies internal and external issues that may impact delivery of essential public health services (i.e. strategic planning)
• Applies theory of organizational structures to professional practice
8) Assure a competent public health and personal health care workforce

Analytic/Assessment Skills
- Defines a problem
- Determines appropriate uses and limitations of both quantitative and qualitative data
- Recognizes how the data illuminate ethical, political, scientific, economic and overall public health issues

Policy Development/Program Planning Skills
- Collects, summarizes, and interprets information relevant to an issue
- States policy options and writes clear and concise policy statements
- Articulates the health, fiscal, administrative, legal, social, and political implications of each policy option
- States the feasibility and expected outcomes of each policy option
- Decides on the appropriate course of action
- Develops a plan to implement policy, including goals, outcome and process objectives, and implementation steps
- Translates policy into organizational plans, structures and programs
- Develops mechanisms to monitor and evaluate programs for their effectiveness and quality

Communication Skills
- Communicates effectively both in writing and orally, or in other ways
- Solicits input from individuals and organizations
- Leads and participates in groups to address specific issues
- Uses the media, advances technologies, and community networks to communicate information
- Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives (attitude)

Cultural Competency Skills
- Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences
- Develops and adapts approaches to problems that take into account cultural differences
- Understands the dynamic force contributing to cultural diversity (attitude)
- Understands the importance of a diverse public health workforce (attitude)

Community Dimensions of Practice Skills
- Identifies how public and private organizations operate within a community

Basic Public Health Sciences Skills
• Identifies the individual's and organization's responsibility within the context of the Essential Public Health Services and core functions
• Defines, assesses, and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services
• Understands the historical development, structure, and interaction of public health care systems
• Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries
• Identifies and retrieves current relevant scientific evidence
• Develops a lifelong commitment to rigorous critical thinking (attitude)

Financial Planning and Management Skills
• Develops and presents a budget
• Manages programs within budget constraints
• Applies budget processes
• Develops strategies for determining budget priorities
• Monitors program performance
• Prepares proposals for funding from external sources
• Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts

Leadership and System Thinking Skills
• Creates a culture of ethical standards within organizations and communities
• Identifies internal and external issues that may impact delivery of essential public health services (i.e. strategic planning)
• Promotes team and organizational learning
• Contributes to development, implementation, and monitoring of organizational performance standards
• Applies theory of organizational structures to professional practice

9) Evaluate effectiveness, accessibility, and quality of personal and population-based health services

Analytic/Assessment Skills
• Defines a problem
• Determines appropriate uses and limitations of both quantitative and qualitative data
• Identifies relevant and appropriate data and information sources
• Evaluates the integrity and comparability of data and identifies gaps in data sources
• Applies ethical principles to the collection, maintenance, use, and dissemination of data and information
• Makes relevant inferences from quantitative and qualitative data
• Recognizes how the data illuminate ethical, political, scientific, economic and overall public health issues

Policy Development/Program Planning Skills
• Collects, summarizes, and interprets information relevant to an issue
• Identifies, interprets, and implements public health laws, regulations, and policies related to specific programs
• Decides on the appropriate course of action
• Develops mechanisms to monitor and evaluate programs for their effectiveness and quality

Communication Skills
• Communicates effectively both in writing and orally, or in other ways
• Solicits input from individuals and organizations
• Advocates for public health programs and resources
• Leads and participates in groups to address specific issues
• Uses the media, advances technologies, and community networks to communicate information
• Effectively presents accurate demographic, statistical, programmatic and scientific information for professional and lay audiences
• Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives (attitude)

Cultural Competency Skills
• Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences
• Identifies the role of cultural, social, and behavioral factors in determining the delivery of public health services
• Develops and adapts approaches to problems that take into account cultural differences
• Understands the dynamic force contributing to cultural diversity (attitude)
• Understands the importance of a diverse public health workforce (attitude)

Community Dimensions of Practice Skills
• Develops, implements, and evaluates a community health assessment

Basic Public Health Sciences Skills
• Defines, assesses, and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services
• Understands the historical development, structure, and interaction of public health care systems
• Identifies and applies basic research methods used in public health
• Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries

Financial Planning and Management Skills
• Develops and presents a budget
• Manages programs within budget constraints
• Applies budget processes
• Develops strategies for determining budget priorities
• Monitors program performance
• Prepares proposals for funding from external sources
• Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts
• Conducts cost-effectiveness, cost-benefit, and cost utility analyses

Leadership and System Thinking Skills
• Creates a culture of ethical standards within organizations and communities
• Identifies internal and external issues that may impact delivery of essential public health services (i.e. strategic planning)
• Facilitates collaboration with internal and external groups to ensure participation of key stakeholders
• Contributes to development, implementation, and monitoring of organizational performance standards

10) Research for new insights and innovative solutions to health problems

Analytic/Assessment Skills
• Defines a problem
• Determines appropriate uses and limitations of both quantitative and qualitative data
• Selects and defines variables relevant to defined public health problems
• Identifies relevant and appropriate data and information sources
• Evaluates the integrity and comparability of data and identifies gaps in data sources
• Applies ethical principles to the collection, maintenance, use, and dissemination of data and information
• Makes relevant inferences from quantitative and qualitative data
• Recognizes how the data illuminate ethical, political, scientific, economic and overall public health issues

Policy Development/Program Planning Skills
• Collects, summarizes, and interprets information relevant to an issue
• Decides on the appropriate course of action

Communication Skills
• Communicates effectively both in writing and orally, or in other ways
• Solicits input from individuals and organizations
• Advocates for public health programs and resources
• Leads and participates in groups to address specific issues
• Uses the media, advances technologies, and community networks to communicate information
• Effectively presents accurate demographic, statistical, programmatic and scientific information for professional and lay audiences
• Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives (attitude)

Cultural Competency Skills
• Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences
• Identifies the role of cultural, social, and behavioral factors in determining the delivery of public health services
• Develops and adapts approaches to problems that take into account cultural differences
• Understands the dynamic force contributing to cultural diversity (attitude)

Community Dimensions of Practice Skills
• Identifies how public and private organizations operate within a community

Basic Public Health Sciences Skills
• Defines, assesses, and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services
• Understands the historical development, structure, and interaction of public health care systems
• Identifies and applies basic research methods used in public health
• Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries
• Identifies and retrieves current relevant scientific evidence
• Identifies the limitations of research and the importance of observations and interrelationships

Financial Planning and Management Skills
• Develops and presents a budget
• Manages programs within budget constraints
• Applies budget processes
• Develops strategies for determining budget priorities
• Monitors program performance
• Prepares proposals for funding from external sources
• Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts

Leadership and System Thinking Skills
• Creates a culture of ethical standards within organizations and communities
• Identifies internal and external issues that may impact delivery of essential public health services (i.e. strategic planning)
• Facilitates collaboration with internal and external groups to ensure participation of key stakeholders

Reference: TrainingFinder Real-Time Affiliate Integrated Network (TRAIN); accessed at http://www.train.org/competencies/default.htm
APPENDIX B

PLANNING PRACTICUM- PROJECT SEMESTERS & CREDIT OPTIONS

HS A698 is a 5-credit course that may be taken over several semesters as you wish. You may take 1 credit hour per semester for 5 semesters; you may take 3 credits one semester and 2 credits the next, or any other variation that is suitable to you. It is common that students take at least 2 semesters to complete the Practicum-Project process; 3 semesters is most typical (from conception of the project proposal to oral presentation and successful post-presentation approval).

Below is a practical example of a common option, “3 Semesters: 1-2- 2 Credits” Option:

First Semester - 1 Credit
- Decide on your Practicum Site and on your Project topic
- Select your Committee Chair and Committee Members
- Develop your Practicum-Project topic with your Chair
- Outline your Proposal
- Conduct a preliminary Literature Review
- Design the Study/Project
- Determine Methodology
- Develop the necessary Tools (surveys, interview guides, etc.)
- Write a comprehensive first draft for Committee Chair to review and provide feedback
- Submit your revised Project Proposal draft to your full Committee for review
- Address all Committee feedback, revise Proposal and resubmit for review
- Write the IRB Application and submit to your Committee Chair for feedback (if applicable)
- Address feedback, revising IRB Application
- Once the Proposal is approved by your full Committee (complete Project Committee-Proposal Approval Form), submit IRB Application to the UAA IRB Office for review and approval (if applicable)

Second Semester - 2 Credits
- Upon approval of the UAA IRB, continue with a comprehensive literature review and synthesis for Practicum-Project topic
- Organize Practicum and Project components with a Community Partner
- Organize for Project Data Collection
- Collect data for your Project (if applicable)
- Data Analysis (if applicable)
- Outline document and beginning to write sections
- Write your Project Report for a first draft submission to your Committee Chair

Third Semester - 2 Credits
- Address feedback from your Committee Chair, preparing a revised draft
- When Committee Chair approves, send a revised draft to full Committee for review
- Address all feedback from Committee Members, revise Project Report draft and resubmit to full committee for review again, if requested
- Schedule oral presentation date and prepare for your Project presentation
- Give oral presentation of your Practicum-Project
• Address any final corrections requested from Committee; finalize Report for approval.
• Submit Report to DHS Chair, and respond to any suggested revisions.
• Submit Report to COH Dean, and respond to any suggested revisions.
• Complete all paperwork for graduation and final project submission.
MASTER OF PUBLIC HEALTH (MPH) PROGRAM

PROJECT COMMITTEE SIGNATURE FORM

Student’s Printed Name: ________________________________

Student Signature: ________________________________

Project Title: ________________________________________

“I have identified my Project Committee Chair and Committee Members, as well as my External Reviewer/Student Advocate, and requested them to serve on my Committee or be my External Reviewer. Their signatures below are a confirmation that they have agreed to serve on my Project Committee or as my External Reviewer.”

____________________________ ______________________ ________________
Committee Chair – [Insert Printed Name] [Insert Affiliation] Date

____________________________ ______________________ ________________
Committee Member – [Insert Printed Name] [Insert Affiliation] Date

____________________________ ______________________ ________________
Committee Member – [Insert Printed Name] [Insert Affiliation] Date

____________________________ ______________________ ________________
External Reviewer/Student Advocate – [Insert Printed Name] [Insert Affiliation] Date

After all Committee Members and the External Reviewer have signed above, two copies should be printed of this completed form (a copy for the Committee Chair and for the student’s own records). The original form should be submitted to the Department of Health Sciences (DHS) Administrative Assistant, so that it can be placed in the student’s file in the DHS Office.

If this Committee or the External Reviewer change, a new set of signatures must be obtained and this form must be resubmitted as stated above.

Version: 28Aug2013

3211 Providence Drive, Diplomacy 405, Anchorage, Alaska 99508; Tel: (907) 786-6540; Email: krfrost@uaa.alaska.edu
EXAMPLE

MASTER OF PUBLIC HEALTH (MPH) PROGRAM

PROJECT COMMITTEE SIGNATURE FORM

Student's Printed Name: Blanka Smith

Student Signature: Blanka Smith

Project Title: MPH Student Practice on How to Complete Forms

"I have identified my Project Committee Chair and Committee Members, as well as my External Reviewer/Student Advocate, and requested them to serve on my Committee or be my External Reviewer. Their signatures below are a confirmation that they have agreed to serve on my Project Committee or as my External Reviewer."

John C. Smith
Committee Chair – Dr. John C. Smith
Professor of Public Health
University of Alaska Anchorage

Jane Doe
Committee Member – Dr. Jane D. Doe
Assistant Professor of Public Health
University of Alaska Anchorage

Michelle F. Johnson MS
Division of Public Health
State of Alaska

Rodger Windfall
External Reviewer/Student Advocate – Rodger Windfall
Faculty
University of Alaska Anchorage

Date

Date

Date

Date

After all Committee Members and the External Reviewer have signed above, two copies should be printed of this completed form (a copy for the Committee Chair and for the student’s own records). The original form should be submitted to the Department of Health Sciences (DHS) Administrative Assistant, so that it can be placed in the student’s file in the DHS Office.

If this Committee or the External Reviewer change, a new set of signatures must be obtained and this form must be resubmitted as stated above.

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MASTER OF PUBLIC HEALTH (MPH) PROGRAM

PROJECT COMMITTEE – PROPOSAL APPROVAL SIGNATURE FORM

Student's Printed Name: ________________________________________________________________

Student Signature: ________________________________________________________________

Project Title: ________________________________________________________________

“I have submitted my Project Proposal to my Project Committee and they have reviewed and approved my Project Proposal. Their signatures below are a confirmation that they have approved my Project Proposal and I may continue with the Practicum and Project process.”

_________________________________________________________
Committee Chair – [Insert Printed Name] [Insert Affiliation] Date

_________________________________________________________
Committee Member – [Insert Printed Name] [Insert Affiliation] Date

_________________________________________________________
Committee Member – [Insert Printed Name] [Insert Affiliation] Date

After all Committee Members have signed above, two copies should be printed of this completed form (a copy for the Committee Chair and for the student’s own records). The original form should be submitted to the Department of Health Sciences (DHS) Administrative Assistant, so that it can be placed in the student’s file in the DHS Office.

If this Committee and/or the Project changes, a new set of signatures must be obtained and this form must be resubmitted as stated above.

Version: 28Aug2013

3211 Providence Drive, Diplomacy 405, Anchorage, Alaska 99508; Tel: (907) 786-6540; E-mail: krfrost@uaa.alaska.edu
PRACTICUM SUPERVISOR EVALUATION OF STUDENT PERFORMANCE

MPH Student: _________________________________  Start Date: ________________

UAA Project Committee Chair: ________________________  Date: ________________

Community Partner/Practicum Site: _______________________________________________________

Practicum Supervisor: __________________________________________________________________

To the Practicum Supervisor:
The goal of the MPH Program is to prepare public health professionals who can demonstrate attainment of the following competencies. Using the following scale, circle the response that represents your perception of the student’s demonstration of each competency. Your response will help the MPH Program evaluate the performance of their students in general, and will provide a partial basis for this student’s Practicum grade. Your honest evaluation is much appreciated. This completed form may be given to the student in a sealed envelope to be given to the Committee Chair or the Administrative or it can be brought directly to the oral presentation (defense).

*Note, we recognize that not all competencies will be demonstrated in each project.

Using the following scale, circle the response that represents your perception of the interaction. In the space provided, please add comments to clarify and support your evaluation of the program.

MARKING INSTRUCTIONS
1 = Agree Strongly  4 = Disagree Strongly
2 = Agree  N/A = Not Applicable
3 = Disagree

MPH Competencies

1. Student gave, solicited and received oral, written, graphic and numerical information, took into consideration target audience and used a variety of mechanisms in both formal and informal settings. (communication)
   1  2  3  4  N/A

2. Student interacted sensitively and professionally with individuals and communities with diverse characteristics. (diversity and cultural proficiency)
   1  2  3  4  N/A

3. Student created and communicated a shared vision to improve the public’s health.
   1  2  3  4  N/A

4. Student developed and championed solutions to population health challenges.
   1  2  3  4  N/A

5. Student demonstrated ethical choices, values and professional practices implicit in public health decisions, giving consideration to the effect of choices on community stewardship, equity, social justice and accountability, as well as to commit to personal and institutional development. (professionalism and ethics)
   1  2  3  4  N/A
6. Student designed, developed, implemented and evaluated strategies and interventions to improve individual and community health. (program planning and assessment)  
   1 2 3 4 N/A

7. Student recognized dynamic interactions among human and social systems and how they affected the relationships among individuals, groups, organizations and communities. (systems thinking)  
   1 2 3 4 N/A

8. Student utilized biostatistics in the practice of public health. (biostatistics)  
   1 2 3 4 N/A

9. Student designed, developed, implemented and evaluated approaches for assessing, preventing and controlling environmental hazards that pose risks the human health and safety. (environmental health)  
   1 2 3 4 N/A

10. Student utilized epidemiological skills for informing scientific, ethical, economic, and public health policy decisions on health issues. (epidemiology)  
   1 2 3 4 N/A

11. Student understood the main components and issues of the organization, financing and delivery of health services and public health systems in the US. (health policy and management)  
   1 2 3 4 N/A

12. Student understood the role of social, behavioral and community factors in both the onset and solution of public health problems. (social and behavioral science).  
   1 2 3 4 N/A

**General Competencies**

1. Student demonstrated the ability to identify tasks necessary to accomplish goals or objectives.  
   1 2 3 4 N/A

2. Student demonstrated the ability to coordinate and implement tasks to accomplish goals or objectives.  
   1 2 3 4 N/A

3. Student demonstrated the ability to evaluate and to improve the effectiveness of his/her own work.  
   1 2 3 4 N/A

4. Student demonstrated the ability to make decisions or recommend decisions based on his/her assessment of a situation.  
   1 2 3 4 N/A

5. Student accepted responsibility.  
   1 2 3 4 N/A

6. Student was adaptable and worked well in difficult situations.  
   1 2 3 4 N/A

7. Student demonstrated effective time management skills.  
   1 2 3 4 N/A

8. Student understood the significant components of the field agency including mission statements, organizational structure, job design, motivation and the reward system.  
   1 2 3 4 N/A
9. Student demonstrated the ability to use the agency’s resources (human and material), procedures and structures, effectively.  

Interpersonal Skills

1. Student worked effectively in task-oriented groups reflecting diverse people and perspectives.  
2. Student demonstrated an ability to work effectively with a spectrum of citizens and/or consumers served by the agency.  
3. Student demonstrated ability to present ideas in a professional manner.  
4. Student demonstrated an ability to negotiate and to resolve conflict.  
5. Student demonstrated the ability to coordinate the efforts of a task-oriented group.  
6. Student demonstrated effective written communications skills.  
7. Student demonstrated effective oral communication skill.

Professional Character

1. Student adhered to commitments made to the agency, colleagues and citizens (clients/consumers).  
2. Student acted in accordance with high standards of professional integrity impartiality.  
3. Student was respectful, fair and courteous.  

Ten Essential Services of Public Health

1. Student demonstrated the ability to monitor health status to identify community health problems.  
2. Student demonstrated the ability to diagnose and investigate health problems and hazards in the community.  
3. Student demonstrated the ability to inform, educate, and empower people about health issues.  
4. Student demonstrated the ability to mobilize community partnerships to identify and solve health problems.  
5. Student demonstrated the ability to develop policies and plans that support individual and
community health efforts.

6. Student demonstrated the ability to enforce laws and regulations that protect health and ensure safety.

7. Student demonstrated the ability to link people to needed personal health services and assure the provision of health care when otherwise unavailable.

8. Student demonstrated the ability to assure a competent public health and personal health care workforce.

9. Student demonstrated the ability to evaluate effectiveness, accessibility, and quality of personal and population-based health services.

10. Student demonstrated the ability to research for new insights for innovative solutions to health problems.

11. Student demonstrated the ability to adequately liaison the Practicum Coordinator with other members of the student’s UAA Practicum Thesis Committee

**MPH Track Specific Competencies**

1. Student demonstrated the ability to diagnose public health problems in the community and gather the information needed to determine when and whether to involve public health specialists and other experts.

2. Student demonstrated the ability to respond quickly and effectively to emerging public health concerns, coordinating the response and enlisting the help of specialists as appropriate.

3. Student demonstrated the ability to apply the core public health research and evaluation skills in real world situations where the practitioner may have little control.

**Comments:** (attach additional pages as needed)
MPH STUDENT EVALUATION OF PRACTICUM SITE

MPH Student: ____________________________________________ Semester/Year:________________

UAA Project Committee Chair: ______________________________ Date: _______________________

Community Partner/Practicum Site: _______________________________________________________

Practicum Supervisor: __________________________________________________________________

To the Student:

Please use this form to evaluate your Practicum experience and Practicum site. Your response will help both the MPH Faculty and the Community Partner monitor the quality of the practicum experience. Your honest evaluation is much appreciated.

Using the following scale, circle the response that represents your perception of your Practicum Supervisor and the Practicum site. In the space provided at the end, please add comments to clarify and support your response.

**MARKING INSTRUCTIONS**

1 = Agree Strongly  4 = Disagree Strongly
2 = Agree   N/A = Not Applicable
3 = Disagree

1. The staff was well qualified and experienced.     1 2 3 4 N/A
2. The facilities for students were adequate. 1 2 3 4 N/A
3. Orientation to the agency was adequate.  1 2 3 4 N/A
4. Opportunities for discussion with the staff were adequate. 1 2 3 4 N/A
5. The assignment met my learning objectives. 1 2 3 4 N/A
6. Staff was supportive of students.                1 2 3 4 N/A
7. The agency provided agreed upon resources for meeting learning objectives. 1 2 3 4 N/A
8. I was given a manageable workload at this Practicum site. 1 2 3 4 N/A
9. I recommend that this practicum site be considered for practicum placement in the future. 1 2 3 4 N/A

**Comments:** (If you need additional space, please use back of page.)
Rev 120513
MPH Project Progress Report

Student Name: ____________________________  Today’s Date: ____________________________

ID Number: ____________________________  Year Admitted: ____________________________

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<th>Number of Credits Enrolled</th>
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Project Title (or Idea):

________________________________________

Project Committee Chair:

________________________________________

Project Committee Members:

________________________________________

________________________________________

Practicum Site & Supervisor:

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Comments (if needed):

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