



**Idaho State
University**

**Public
Health**

Master of Public Health

Graduate Student Handbook

Department of Community and Public Health

College of Health

Kasiska Division of Health Sciences



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WELCOME FROM THE MPH DIRECTOR

Welcome to the MPH program at ISU! We are excited to have the opportunity to work with you over the course of your MPH journey. Every faculty member in the program is hoping to see you succeed. The MPH faculty have a wide range of interests: rural health, food insecurity, tobacco exposures, child-maternal health, and access to care barriers are just a few. I encourage you to get to know your instructors, and to learn about their work.

This handbook has some key information for you. I encourage you to become familiar with this handbook so that you are well aware of the processes and deadlines. I also encourage you to talk with your advisor before signing up for course work about course order, what you want out of the MPH program, and your career goals.

Our recent graduates have gone on to careers such as working in various roles at in governmental (e.g. Public Health Districts, Idaho Department of Health and Welfare), Non-governmental (e.g. National and State Associations and other non-profit organizations), and health systems (Hospitals, clinics, in research and quality improvement, data analyst, or infection prevention roles). It is fantastic seeing our graduates go on to such great positions and make impacts in their communities, and I look forward to hearing about where your MPH takes you. I encourage you to stay in contact with us after we graduate, via [LinkedIn](#), [Facebook](#), email, and our symposiums.

I truly wish you all the best with your MPH. Feel free to reach out to me at any stage with any comments, questions, and concerns. If you are ever starting to struggle, please let us know straight away so we can assist.

Best,

Irene van Woerden, PhD

ABOUT THE UNIVERSITY

Founded in 1901, Idaho State University is one of the most comprehensive higher education institutions in the country. Idaho State is one of six universities in the US offering programs from technical certificates through graduate and professional degrees. The Carnegie-classified doctoral research institution attracts students from around the world to its main campus in Pocatello and locations in Meridian, Idaho Falls, and Twin Falls. Since 1966, the University has been Idaho's designated leader for training and educating health care professionals.

ISU Mission We engage students through learning and research opportunities that improve the intellectual vigor, cultural vitality, and health of our communities.

ISU Vision We inspire a passion for knowledge and discovery.

ISU Values Integrity - Honesty in our actions and words
Community - Fostering connections
Inclusivity - Valuing all and building a culture of belonging
Teamwork - Collaborating with compassion and respect
Shared Responsibility - All contributing to our success
Learning - Continuous growth and development

Idaho State University's Land Acknowledgment Statement

Acknowledging Native lands is an important way to honor and respect Indigenous peoples and their traditional territories. The land on which Idaho State University's Pocatello campus sits is within the original Fort Hall Reservation boundaries and is the traditional and ancestral home of the Shoshone and Bannock peoples. We acknowledge the Fort Hall Shoshone and Bannock peoples, their elders past and present, their future generations, and all Indigenous peoples, including those upon whose land the University is located. We offer gratitude for the land itself and the original caretakers of it.

As a public research university, it is our ongoing commitment and responsibility to teach accurate histories of the regional Indigenous people and of our institutional relationship with them. It is our commitment to the Shoshone-Bannock Tribes and to ISU's citizens that we will collaborate on future educational discourse and activities in our communities.

THE DEPARTMENT OF COMMUNITY AND PUBLIC HEALTH

About the Department of Community and Public Health

Our graduates work at the frontlines of emerging health issues, and strategically guide organizations and communities through evidence-based decision-making and cultural humility. Each of our programs prepares students in areas with projected job growth as organizations and communities recognize the need for better programs, healthcare, and environments that foster healthy people and communities.

Our degree programs include master's degrees in Health Education, Health Informatics, and Public Health. In addition, we offer an undergraduate degree in Community and Public Health with emphasis areas in Community/Worksite Wellness, Addiction Studies, and School Health.

Our academic certificate offerings include two graduate certificates in Public Health and Rural Health, and an undergraduate Community Health Worker certificate. Both of these certificate programs have reduced credits for focused training and can be completed online.

Department of Community and Public Health Mission

We advance health for all through collaborative learning and scholarly activities, enabling students and communities to thrive.

MPH FACULTY

Elizabeth Fore (Associate Professor and Director of the Institute of Rural Health at ISU)

Pocatello: Gravely Hall, #214 | elizabethfore@isu.edu

Courses typically taught: MPH 6604, 6620, 6611

Dr. Fore has extensive experience as an evaluator of local and state-level health services programs and as a qualitative researcher of access to care barriers for underserved populations, including, limited-English-proficient Latinos, Medicaid recipients, and rural residents.



Ryan Lindsay (Associate Professor)

Meridian: 1311 E. Central Dr., Meridian, ID 83642 Office 669 | ryanlindsay@isu.edu

Courses typically taught: MPH 5507, MPH 6640, MPH 6601

Dr. Lindsay is interested in global health and how substance use, including smoking, influences HIV and tuberculosis. His research has highlighted the plight of people living with HIV/AIDS and/or addiction, people experiencing homelessness or disability, immigrants, and sex worker populations. He has worked in Community Health Worker workforce development programming in Idaho since 2016.



Nnamdi Moeteke (Clinical Assistant Professor and Interim Director of Undergraduate Programs)

Pocatello: Reed Gym, #242 | nnamdimoeeteke@isu.edu

Course typically taught: MPH 6601

Dr. Moeteke is a public health physician committed to working with underserved communities for health development. Most of his practice and research has focused on strengthening health systems especially with respect to primary healthcare, and training of health workforce for improvement in service delivery and enhancement of population health in Nigeria. He is a Member of the West African College of Physicians (Faculty of Community Health), and a Fellow of the Royal Society for Public Health.



Lisa Salazar (Clinical Assistant Professor)

Pocatello: Reed Gym, #242 | lisasalazar@isu.edu

Courses typically taught: MPH 6605, MPH 6606, MPH 6660

Dr. Salazar is a proud graduate of the ISU MPH Program. She has a personal interest in environmental health, as well as humanitarian causes, social justice, and health literacy. She is also working on providing training solutions in areas of mental health and resiliency and explores the use of technology to solve some of the disparities in these areas. Dr. Salazar has both experienced cancer and has seen others dying of cancer well before their time, which motivates her to help people lead healthier lives. Her favorite thing to teach students is to question everything, so they can find the root cause and systems that really need to be addressed.



Diana Schow (Associate Professor and Coordinator for the Rural Health Certificate and Director of Idaho AHEC in the School of Nursing at ISU)

Pocatello: Reed Gym, #243B | dianaschow@isu.edu

Courses typically taught: MPH 5503, 6660, 6609, 6606

Dr. Schow completes mixed-methods action research projects to improve health status, social justice and wellness of individuals, communities and organizations in rural and underserved areas. Her work has involved direct services, program administration, research and volunteerism. Populations of focus in southeast Idaho and Montana have included victims of child abuse, victims of domestic violence and sexual assault, Hispanic agricultural workers, Native American populations, persons in poverty and individuals receiving and applying for disability, food stamps, Medicaid and emergency assistance. Her international experience includes working with rural programs in Peru and 13 European countries



Kristin Van De Griend (Associate Professor and Chair of the Department of Community and Public Health)

Pocatello: Reed Gym, #242 | kristinvandegrien@isu.edu

Courses typically taught: MPH 6660, MPH 6640

Dr. Van De Griend engages in public health research and practice with the intent to promote health equity. Whenever possible, she employs community-based, mixed methods research. Her work is grounded within social justice and intersectionality frameworks and she prioritizes transdisciplinary teamwork. Most of her global and local research has focused on maternal and child health, violence prevention, water insecurity, and community development. Dr. Van De Griend is especially interested in translating research to practice and policy through implementation science.



Irene van Woerden (Associate Professor and MPH Director)

Pocatello: Reed Gym, #242 | irenevanwoerden@isu.edu

Courses typically taught: MPH 6602 and MPH 5599

Dr. van Woerden's main research interests are health behaviors and outcomes, with a focus on social networks, food insecurity, and body size. Dr. van Woerden also examines environmental issues, such as bisphenols, phthalates, and nuclear energy.



PROGRAM INFORMATION

The goal of public health is to improve the health of populations through planning, implementing, and evaluating health promotion and disease prevention programs. Public health professionals design these intervention programs by using a combination of health education and related organizational, economic, legislative, and environmental supports to enhance the probability of creating a healthier populace.

The Master of Public Health Program curriculum prepares individuals to carry out the following core public health functions as defined by the American Public Health Association: assess both the health needs and resources available in a community, assist in health policy development that supports programs in prevention, and assure that necessary, high quality, effective services including education are available to every citizen.

Courses focus on a community health emphasis and include an acquisition of requisite public health knowledge and skills in the areas of epidemiology, biostatistics, health care ethics, health organization and policy, health program planning and evaluation, research methodology, and environmental health.

Students pursuing the MPH degree must complete a minimum of 42 credits of course work including a thesis or project.

Program Delivery

The MPH is taught **online**, and is designed to meet the needs of working individuals as well as those in rural areas.

Faculty Availability

All full-time faculty maintain regular office hours and are available to assist and advise students. Appointments may be requested outside of regular office hours. Graduate students are strongly encouraged to meet regularly with their advisors. If a faculty member is not being responsive, reach out to the Program Director, and if that doesn't resolve the issue to reach out to the Department Chair.

Advising

You will be assigned an academic advisor to guide you in selecting courses that satisfy program requirements and provide the foundation for your professional goals. Your advisor can help you by: providing information about research and service opportunities, communicating program requirements and, program approval, graduation procedures, helping you write your Program of Study, and helping you succeed through guidance and support.

Students may request a different academic advisor by contacting the MPH Program Director. Once the request has been approved, the student will notify the prior advisor.

Students are expected to meet with their academic advisor prior to registering for their first semester of coursework. Your academic advisor is the best person to reach out to if you have questions about course selection and progress.

GPA Requirements and Dismissal from the Program

As per the [MPH Graduate Catalog](#), all students must maintain a satisfactory record of scholarship. A 3.0 grade point average (GPA) or better is required for any graduate degree or certification at Idaho State University. A grade below B- is essentially failing at the graduate level. Students who earn a grade below a B- in a core course will be required to retake that course. Students who earn grades below a B- in two courses will be dismissed from the program. Students' must also conduct themselves in an ethical and professional manner (See Appendix G).

Grievance procedures

The following is from the [ISU student handbook](#) (v. edited 09/27/2022):

Students who feel they have been discriminated against based upon a disability and wish to file a grievance shall file such complaints with the [Office of Equity and Inclusion](#). The investigation and grievance procedures established for acts of illegal discrimination shall apply.

For a grade appeal, please refer to the Scholastic Appeals Policy on page 13 of the ISU student handbook. See also the "Appealing a Course Grade" section on page 10.

For an Equal Opportunity/Affirmative Action complaint or grievance, please contact the ISU Office of Equity and Inclusion or view the policy online [here](#).

For all other complaints/grievances: A student should first attempt to resolve the complaint informally by meeting with the University instructor and/or official responsible for the rule, policy, procedure, or decision that results in the student's complaint or grievance. Students seeking advocacy or guidance on this process may consult with the Director of Student Life or delegate.

To file a formal complaint based on sexual and gender-based discrimination, harassment and/or other sexual misconduct, contact us at:
(<http://www.isu.edu/aaction/title-ix-notice-of-non-discrimination/>).

Complaints regarding allegations of unfair competition or deceptive business practices and the violation of Idaho consumer protection laws may be made to the Office of the Attorney General, Consumer Protection Division of the State of Idaho, at:
(<http://www.ag.idaho.gov>).

Experiential Learning

Experiential learning opportunities for MPH students are available through MPH 6655: Internship course (3 credits). This course is optional and can be counted as an MPH elective. Internships can be taken for credits after a minimum of eighteen (18) hours of MPH coursework has been completed. MPH students should work with an MPH faculty who will serve as a mentor to ensure internship protocols are followed. An affiliation agreement between the site and ISU must be approved, a background check, a designated preceptor, and an internship plan must all be in place prior to beginning an internship. Interns must complete 125 hours and evaluate their own experience.

Transfer Credits and Course Substitutions

A student can submit up to 12 units worth of graduate level courses to apply toward their program of study. We encourage students to talk about this with their academic advisor in their first semester; any transfer of credits must occur in a student's first year. A student must obtain approval for any graduate courses transferred to ISU from another regionally accredited university, and must show proficiency (this may include taking an exam, completing an assignment, or demonstration in another way) in any competencies that are linked to that class. To transfer credits and substitute a course, send a copy of the transcripts outlining the courses and grade received from another regionally accredited university, proof that the university was regionally accredited, and the courses you wish to substitute with these credits to the Program Director and major advisor for review for approval.

Electives

Pre-approval is required for all elective courses that do not appear on the list of “Approved MPH Elective Courses.” To obtain approval, send through the proposed elective course title and number (e.g., HE 5599), a course description from the ISU graduate catalog, and a copy of the course syllabus to the program director and major advisor.

Employment Opportunities

The Graduate Teaching Assistantship (GTA) positions are awarded in late Spring/summer each year, you will receive an email when the GTA positions start being advertised. Graduate Research Assistantship (GRA) positions are available based on funding from faculty research, these opportunities are typically emailed to all MPH students. The Career Path Internship (CPI) Program is a paid internship program which allows students to gain hands-on, real world experience in their chosen course of study or an internship which aligns with the student's career goals. If you are interested in employment opportunities, you are encouraged to reach out to faculty members to let them know your interests and availability.

Incompletes and Withdrawals

If you are unable to complete the semester, for instance through illness or other excusable absence, you may be able to work with your instructors obtain an incomplete and complete the work later. See the [course catalog](#) for more information. If you are likely to fail a class, withdrawing from the class may be your best option (if you earn less than a “B” grade in two classes you will be dismissed from the program). See [here](#) for more information on withdrawals. If you need to withdraw from a class, depending on the circumstances you may be eligible for a partial tuition and fee refund, see [here](#) for more information.

MPH COURSES

MPH 5540 Research and Writing in Health 1: 1 semester hour. Required.

An introduction to the MPH program, critical thinking, principles of research design in the health sciences, and academic writing.

MPH 5503 Health Topics: The Rural West: 3 semester hours. Potential MPH elective.

Survey a variety of health topics specific to rural communities in the West. Critically examine social, cultural, economic and political factors that shape the way health is addressed and explained, Develop a personalized career plan that addresses key take-aways from the course.

MPH 5507 Rural Health Systems: 3 semester hours. Required.

Explore the wide variety of public health and healthcare delivery models currently operating in the rural west. Critically assess the connects and disconnects between Federally Qualified Health Centers, Critical Access Hospitals, Indian Health Services, public health departments, community-based organizations, workforce, telehealth systems and informal networks.

MPH 5511 Partnering for Rural Health: 3 semester hours. Potential MPH elective.

Develop leadership and team-building skills with traditional and non-traditional partners in rural communities. Apply those skills by developing a funding proposal for a community or organization in a rural setting.

MPH 5585 Independent Study in Public Health: 1-3 semester hours. Potential MPH elective.

Individual work under staff guidance. Field and/or library research on specific health education problems of interest to majors and minors. May be repeated up to 6 credits.

PREREQ: Permission of instructor.

MPH 5599 Experimental Course: 1-6 semester hours. Potential MPH elective.

The content of this course is not described in the catalog. Title and number of credits are announced in the Class Schedule. Experimental courses may be offered no more than three times with the same title and content.

MPH 6601 Applications in Epidemiology: 3 semester hours. Required.

Facilitates an epidemiological approach to problem solving in the health sciences through practical application of field epidemiology concepts and methods.

MPH 6602 Biostatistics: 3 semester hours. Required.

This course will equip students with a conceptual understanding of the calculation and interpretation of inferential statistics in public health research.

MPH 6604 Social and Cultural Perspectives in Public Health: 3 semester hours. Required. Exploration of multicultural health beliefs, health disparities and needs of our society focusing on local cultures to develop culturally competent interventions. Learn about ethical issues, social justice, community systems, coalition building, and development of community partnerships.

MPH 6605 Leadership Policy and Administration: 3 semester hours. Required. Development of leadership and administrative skills which contribute to implementation of effective public health policies and programs. Students will learn strategic planning, facilitation techniques, communication strategies, budget development, and management

MPH 6606 Environmental and Occupational Health: 3 semester hours. Required. Understanding the interaction of humans with their environment and the implications of human actions. Learn about assessment and control of health risks posed by chemical and biological contaminants and physical exposures (noise, heat, and radiation) in occupational and non-occupational environments.

MPH 6609 Seminar in Public and Community Health: 3 semester hours. Required. Study of topics, trends and challenges within public health while developing communications, marketing and qualitative research and evaluation skills

MPH 6620 Health Program Planning and Evaluation: 3 semester hours. Required. Theory and processes of assessment, planning, implementing, and evaluating health education, promotion, and disease prevention programs. Principles taught in this course will be applied to community situations. Pre-requisite: MPH 6660.

MPH 6640 Research and Writing in Health 2: 2 semester hours. Required. Application of principles of research design in the health sciences. Requires preparation of a thesis/project proposal.

MPH 6650 Thesis: 1-6 semester hours. 6 credits of MPH 6650 or MPH 6651 are required. Completion of a thesis/manuscript. Practical application of knowledge/skills in a public health setting. May be repeated.

MPH 6651 Public Health Project: 1-6 semester hours. 6 credits of MPH 6650 or MPH 6651 are required. Completion of a public health project. Practical application of knowledge/skills in a public health setting.

MPH 6655 Public Health Internship: 3 semester hours. Potential MPH elective. Application of skills in a public health agency, organization or other entity to provide the student with practical experience in the field. May be repeated.

MPH 6660 Behavior Change Theory and Applications: 3 semester hours. Required.

Provides a basic understanding of the social, emotional, and lifestyle factors related to health behavior. Strategies designed to identify barriers to behavior and to enhance the health of selected populations are examined.

MPH 6699 Experimental Course: 1-6 semester hours. Potential MPH elective.

The content of this course is not described in the catalog. Title and number of credits are announced in the Class Schedule. May be repeated.

PROGRAM CURRICULUM & SCHEDULE

	Fall Semester	Spring Semester
MPH 5540	Research & Writing in Health 1	Research & Writing in Health 1
MPH 5507	Rural Health Systems	
MPH 6601		Applications in Epidemiology
MPH 6602	Biostatistics	
MPH 6604		Social & Cultural Perspectives in Public Health
MPH 6605	Leadership Policy & Administration	
MPH 6606		Environmental & Occupational Health
MPH 6609	Seminar in Public & Community Health	
MPH 6620	Health Program Planning & Evaluation	Health Program Planning & Evaluation <i>(TBD - Check course catalog)</i>
MPH 6640	Research & Writing in Health 2	
MPH 6660	Health Behavior Change Theory & Application <i>(TBD - Check course catalog)</i>	Health Behavior Change Theory & Application
MPH 6650	Thesis	Thesis
MPH 6651	Project	Project
TBD	Approved Elective	Approved Elective
TBD	Approved Elective	Approved Elective

This course schedule is subject to change.

Summer MPH courses may be offered. Refer to the current ISU Academic Catalog for summer course offerings.

Elective classes can be chosen from nearly anywhere, as long as you can justify how they are relevant to your MPH. You need to take 6 credits of elective classes. There are three MPH classes that you can choose to select from for your electives if you wish:

Approved MPH Electives

MPH 5503	The Rural West
MPH 5511	Partnering for Rural Health
MPH 5599	Experimental Course

SUGGESTED COURSE ORDER

Here is a suggested order for taking the MPH courses. This order has the pre-requisite courses, and the Public Health Graduate Certificate courses (starred), taken early on. This means that if you struggle with the MPH you may be able to graduate with the Certificate option.

	Fall Semester	Spring Semester	Note
Take first			
MPH 5540	Research & Writing in Health 1	Research & Writing in Health 1	Mandatory first semester course
MPH 6601*		Applications in Epidemiology	
MPH 6602*	Biostatistics		
MPH 6605*	Leadership Policy & Administration		
MPH 6606*		Environmental & Occupational Health	
MPH 6660*	Health Behavior Change Theory & Application <i>(TBD - Check course catalog)</i>	Health Behavior Change Theory & Application	Pre-req for MPH 6620 and 6640
Take in the middle			
MPH 5507	Rural Health Systems		
MPH 6604		Social & Cultural Perspectives in Public Health	
MPH 6609	Seminar in Public & Community Health		
TBD	Approved Electives	Approved Electives	
Take near the end			
MPH 6620*	Health Program Planning & Evaluation	Health Program Planning & Evaluation <i>(TBD - Check course catalog)</i>	Pre-req = MPH 6660
MPH 6640	Research & Writing in Health 2		Pre-req = MPH 6660
Take last			
MPH 6650 OR MPH 6651	Thesis OR Project	Thesis OR Project	Pre-reqs = MPH 6601, 6602, 6620, and 6640

APPLIED PRACTICE EXPERIENCE (APE)

At ISU, applying lessons learned in the classroom to real public health problems is a great way to ensure that MPH students have learned the content well enough to adapt content to certain settings. It also allows students to serve our community partners who may not have access to resources for compiling reports or plans by those that have graduate level training in public health.

While we strive to bring community partners and opportunities to benefit communities throughout students' coursework, the applied practice experience at ISU is formally integrated into the following two courses:

- MPH 5507: Rural Health Systems (Paper #2)
- MPH 6620: Program Planning and Evaluation (Final Proposal)

More detail about how MPH students apply foundational competencies to community public health needs is described for each course below.

MPH 5507

Through the APE component in MPH 5507: Rural Health Systems, students will work in small groups and in collaboration with a community-based organization to understand a rural public health issue affecting the community that the organization serves and develop a plan, policy brief, white paper, or grant proposal that address the community's need. The following CEPH MPH foundational competencies will be assessed individually for each MPH student:

19. Communicate audience-appropriate public health content, both in writing and through oral presentation

22. Apply a systems thinking tool to visually represent a public health issue in a format other than a standard narrative

And 3 out of 4 of the following foundational competencies

4. Interpret results of data analysis for public health research, policy or practice

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings

6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

15. Evaluate policies for their impact on public health and health equity

MPH 6620

Through the APE component in MPH 6620: Program Planning and Evaluation, students will work in groups with a community partner throughout the semester to understand a research, program, or evaluation need and develop a proposal for a program that addresses the community's need. The following CEPH MPH foundational competencies will be assessed individually for each MPH student:

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs
19. Communicate audience-appropriate public health content, both in writing and through oral presentation (through content, organization, presentation, slide design)

INTEGRATIVE LEARNING EXPERIENCE

The MPH integrative learning experience is intended to serve as the capstone or culminating academic experience. The integrative learning experience must demonstrate the student's skills in a variety of areas including formal academic/technical writing, and the ability to apply public health concepts. As the integrative learning experience represents a culmination of applied learning from concepts taught through MPH courses, students must complete eighteen (18) hours of MPH coursework before formally proposing their integrative learning experience.

As part of your thesis/project you are examined on public health competencies. You must address at least five competencies, of which at least three are Foundational Public Health Knowledge competencies, to an advanced/expert level at the completion of the integrative learning experience. You must identify at the start of your integrated learning experience (your thesis or project) which competencies you will address, and complete the form in Appendix E.

Either six credits of a project or thesis must be chosen for the integrative learning experience to meet graduation requirements. Although the goals of both a project and a thesis are similar, the processes, formats, and topics differ. The differences in the two types of integrative learning experience are briefly described here. More detailed descriptions are provided in subsequent sections of this document:

Project. Students who choose the project integrative learning experience will design an applied public health project that demonstrates their mastery of public health skills and concepts. The project proposal requires approval from the student's project chair. The final project document is submitted to members of the project committee for final approval. The project capstone is appropriate for students who plan to work in public health practice settings and/or those whose project topics/formats are not in line with the traditional basic research required for the thesis capstone.

Thesis. Students who choose the thesis integrative learning experience will design original research to answer specific questions and to synthesize new information contributing to the understanding and solution of public health problems. Although students will develop their own research study, the thesis research proposal and final document require approval by all members of the thesis committee. The final thesis document will be publicly available through their deposit in the ISU Electronic Theses and Dissertations repository. The thesis can be submitted in article form for publication in academic journals. The thesis is appropriate for students who intend to further their academic career by pursuing a doctoral degree, those who plan to pursue a career in a basic research setting, and/or those who want more experience in research methods.

Project Procedures

Formation of the Project Committee

The project committee consists of two to three faculty members. The project committee chair will be selected by the student under the guidance of their academic advisor. The project committee chair and second project committee member must have GFR status. The project committee needs to be formalized when the student files their Thesis and Project Topic Approval Form and Competency Check (see Appendix E). The project committee chair guides the student through the project proposal development and approval. All members of the project committee approve the final project document and oversee the final oral defense of the capstone project.

Project committee chair. The capstone project chair is selected by the student under the guidance of the academic advisor from faculty members in the Department of Community and Public Health.

Second project committee member. The second project committee member is selected by the student under the guidance of the project committee chair from faculty members in the Department of Community and Public Health.

Third project committee member (optional). A third project committee member is optional and is selected by the student under the guidance of the project committee chair from anywhere in the university or another institution.

In special cases, a fourth committee member can act as a content consultant if requested by the student and approved by the Dean of the Graduate School.

Potential Project Formats

Projects allow students to apply public health skills and concepts and further develop competencies essential to public health practice. Project topics and formats are varied and allow students the flexibility to investigate salient public health topics under the guidance of their project committee chair. Some examples of formats or designs for the project include:

Literature review- systematic literature review. The project would be an analysis of an important public health problem through a survey of current literature on the topic. Search strategy, including relevant search terms, should be discussed in the proposal stage. The project may include sections that clearly describe and assess a public health problem and its magnitude, evaluate its causes and determinants, and/or review prevention strategies and interventions.

Program implementation plan. The project would involve the development of a plan to implement a public health program. It would address critical issues such as management, fiscal, ethical and logistical issues.

Program plan. This project format would involve the development of a public health program plan. It would address a health issue/problem and goal, target population, program activities, and process and impact evaluation activities. Detailed examples of surveys, educational pamphlets, lesson plans, and other program components would be included in the appendices.

Program evaluation plan. The project would involve the development of an evaluation plan of an existing public health program including data collection instructions and protocols, and analytical guidelines.

Program evaluation. The project would involve the evaluations/monitoring of an existing public health program, such as process evaluation, monitoring of outputs and outcomes, impact assessment, and /or cost analysis and evaluation of organizing program.

Policy analysis. The project would involve analysis of the public health implications of a current or proposed policy. The project could include perspectives on economics and financing, need and demand, politics/ethics/law, or quality/effectiveness.

Research proposal. The project would simulate a grant proposal or research plan. The project would include a clear statement of research questions, the specific aims of the proposal, review of literature, study design, methods of analysis, innovation, implications and significance of the work. The research question would be one that is encountered in professional work such as the evaluation of a public health intervention.

Research report. The project could involve the collection, analysis, and/or interpretation of data to address a public health problem. The project could include sections on the research question, study design, data collection procedures, data analysis, interpretation, and significance of findings.

Meta analysis. The project could involve the systematic aggregation of data from published studies to report a meta-analysis of a public health intervention or epidemiologic relationship. The project would involve a systematic literature review to identify studies that match pre-specified criteria and data analysis.

Other capstone project formats or designs not included in the previous list must be discussed with the project advisor.

Project Procedures

Topic approval. MPH students must select a project topic and format no later than after completing 18 credits of coursework.

Human subjects training. All students must complete human subjects training through the ISU Office of Research Integrity. The Collaborative Institutional Training Initiative (CITI) is a web-based training program that addresses research with human subjects.

Project proposal development. After the project topic has been approved, the student is allowed to register for project credits. A project proposal will be developed under the guidance of the project committee chair and will be distributed to the second committee member for additional feedback (see Appendix E). The project proposal must be approved by the project chair and second committee member before the project can begin.

Remember that as part of your project you are examined on public health competencies. You must address at least five competencies, of which at least three are Foundational Public Health Knowledge competencies, to an advanced/expert level at the completion of the integrative learning experience. You must identify at the start of your integrated learning experience (your thesis or project) which competencies you will address, and complete the form in Appendix E.

Final project preparation. If the proposed project involves human subjects, the student must submit an "Application to Involve Human Subjects in Research" or a "Certificate of Exemption Request" to the ISU Human Subjects Committee before data can be accessed and analyzed. Information about submission of proposals to the HSC can be found on their website <https://www.isu.edu/research/research-outreach-and-compliance/human-subjects/>

Final project document. Project implementation and preparation of the final project document will be completed by the student under the guidance of the project committee chair.

Final project defense. After the final project document is completed, the student will present it to the project committee for approval. The student will send the final project document to all project committee members at least two weeks before the project defense date, and will coordinate a meeting to present it orally. A 20-25 minute presentation is expected, followed by questions from the project committee. After this session, the committee will vote on whether the student passed the oral examination.

Project members and roles

Student

- Develops the project proposal and final project document under the guidance of the project committee chair
- Coordinates with project committee members date, time and place of final project defense meetings
- Distributes final project document to all committee members at least two weeks prior to the scheduled meeting

Project committee chair

- Assists and guides the student during the project proposal development and final project preparation
- Ensures that the project proposal and final project conform to the guidelines of the Graduate School and the Division of Health Sciences
- Informs in writing, using the Oral Examination Notification form, the Dean of the Graduate School, the Department Chairperson, the committee members, and the student of the time and place of the oral defense of the project
- Conducts the final project defense meeting
- Informs the student of the results of the final project defense and any recommendations from the committee
- Informs the MPH Director of the results of the final project defense
- Submits a change of grade form to the Graduate School to remove incomplete status (IP) of project credits and to document satisfactory (S) or unsatisfactory (U) completion of project.

Second project committee member

- Participates in the development of the project and provides feedback as requested, and is expected to attend all meetings of the total project committee
- Is a voting member of the committee

Third committee member (optional)

- Participates in the development and conduct of the project as requested
- Attends all meetings of the project committee
- Is a voting member of the project committee

Project Proposal and Final Document Structure

Project proposal. The project proposal should be written in the format and bibliographic style of the current edition of the American Psychological Association Publication Manual and include references. Below are specific sections of the project proposal and suggested page lengths:

Purpose. State the reason for conducting the project. (1/2 page)

Statement of the Public Health Issue or Problem. Provide a clear description of the issue or problem that you will be addressing. Your description should include who is affected by the issue/problem, what is the scope or size of the issue/problem, etc. Include evidence to support the importance of addressing the issue/problem. (3-4 pages)

Objectives. State the objectives of your project. (1/2 page)

Methods/Activities. Describe the activities of your proposed project (2-3 pages). The information contained in this section will differ based on the format and type of project that you have chosen. In general, this section will cover how you will carry out the project activities.

Examples of information for different project formats:

Literature review-systematic literature review: Include the research question, search terms, search engines or databases to be accessed, inclusion/exclusion criteria, and assessment criteria

Program evaluation plan: Include a description of the program, evaluation questions, how new data collection tools will be developed or existing data collection tools will be identified, and size and scope of the proposed evaluation plan.

Relevance to Your Educational or Career Goals in Public Health. State how the implementing the proposed project will contribute to your educational or career goals in public health. (1 page)

Final project document. The project document should be written in the format and bibliographic style of the current edition of the American Psychological Association Publication Manual. The document should be approximately 20-30 double-spaced pages of text, not including references, tables, and figures.

Thesis Procedures

Formation of The Thesis Committee

The thesis committee consists of three faculty members. The thesis committee chair will be selected by the student under the guidance of the academic advisor. The thesis committee chair and the third member (Graduate Faculty Representative or GFR) must have GFR status. The thesis committee needs to be formalized when the student files the Final Program of Study. The thesis committee guides and evaluates the student through the thesis proposal development and defense, and final thesis preparation and defense

Thesis committee chair. The thesis committee chair is selected by the student under the guidance of the academic advisor from faculty members in the Department of Community and Public Health.

Second thesis committee member. The second thesis committee member is selected by the student under the guidance of the thesis committee chair from faculty members in the Department of Community and Public Health.

Third thesis committee member (optional). The third thesis committee member is selected by the student under the guidance of the thesis committee chair from anywhere in the university or another institution.

Graduate faculty representative (GFR) member. The GFR is selected by the student under the guidance of the thesis committee chair from faculty members at Idaho State University but outside of the Department of Community and Public Health.

In special cases, a fourth committee member can act as a content consultant if requested by the student and approved by the Dean of the Graduate School.

Thesis Formats

A thesis involves original research that is designed to answer specific questions and to synthesize new information contributing to the understanding and solution of public health problems. The overarching principle used to determine if a thesis topic is suitable is whether an unanswered question has been identified through a thorough review of the public health literature. In addition, the topic must be manageable in scope and size. Students may use qualitative, quantitative, or mixed methods approached for their research design. The most common formats or designs for the thesis include:

Secondary data analysis. Typically a thesis utilizing quantitative methods is in the form of secondary data analysis, using an existing data set. Note that IRB approval may need to be obtained for any project that uses data gathered from human subjects. Even in cases where the data is de-identified, the thesis student must submit a “Certificate of Exemption Request” to the ISU Human Subjects Committee before data can be accessed and analyzed.

Primary data analysis. The thesis can also involve collection of data. Data collection can be in the context of an ongoing study or the student can initiate a new study involving primary data collection. All theses that use primary data collection will require approval from the ISU Human Subjects Committee. An “Application to Involve Human

General Steps

Topic approval. MPH students must select a thesis topic no later than after completing 18 credits. The student will complete the thesis topic approval form under the guidance of the thesis committee chair (Appendix E) and submit the completed form to the thesis committee chair and second committee member for approval.

Human subjects training. All students must complete human subjects training through the ISU Office of Research Integrity. The Collaborative Institutional Training Initiative (CITI) is web-

based training program that addresses research with human subjects. “Subjects in Research” must be submitted to and approved by the ISU Human Subjects Committee” before data can be collected.

Thesis proposal development. After the thesis topic has been approved, the student is allowed to register for thesis credits. The thesis committee chair will approve all thesis documents prior to distribution to other committee members.

Remember that as part of your thesis/project you are examined on public health competencies. You must address at least five competencies, of which at least three are Foundational Public Health Knowledge competencies, to an advanced/expert level at the completion of the integrative learning experience. You must identify at the start of your integrated learning experience (your thesis or project) which competencies you will address, and complete the competency check section of the form in Appendix E.

Thesis proposal defense. Once the thesis proposal is completed, the student will present the proposal to the thesis committee for approval. Once the proposal has been approved by the chair, the student will send the thesis proposal to all thesis committee members at least two weeks before the thesis proposal defense date and will coordinate a meeting for an oral presentation. A 15–20-minute presentation is expected, followed by questions from the thesis committee. After this session, the committee will vote to reach one of the following decisions (majority is needed):

- Accept the thesis proposal as is
- Accept the thesis proposal with modifications without another meeting
- Accept the thesis proposal with modifications with another meeting
- Reject the thesis proposal with further direction clarified

Final thesis preparation. After approval of the thesis proposal by the thesis committee, and before any data collection occurs, the student should submit the thesis proposal to the Human Subjects Committee (HSC) at Idaho State University for approval. Information about submission of proposals to the HSC can be found on their website (<https://www.isu.edu/research/research-outreach-and-compliance/human-subjects>).

Data collection and manuscript preparation should be completed by the student under the guidance of the thesis committee.

Final thesis defense. After the thesis manuscript is completed, the student will present the final thesis to the thesis committee for approval. The student will send the final thesis manuscript to all thesis committee members at least two weeks before the thesis defense date and will coordinate a meeting to present it orally. A 20–25-minute presentation is expected, followed by questions from the thesis committee. After this session, the committee will vote to reach one of the following decisions (majority is needed):

- Accept the final thesis as is
- Accept the final thesis with modifications without another meeting
- Accept the final thesis with modifications with another meeting
- Reject the final thesis with further direction clarified

Responsibilities of Involved Parties

Student

- Develops the thesis proposal and final thesis manuscript under the guidance of the thesis committee
- Coordinates with thesis committee members date, time and place of proposal defense and final thesis defense meetings
- Distributes thesis proposal and final thesis manuscripts to all committee members at least two weeks prior to the scheduled meeting

Thesis committee chair

- Assists and guides the student during the thesis proposal development and final thesis preparation
- Ensures that the thesis proposal and final thesis conform to the guidelines of the Graduate School and the Division of Health Sciences
- Brings paperwork for approval to thesis proposal presentation
- Conducts the thesis proposal defense and any subsequent committee meetings
- Informs in writing, using the Oral Examination Notification form, the Dean of the Graduate School, the Department Chairperson, the committee members, and the student of the time and place of the oral defense of the thesis
- Conducts the final thesis defense meeting
- Informs the student of the results of the final thesis defense and any recommendations from the committee
- Informs the MPH Director of the results of the final thesis defense
- Coordinates with other members of the committee in relation to recommended changes in the final thesis defense meeting
- Submits a change of grade form to the Graduate School to remove incomplete status (IP) of thesis credits and to document satisfactory (S) or unsatisfactory (U) completion of thesis.

Second thesis committee member

- Actively participates in the development of the thesis, and is expected to attend all meetings of the total thesis committee
- Is a voting member of the committee

Third committee member (if applicable)

Participates in the development and conduct of the thesis

- Attends all meetings of the thesis committee
- Is a voting member of the thesis committee
- Graduate faculty representative (GFR)
- Actively participate in the development of the thesis, and is expected to attend all meetings of the total thesis committee.
- Is a voting member of the thesis committee
- Collects the paperwork for final thesis defense the day before and immediately after delivers paperwork in person to the Graduate School
- Completes report per GFR policy for the Graduate School

Thesis Proposal and Final Thesis Structure

Format. The proposal and thesis should be written in the format and bibliographic style of the current edition of the American Psychological Association Publication Manual, following the Graduate School Instructions for Preparing Thesis and Dissertations for Advanced Degrees (<https://www.isu.edu/media/libraries/graduate-school/2018-Thesis-Dissertation-Manual.pdf>).

The text of the thesis should have the following sections: Chapter I: Introduction, Chapter II: Literature Review, Chapter III: Methods, Chapter IV: Results, and Chapter V: Discussion.

If approved by the thesis committee chair, the Results and Discussion sections can be replaced for a research article in a publishable format according to the journal appropriate for the topic. The thesis proposal should include Chapters I, II, and III.

Thesis Page Order Model (Meeting Graduate School requirements)

The thesis should be arranged according to the approved style manual. Samples of the copy authorization, title, and approval pages are found in the appendix of the “Thesis-Dissertation-Manual” from the graduate school (link above).

Photocopy and Use Authorization

Title page

Copyright page (if appropriate)

Committee Approval page

Human Subjects Committee Approval page (if appropriate)

Dedication (if appropriate)

Acknowledgment page/s (if appropriate)

Table of Contents

List of Illustrations (if appropriate)

List of Figures (if appropriate)

List of Tables (if appropriate)

List of Abbreviations (if appropriate)

Glossary (if appropriate)

Abstract

Text of the thesis

Chapter I: Introduction

Chapter II: Literature Review

Chapter III: Methods

Chapter IV: Results

Chapter V: Discussion

* Publishable article in place of chapters IV-V, if approved by the thesis committee chair

References

Appendixes

APPLY TO GRADUATE

Congratulations, you're getting close to finishing. There are some final steps and milestones before your degree can be awarded.

Final Program of Study

Programs of study are due the semester before your graduation. Talk with your advisor or department chair to help prepare your final program of study. Failure to submit the final program of study on time may delay your graduation.

Graduation Application

Submit a graduation application on BengalWeb. Students who miss graduation application deadlines will need to apply for the following semester.

Scheduling your defense | Thesis Defense/Oral Examination

Students who are defending a thesis must meet the deadlines set forth by the Graduate School. Students who have non-thesis defenses must defend and complete all requirements by the last day of the term. Talk to your advisor or department chair to schedule your oral exam with the Graduate School.

For additional information on graduation information, including dates and deadlines, visit the [ISU Graduate School](#).

RURAL HEALTH CERTIFICATE

The Graduate Certificate in Rural Health is a 15-credit program that is designed for graduate students and health professionals who currently practice, or intend to practice, in rural settings. The certificate's curriculum includes courses that: 1) address the public health issues in rural communities, 2) introduce students to rural health systems, and 3) give students a hands-on opportunity to partner with rural health organizations. It also offers a wide variety of electives to help students tailor their experiences to individual needs and interests.

**** The amount of credit-sharing and courses is currently being reviewed. The below information is subject to change. ****

You can share 12 credits between programs that you are currently enrolled in. This means that you can complete the rural health certificate as well as the MPH by only taking a few additional courses. See the table below for MPH courses that would qualify towards the Graduate Certificate in Rural Health, and the [Rural Health website](#) for more information.

Core Requirements (30 credits)	Credits	MPH	Rural Health Certificate
MPH 5540 - Research and Writing 1	1	X	
MPH 5507 - Rural Health Systems	3	X	XX
MPH 6601 - Applications in Epidemiology	3	X	
MPH 6602 - Biostatistics	3	X	
MPH 6604 - Social & Cultural Persp. in Public Health	3	X	X*
MPH 6605 - Leadership and Administration	3	X	
MPH 6606 - Environmental & Occupational Health	3	X	X*
MPH 6609 - Seminar in Community/Public Health	3	X	X*
MPH 6620 - Health Program Planning	3	X	X*
MPH 6640 - Research and Writing 2	2	X	X*
MPH 6660 - Health Behavior Change Theory & App.	3	X	
Integrative Learning Experience (6 credits)			
MPH 6650 (Thesis) OR MPH 6651 (Project)	6	X	
Approved MPH Electives (6 credits)			
Elective	3	X	
Elective	3		
MPH 5503 - The Rural West	3	X**	XX
MPH 5511 - Partnering for Rural Health	3	X**	XX
TOTAL		42	15

XX = course is required for the Graduate Certificate in Rural Health

X* = course could be used to count towards electives for the Graduate Certificate in Rural Health

X** = if completing the MPH and Graduate Certificate in Rural Health, only one of these courses can be counted as an elective for your MPH

* To share the credits across the MPH and the Rural Health Certificate, the credits must have a rural focus (for the starred courses, students' must deliberately choose to have a rural focus on all work).

OPPORTUNITIES FOR CONCURRENT LEARNING

The below are some other certificate and joint program options that some MPH students have chosen to take in addition to their MPH. Note that some of the certificates, and all of the joint programs, are run outside of the Department of Community and Public Health.

Addiction Studies Certificate

The Addiction Studies Certificate is a 25-credit academic certificate for those in health professions and beyond to understand addiction and how to help individuals and communities who are impacted by addiction. Coursework includes Harmful and Illicit Substances, Ethics, Chemical Dependency and the Family, Basic Counseling Skills, Case Management, Assessments for Substance Abuse Counselors, Group Skills, and more. Upon completion of this academic certificate, and coupled with 300 internship hours, students are eligible to become Substance Use Disorders Associate (SUDA) certified by The Idaho Board of Alcohol/Drug Counselor Certification (IBADCC). Upon completion of the Addiction Studies Certificate, paired with a 300-hour internship and a Bachelor's degree, students are eligible for the Certified Alcohol and Drug Counselor (CADC) certification through IBADCC. Additionally, the knowledge and skills learned through taking the Certificate will provide competency in addressing addiction-related issues for anybody working in the helping professions.

For more information and to apply see <https://www.isu.edu/publichealth/addiction/>

Certificate of Medical Anthropology

The Certificate of Medical Anthropology provides graduate students with a solid foundation in the field of medical anthropology. This certificate is designed for students in both the health and social sciences. Students pursuing degrees in the health sciences are particularly encouraged to apply. The certificate will provide students with the topical and theoretical approaches used by medical anthropologists in clinical situations and in the field of global health research. This certificate is of interest to students of the social sciences and to those students who wish to combine a clinical degree program with research in the field of social sciences and medicine.

Note that this Certificate is run through the Department of Anthropology. For more information and to apply see <https://www.isu.edu/anthropology/certificate-programs/medical-anthropology-certificates/>

Spanish for Health Care Professionals Certificate

Spanish proficiency is a "highly desirable" characteristic in applicants to almost all medical programs in the United States. Spanish for the Health Professions is designed to increase student competitiveness after graduation in both health care and post-secondary health profession programs. This program is well suited to the changing needs of Idaho and the United States residents at large. There are many possible employment opportunities in Idaho alone, from Health Care Administration and social work to banking and finance.

Note that this Certificate is run through the Department of Global Languages and Studies. For more information and to apply see <https://www.isu.edu/globalstudies/spanish-for-health-professions/graduate-certificate/>

Geriatric Certificate

ISU's Kasiska Division of Health Sciences offers the 8-credit Geriatric Certificate Program to prepare students to support the increasing older adult population with health care needs, and gain practical experience through 90 hours of hands-on educational rotation. The Geriatric Certificate Program at ISU is available online, and awards undergraduate and graduate students with a Geriatric Certificate along with their degree upon graduation.

Note that this Certificate is run through KDHS. For more information and to apply see <https://www.isu.edu/healthsciences/programs/geriatric-certificate/>

Idaho College of Osteopathic Medicine (ICOM)

There is a DO + MPH concurrent program in place between the ISU MPH program and the Idaho College of Osteopathic Medicine (ICOM). Students interested in this program must be independently admitted into each school and program. ICOM is dedicated to training high-quality osteopathic physicians prepared to care for people in the Mountain West region and beyond with an emphasis on rural, underserved areas. ICOM was conceived and established to attract a well-qualified faculty and student body, as well as to have the technical and other resources necessary to effectively train physicians for 21st Century medicine.

For more information see <https://www.icom.edu/>

APPENDIX A. PROCEDURES AND DEADLINES

PROCEDURE	DEADLINE	DATE/APPROVAL
1 Admission to Graduate School	Before enrollment. (May be admitted conditionally.)	_____
2 Meet Advisor (contact the program Director to determine who this is)	Upon arrival.	_____
3 Thesis/Project Topic Choice	Deadline will depend on the student's topic and methods. In general, it takes at least 2 semesters to complete a thesis or a project.	_____
4 Thesis/Project Proposal Meeting	Prior to data collection.	_____
5 Final Program of Study	Filed semester prior to graduating semester.	_____
6 Filing for Graduation	See current Graduate Catalog for deadline.	_____
7 Thesis/Project Completion*	Two weeks prior to scheduled oral examination.	_____
8 Oral Examinations	No later than two weeks prior to proposed graduation date.	_____

*A completed copy of the theses/project must be emailed to each committee member at least two weeks prior to Oral Examination.

APPENDIX B. MPH COURSE CHECKLIST

Core Requirements (30 credits)	Credits	Semester	Grade
MPH 5540 - Research and Writing 1	1		
MPH 5507 - Rural Health Systems	3		
MPH 6601 - Applications in Epidemiology	3		
MPH 6602 - Biostatistics	3		
MPH 6604 - Social & Cultural Persp. in Public Health	3		
MPH 6605 - Leadership and Administration	3		
MPH 6606 - Environmental & Occupational Health	3		
MPH 6609 - Seminar in Community/Public Health	3		
MPH 6620 - Health Program Planning	3		
MPH 6640 - Research and Writing 2	2		
MPH 6660 - Health Behavior Change Theory & App.	3		
<hr/>			
Integrative Learning Experience (6 credits)			
MPH 6650 (Thesis) OR MPH 6651 (Project)	6		
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Approved Electives (6 credits)			
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TOTAL	42		

The following courses are approved electives.

- MPH 5503 - The Rural West
- MPH 5511 - Partnering for Rural Health
- MPH 5599 - Experimental Course

Other courses can also be taken as an approved elective, once approved by MPH Advisor

APPENDIX C. FOUNDATIONAL KNOWLEDGE FOR MPH STUDENTS

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge
7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

APPENDIX D. COMPETENCIES FOR MPH STUDENTS

Foundational Competencies

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels

Planning & Management to Promote Health

7. Assess population needs, assets, and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs
9. Design a population-based policy, program, project, or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply leadership and/or management principles to address a relevant issue

17. Apply negotiation and mediation skills to address organizational or community challenges⁵

Communication

18. Select communication strategies for different audiences and sectors

19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation

20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Integrate perspectives from other sectors and/or professions to promote and advance population health

Systems Thinking

22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative

Concentration Competencies

1. Map and analyze resources and needs within rural health care systems

2. Identify challenges and develop strategies for addressing the unique public health systems needs in rural communities

3. Communicate technical public health information in a short written summary to a general audience

4. Demonstrate oral presentation skills to inform and persuade an audience, using current public health evidence

5. Apply theoretically based, systemic/community, interpersonal, and individual models in the planning, design, and implementation of programs

APPENDIX E. THESIS AND PROJECT TOPIC APPROVAL FORM AND COMPETENCY CHECK

Student name:

Thesis/Project chair:

Thesis/Project second committee member:

Do you plan to complete a Thesis or a Project?

Proposed Title:

When you plan to propose your thesis:

When you plan to defend your thesis:

Purpose:

Brief Description (one paragraph):

What contribution will this thesis/project make to the profession, to the institution, and to you as an individual? (one paragraph):

Competency check

As part of your thesis/project you are examined on public health competencies. You must address at least five of the below competencies to an advanced/expert level for your thesis/project. At least three of these five competencies must be from the Foundational Public Health Knowledge list (competencies 1 to 12 in section D1).

While identifying the scope of your thesis/project, please select at least five competencies, of which at least three are Foundational Public Health Knowledge competencies. Check the column on the right hand side for which competencies you will be addressing.

D1. Foundational Public Health Knowledge	
1. Explain public health history, philosophy and values	
2. Identify the core functions of public health and the 10 Essential Services	
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health	
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	
6. Explain the critical importance of evidence in advancing public health knowledge	
7. Explain effects of environmental factors on a population’s health	
8. Explain biological and genetic factors that affect a population’s health	
9. Explain behavioral and psychological factors that affect a population’s health	
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	
11. Explain how globalization affects global burdens of disease	
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)	
D2. Foundational Competencies	

Evidence-based Approaches to Public Health	
1. Apply epidemiological methods to settings and situations in public health practice	
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate	
4. Interpret results of data analysis for public health research, policy or practice	
Public Health & Health Care Systems	
5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings	
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels	
Planning & Management to Promote Health	
7. Assess population needs, assets, and capacities that affect communities' health	
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs	
9. Design a population-based policy, program, project, or intervention	
10. Explain basic principles and tools of budget and resource management ¹	
11. Select methods to evaluate public health programs	
Policy in Public Health	
12. Discuss the policy-making process, including the roles of ethics and evidence	
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations	
15. Evaluate policies for their impact on public health and health equity	
Leadership	
16. Apply leadership and/or management principles to address a relevant issue	
17. Apply negotiation and mediation skills to address organizational or community challenges	
Communication	
18. Select communication strategies for different audiences and sectors	
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation	
20. Describe the importance of cultural competence in communicating public health content	
Interprofessional Practice	
21. Integrate perspectives from other sectors and/or professions to promote and advance population health	
Systems Thinking	
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	

D4. Concentration Competencies	
1. Map and analyze resources and needs within rural health care systems	
2. Identify challenges and develop strategies for addressing the unique public health systems needs in rural communities	
3. Communicate technical public health information in a short written summary to a general audience	
4. Demonstrate oral presentation skills to inform and persuade an audience, using current public health evidence	
5. Apply theoretically based, systemic/community, interpersonal, and individual models in the planning, design, and implementation of programs	

Student name and signature

Date

Committee Chair name and signature

Date

2nd Committee Member name and signature

Date

APPENDIX F. GOALS AND OBJECTIVES OF THE MPH PROGRAM

Goal One—Instruction: To deliver an evidence-based academic program that prepares students for public health practice.

- Objective 1: The MPH faculty will deliver a public health curriculum culminating in the MPH Degree that incorporates the core competencies to perform the essential services of public health.
- Objective 2: The MPH Program will ensure that students receive adequate opportunities for practical application of learned competencies.

Goal Two —Research: To promote and support public health research and scholarly endeavor, and provide leadership in public health priorities.

- Objective 1: The MPH Program will promote and support research and other scholarly activities.
- Objective 2: The MPH Program will encourage research and leadership in addressing public health priorities.

Goal Three—Community Service: To support students and faculty in demonstrating public health leadership and contributing to public health at the local, state, and national level.

- Objective 1: MPH faculty and students will provide public health community service and activities.

Goal Four —Continuing Education: To strengthen the existing public health workforce by providing advanced skills, knowledge, and professional learning opportunities throughout Idaho

- Objective 1: The MPH Program faculty will assess the training and educational needs of the local and state public health workforce.
- Objective 2: The MPH Program faculty will develop and provide education that meets the needs of the public health professionals throughout Idaho based on the informal needs assessment conducted with the public health personnel.
- Objective 3: The MPH Program faculty will participate in developing opportunities for public health professionals to achieve skill building and professional education.

APPENDIX G. ETHICS

Graduate students are expected to conduct themselves in an ethical and professional manner. The following statements of common values (Adapted from Code of Ethics for the Health Education Profession, AAHE and SOPHE) may serve as guidance for general decision making during our professional studies.

Article I: Responsibility to the Public

Public Health Professionals:

- support the right of individuals to make informed decisions regarding health, as long as such decisions pose no threat to the health of others.
- encourage actions and social policies that support and facilitate the best balance of benefits over harm for all affected parties.
- accurately communicate the potential benefits and consequences of the services and programs with which they are associated.
- accept the responsibility to act on issues that can adversely affect the health of individuals, families, and communities.
- are truthful about their qualifications and the limitations of their expertise and provide services consistent with their competencies.
- protect the privacy and dignity of individuals.
- actively involve individuals, groups, and communities in the entire educational process so that all aspects of the process are clearly understood by those who may be affected.
- respect and acknowledge the rights of others to hold diverse values, attitudes, and opinions.
- provide services equitably to all people.

Article II: Responsibility to the Profession

Public Health Professionals are responsible for their professional behavior, for the reputation of their profession, and for promoting ethical conduct among their colleagues.

Public Health Professionals:

- maintain, improve, and expand their professional competence through continued study and education; membership, participation, and leadership in professional organizations; and involvement in issues related to the health of the public.
- model and encourage nondiscriminatory standards of behavior in their interactions with others.

- encourage and accept responsible critical discourse to protect and enhance the profession.
- contribute to the development of the profession by sharing the processes and outcomes of their work.
- are aware of possible professional conflicts of interest, exercise integrity in conflict situations, and do not manipulate or violate the rights of others.
- give appropriate recognition to others for their professional contributions and achievements.

Article III: Responsibility to Employers

Public Health Professionals recognize the boundaries of their professional competence and are accountable for their professional activities and actions.

Public Health Professionals:

- accurately represent their qualifications and the qualifications of others whom they recommend.
- use appropriate standards, theories, and guidelines as criteria when carrying out their professional responsibilities.
- accurately represent potential service and program outcomes to employers.
- anticipate and disclose competing commitments, conflicts of interest, and endorsement of products.
- openly communicate to employers, expectations of job-related assignments that conflict with their professional ethics.
- maintain competence in their areas of professional practice.

Article IV: Responsibility in the Delivery of Health Education

Public Health Professionals promote integrity in the delivery of health education. They respect the rights, dignity, confidentiality, and worth of all people by adapting strategies and methods to meet the needs of diverse populations and communities.

Public Health Professionals:

- are sensitive to social and cultural diversity and are in accord with the law, when planning and implementing programs.
- are informed of the latest advances in theory, research, and practice, and use strategies and methods that are grounded in and contribute to development of professional standards, theories, guidelines, statistics, and experience.

- are committed to rigorous evaluation of both program effectiveness and the methods used to achieve results.
- empower individuals to adopt healthy lifestyles through informed choice rather than by coercion or intimidation.
- communicate the potential outcomes of proposed services, strategies, and pending decisions to all individuals who will be affected.

Article V: Responsibility in Research and Evaluation

Public Health Professionals contribute to the health of the population and to the profession through research and evaluation activities. When planning and conducting research or evaluation, Public Health Professionals do so in accordance with federal and state laws and regulations, organizational and institutional policies, and professional standards.

Public Health Professionals:

- support principles and practices of research and evaluation that do no harm to individuals, groups, society, or the environment.
- ensure that participation in research is voluntary and is based upon the informed consent of the participants.
- respect the privacy, rights, and dignity of research participants, and honor commitments made to those participants.
- treat all information obtained from participants as confidential unless otherwise required by law.
- take credit, including authorship, only for work they have actually performed and give credit to the contributions of others.
- who serve as research or evaluation consultants discuss their results only with those to whom they are providing service, unless maintaining such confidentiality would jeopardize the health or safety of others.
- report the results of their research and evaluation objectively, accurately and in a timely fashion.

Article VI: Responsibility in Professional Preparation

Those involved in the preparation and training of Public Health Professionals have an obligation to accord learners the same respect and treatment given other groups by providing quality education that benefits the profession and the public.

Public Health Professionals:

- select students for professional preparation programs based upon equal opportunity for all, and the individual's academic performance, abilities, and potential contribution to the profession and the public's health.
- strive to make the educational environment and culture conducive to the health of all involved, and free from sexual harassment and all forms of discrimination.
- involved in professional preparation and professional development engage in careful preparation; present material that is accurate, up-to-date, and timely; provide reasonable and timely feedback; state clear and reasonable expectations; and conduct fair assessments and evaluations of learners.
- provide objective and accurate counseling to learners about career opportunities, development, and advancement, and assist learners to secure professional employment.
- provide adequate supervision and meaningful opportunities for the professional development of learners.

APPENDIX H. CAMPUS RESOURCES

[Academic Success Center](#)

[Alumni Association](#)

[American Indian Tuition Fee Program](#)

[Art Galleries and Events](#)

Associated Students of Idaho State University

The Associated Students of Idaho State University (ASISU) is committed to providing effective student participation and representation in all areas of student life, that we may participate in the improvement of educational programs, co-curricular activities, and services, and advance the common interests and concerns of the student body.

[Association of Black Professionals](#)

[Athletics](#)

[Benny's Pantry](#)

Benny's Pantry seeks to alleviate food insecurity where it exists at ISU through the distribution of free food assistance. The pantry's two locations are located in Pocatello and Idaho Falls.

[Bengal Pharmacy](#)

[Bengal Theater](#)

[Bengal Web](#)

[Bookstore](#)

[Center for New Directions](#)

The Center for New Directions assists men and women in transition to overcome personal and economic barriers to education and employment, to access training programs and job opportunities, and to become personally and economically self-sufficient.

[College of Health](#)

[Computer Lab Directory](#)

A list of all computer labs and related information for the Pocatello Campus, Idaho Falls Campus, and the Sam and Aline Skaggs Health Science Center in Meridian.

[Copy Center](#)

[Dining and Food Options](#)

[Directory](#)

[Diversity Resource Center](#)

[Division of Health Sciences](#)

[Educational Technology Services](#)

Located on the lower level of the Eli M Oboler Library, Educational Technology Services provides ISU faculty and staff access to a variety of instructional and communications technologies along with professional assistance.

[Gender Center](#)

[Health Center](#)

[Idaho Center for Health Research](#)

[Information Technology Services](#)

[Institute of Rural Health](#)

[ISU University Libraries](#)

[Idaho Health Sciences Library](#)

[Eli M. Oboler Library - Pocatello](#)

Phone: (208) 282-2958

Physical address:

850 S. 9th Avenue

Pocatello, Idaho 83209

[ISU Library - Meridian](#)

Phone: (208) 373-1817

Physical address:

1311 E. Central Drive

Meridian, Idaho 83642

[ISU Library - Idaho Falls](#)

Phone: (208) 282-7906

Physical address:

1784 Science Center Drive
Room 225

Idaho Falls, Idaho 83402

[Mail Center](#)

[Moodle](#)

[Native American Student Service Center](#)

[Research](#)

[Ombuds Program](#)

[Outdoor Adventure Center](#)

[Parking](#)

[Qualtrics](#)

[ROTC \(Reserve Officers' Training Corps\)](#)

[Single Parent Student Assistance Program](#)

[Stephens Performing Arts Center](#)

[Stress Management and Biofeedback](#)

[Student Affairs Departments](#)

[Advising](#)

[Admissions](#)

[Bennion Student Union - Idaho Falls](#)

[Campus Recreation](#)

[Career Center](#)

[Counseling and Testing](#)

Counseling and Testing Service offers individual counseling, group counseling, and biofeedback services. All clinical services are free of charge and students do not require medical insurance to seek our services. If your concerns require resources or competencies other than what we can provide, we will refer you to appropriate services, which may be in the community.

Pocatello: (208) 282-2130 | Idaho Falls: (208) 282-7750 | Meridian: (208) 373-1732

If you are in urgent need, please call the crisis line 1-800-273-TALK(8255)

If your concerns are life threatening, call 911.

[Dean of Students](#)

Student Care and Assistance

Student Conduct

Advocacy Services

[Disability Services](#)

The mission of Disability Services (DS) is to increase equal access and opportunities to all programs and services sponsored or funded by Idaho State University. DS is dedicated to creating an accessible environment for students, employees, and community members with disabilities.

[Early Learning Center](#)

The Early Learning Center (ELC) seeks to support ISU students in their pursuit of higher education by providing quality child care for their children as well as for those of faculty, staff, and community members.

[Equity & Inclusion](#)

The Office of Equity and Inclusion strives to create an environment where all individuals feel welcome and safe. A campus where every student is treated with dignity and respect.

[Financial Aid](#)

[Housing](#)

[International Programs Office](#)

[Registrar's Office](#)

[Pond Student Union](#)

[Scholarships](#)

[Student Leadership and Engagement Center](#)

[Trio Student Services](#)

[Veterans Student Service Center](#)

[Student Expression](#)

[New Student Orientation](#)

[University Tutoring](#)

University Tutoring provides FREE academic support for all Idaho State University students currently enrolled in courses.

Math Support

Writing Support for any paper in any class, scholarship essays, and more

Content Support for a wide variety of courses

[Wellness Center](#)

APPENDIX I. EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

Idaho State University is committed to providing a positive education for all students. The university has a legal and ethical responsibility to ensure that all students and employees can learn and work in an environment free of harassment and discrimination. It is the ISU policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, age, or disability. This policy applies to all programs, services, and facilities, and includes, but is not limited to, recruitment, applications, admissions, and access to programs, services, and employment. For additional information and specific contact information, see:

<https://www.isu.edu/aaction/>.

The Office of Equity and Inclusion strives to create an environment where all individuals feel welcome and safe. A campus where every student is treated with dignity and respect.

The University is committed to creating and maintaining a learning environment that is free of discrimination and harassment against an individual on the basis of that person's race, color, religion, gender, age, sexual orientation, national origin, ancestry, physical or mental disability, or veteran status. Harassment and discrimination will not be tolerated and should be reported to the Office of Equity and Inclusion.

Office of Equity and Inclusion
Rendezvous Bldg. Rm. 151C
921 S. 8th, Stop 8315
Pocatello, ID. 83209
(208) 282-3964
FAX (208) 282-5829

ISU Policies, Guides, and Forms

[Sexual Orientation and Gender Identity Policy](#)

[Policy on Equal Opportunity, Harassment and Non-discrimination](#)

[Relationship Violence Policy Guide](#)

[Sexual Assault Policy Guide](#)

[Stalking Policy Guide](#)

[Student Conduct Code](#)

[Equal Opportunity and Affirmative Action Policy](#)

Title IX

ISU is committed to providing a safe educational and work environment. As a university community, we value compassion and the safety of all employees and students. Sex- and gender- based discrimination (including sexual harassment, sexual violence, dating/domestic violence, and stalking) limit access to education and work opportunities. ISU will follow the guidelines set forth in Title IX of the Education Amendments of 1972 to stop, remedy, and prevent negative effects of sex- and gender-based discrimination.

ISU is dedicated to ensuring a prompt, effective, and compassionate response to any report of sex- or gender-based discrimination. To report possible discrimination, ask questions, or communicate concerns, contact the ISU Title IX Coordinator at 208-282-1439.

To report online, use the [secure online incident form](#)

For more information, visit the [Title IX Office](#).

Request for Religious Accommodations in the Classroom

Idaho State University is required to reasonably accommodate a student's sincerely held religious belief which conflicts with an academic requirement, unless providing the accommodation would create an undue hardship to the University