

COLLEGE OF PUBLIC HEALTH AND HUMAN SCIENCES

Health Promotion & Health Behavior

MPH Handbook

2016-2017



Oregon State
UNIVERSITY

MPH Health Promotion & Health Behavior Option

Student Handbook

2016-2017

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Welcome to the College of Public Health and Human Sciences. Built on a strong foundation of public health – biostatistics, epidemiology, social and behavioral sciences, health policy and management, and environmental health sciences – the College takes a holistic approach to disease prevention and health promotion.

Our College Vision

To ensure lifelong health and well-being for every person, every family, every community.

Our College Mission

Inspired by our mission as a leading land-grant university, we create synergy in teaching, research and outreach to develop the next generation of globally minded public health and human sciences professionals. Through interdisciplinary research and innovative curricula, we advance knowledge, policies and practices that improve population health in communities across Oregon and beyond.

Our College Values

We share the values that guide Oregon State University: Accountability, Diversity, Respect, Responsibility and Truth. To these values, we add our dedication to:

- **Health:** We are committed to advancing lifelong health and well-being for all.
- **Care and Compassion:** With compassion and understanding, we commit to caring for ourselves and others.
- **Innovation:** We embrace innovative approaches to addressing challenges and opportunities.
- **Continuous Improvement:** We continually strive toward high standards by optimizing individual and collective strengths.
- **Cooperation and Collaboration:** We promote a collegial learning and work environment that encourages cooperation, collaboration and active participation.

In the Health Promotion & Health Behavior option, students will gain an understanding of the role of behavioral and social influences in public health and learn to apply the principles and practices of health promotion and behavior to address current and emerging public health problems.

Health Promotion & Health Behavior students learn to:

- Recognize and analyze health priorities,
- Assess community needs and develop strategies for diverse populations,
- Plan, develop, implement and evaluate prevention and intervention programs,
- Communicate health risks to mobilize community resources, and
- Develop, analyze and promote policies that reduce risk and facilitate health.

IMPORTANT: In addition to this handbook, MPH students must reference the MPH Student General Handbook for information pertaining to policies which apply to ALL students.

GRADUATE SCHOOL: As an MPH student, you must also follow the guidelines and policies of OSU's Graduate School. You will obtain your Program of Study form from the Graduate School. Additionally, the Graduate School offers many activities and enrichment opportunities to further your professional development. (<http://gradschool.oregonstate.edu/>)

Health Promotion & Health Behavior Specific Requirements

A. Option Competencies

Upon satisfactory completion of the MPH in the Health Promotion & Health Behavior option, students should be able to:

1. Apply theory in the development, implementation, and evaluation of health promotion interventions, programs, and policies.
2. Develop interventions and programs to effect change at multiple levels, including individual, community, organizations, and policy.
3. Design and implement strategies to promote health.
4. Solicit and integrate input from community and organization stakeholders.
5. Design and deliver health communication messages.

6. Evaluate and interpret results from program evaluations and other research.
7. Define research problems, frame research questions, design research procedures, and outline methods of analysis.
8. Apply ethical principles that govern the practice of Public Health.
9. Enact cultural competency in diverse social and cultural communities.
10. Develop a substantive area of emphasis.

B. Option Degree Requirements

To complete the MPH degree in the Health Promotion & Health Behavior option, students must have a total of at least 59 approved credit hours and successfully complete a final oral exam. These credits include:

- Public Health Core Courses 17
- Required Option Courses 16
- Electives 20
- Field Experience (Internship) 6

C. Suggested Course Sequence

| Course # | Title | Recommended Sequence | Credits |
|--|--|----------------------|-----------|
| Public Health Required Core Courses | | | 17 |
| H 512 | Introduction to Environmental & Occupational Health Sciences | Fall / Yr 2 | 3 |
| H 524 | Introduction to Biostatistics | Fall / Yr 1 | 4 |
| H 525 | Principles of Epidemiology | Fall / Yr 2 | 4 |
| H 533 | Health Systems Organization | Fall / Yr 2 | 3 |
| H 571 | Principles of Health Behavior | Fall / Yr 1 | 3 |
| Required Option Courses | | | 16 |
| H 515 | Research Methods in Social and Behavioral Health Sciences | Fall / Yr 1 | 3 |
| H 549 | Mass Media and Health | Winter/ Yr 1 | 3 |
| H 572 | Community Organization for Health Promotion and Education | Spring / Yr 1 | 3 |
| H 575 | Evaluation of Health Promotion and Education Programs | Winter / Yr 1 | 3 |
| H 576 | Program Planning/Proposal Writing in Health/Human Services | Spring / Yr 1 | 4 |
| Electives | | | 20 |
| See below | | | |

| | | | |
|-------------------------|-------------------------------|---------------|-------------|
| Field Experience | | | 6 |
| H510 | Field Experience (Internship) | Yr 2 | 6 |
| Final Oral Exam | | | Pass |
| | Final Oral Exam | Spring / Yr 2 | |

All students are required to take 20 elective credits; a subset of these elective courses should focus on an area of emphasis. All students must develop an area of emphasis by completing additional coursework from within and outside the College and by focusing the content of their work in courses on topics of interest. Elective coursework complements the required coursework and allows students to gain additional knowledge and skills of relevance to health promotion and health behavior. Examples of possible areas of emphasis are listed below; this is not an exhaustive list. Students can discuss the development of other areas with their advisor. In addition, students may combine coursework in multiple areas.

- Biostatistics and/or Epidemiology
- Chronic Disease Prevention & Control
- Cross-Cultural Health Promotion
- Environmental and Occupational Health & Safety
- Family, Child, and Adolescent Health
- Global Health Promotion
- Health and Aging
- Health Disparities and/or Vulnerable Populations
- Integrated Health Behavior
- Physical Activity and/or Nutrition
- Research Methods & Evaluation
- Sexual Health
- Women's Health

D. Program of Study

As a graduate student, you must file a Program of Study with the Graduate School. The Program of Study is developed under the guidance of the advisor. The form is available online in the Graduate School:

http://oregonstate.edu/dept/grad_school/forms.php.

By the end of your first term, meet with your advisor to discuss your chosen area of focus and plan your elective courses to be taken in subsequent terms. At least 15 weeks before your Final Oral Examination, complete your

entire Program of Study, and have it approved/signed by your advisor and School Head before submitting to the Graduate School.

E. Field Experience / Internship (H510)

The field experience internship is a 200-hour professional internship where knowledge from coursework is applied in a real-world setting. This is your opportunity to apply your existing skills and learn new ones by working within the field of health promotion and health behavior.

The MPH Internship Coordinator has a database that contains data on field experience sites utilized by students. The database contains information about different opportunities including: agency background information, contact information, specialty option(s) served, and the number of students placed each year.

The internship planning process is described in details at:

<http://health.oregonstate.edu/degrees/graduate/public-health/h510-mph-internship>.

Andy Chuinard is the MPH Internship Coordinator (Telephone: 541-737-4891 Email: Andrew.Chuinard@oregonstate.edu). You will work with him and your advisor as you prepare for your internship.

MPH Program Minimum Standards for Internship

In addition to meeting the professional experience criteria, all MPH internship experiences must meet the following:

- Preceptor experience: Preceptor may not be program faculty member or advisor. Preceptors must have public health credentials or appropriate health related credentials and experience to provide appropriate mentorship/supervision in your learning experience. All site preceptors and sites will be assessed on a case by case basis.
- Competency-based: Internship must meet option and student-specified competencies. Competencies and scope of the internship scope are pre-approved by advisor and MPH Internship Coordinator. Competency mastery is evaluated by both student and preceptor.
- Community or population focus: Internship experience is a professional experience within a public or private sector organization that can influence workplace, community, or population health.

- Duration: Minimum of 200 practice hours (6 units)

F. Minimum Standards for Internship

In addition to meeting the MPH Program Minimum Standards for internships, students in the Health Promotion & Health Behavior option must meet the following requirements:

- Students will have completed all or most of the required courses before beginning an internship and have written consent from their faculty advisor.
- Students must complete an Application and Learning Contract, Advisor Approval Form, Internship Coordinator Signature Form, Preceptor Signature Form, and Request for "To Be Arranged" Course Form which must be received by the MPH Internship Coordinator prior to the start of internship.

As part of their internship applications, students work with the MPH Internship Coordinator to:

- Develop appropriate learning competencies for the internship and document them in the internship application,
- Describe how their area of emphasis, internship, and career objectives are connected,
- Demonstrate that the placement is competency-based including opportunities to develop option competencies, and
- Seek placements in public and/or private sector organizations with qualified preceptors in the area of health promotion and health behavior.

Students must maintain an ongoing internship/organizational experience journal, submit bi-weekly progress reports, a final summary of their work in the practice setting, and an evaluation of the internship site. These reports must be submitted to the MPH Internship Coordinator.

Preceptors must evaluate the degree to which students accomplished the stated individual and option learning competencies, using a Likert-scale instrument provided in the MPH Student General Handbook. This evaluation form must be submitted to the MPH Internship Coordinator.

G. Culminating Experience - Final Oral Exam

All MPH students must complete a final oral examination. All required coursework and the internship must be completed before taking the exam; students must have consent from their faculty advisors to complete the exam concurrently with required coursework or internship. It is the responsibility of the student to meet and discuss these requirements with their faculty advisor. All deviations from policy must be approved by the Program Coordinator.

Purpose

The Graduate School requires all students in a graduate degree-seeking program to participate in a final oral examination. The purpose of the oral examination is to provide students with an opportunity to integrate their educational experiences and draw from coursework and the internship to respond to substantive, methodological, and theory-based questions. In conjunction with the internship, the exam is designed to test the option competencies and to provide the student an opportunity to assess their mastery of the competencies.

Committee

The exam committee will be comprised of three faculty members, including the student's advisor, a second member from the Health Promotion & Health Behavior faculty, and a third committee member from the Health Promotion & Health Behavior faculty or other faculty of the College. Students should discuss the procedure for creating committees with their faculty advisor or the Program Coordinator.

Format

Students will comprehensively address a Public Health problem and will be given two weeks to prepare a presentation that demonstrates how they will approach and solve the stated problem. Chronologically, the process should be as follows:

- Upon completion of coursework and with permission from their faculty advisor, the student will request to schedule the final examination. Students must schedule a two-hour time block with their committee and with the Graduate School.

- Exactly two weeks before the exam date, students must discuss and get approval from their faculty advisor as to the selection of their problem or issue; the advisor will assign the target population (see final exam rubric and more detailed instructions for the exam on pgs. 11-14). The student will have two weeks to address the questions and prepare a presentation.
- During the exam the student will be given 30-40 minutes to present their response to the problem; the presentation should be given using PowerPoint or similar technology and will be open to all who wish to attend. At the conclusion of the presentation, the guests will be asked to leave and the examination will continue with questioning from the committee. No other materials can be brought to the exam other than the presentation.

The entire culminating experience will last approximately two hours.

Assigning Grade

Students will be assigned a “pass” or “fail” grade. A grade of “pass” means that the student has met or exceeded expectations in 8 of the 10 competencies, as well as met or exceeded expectations for the oral presentation. More than two competencies receiving unsatisfactory critiques from all committee members will warrant a fail on the exam. If the student receives a grade of “fail” on their examination, the student can seek specific feedback from the faculty advisor. Failure of the examination may result in additional coursework, remedial assignments or readings, prior to retaking the examination. Students will be allowed *one* retake of the examination, which will follow the same procedures as above. The examination may be retaken no sooner than 10 weeks (one full academic term) after the date of the failed exam.

If the student fails the second oral examination, the student will be terminated from the MPH program.

The rubric on the following page will be followed in the critique of the student’s performance.

Final Exam Rubric

| Competency | Unsatisfactory | Satisfactory | Exceptional |
|--|--|---|---|
| Apply theory in the development, implementation, and evaluation of health promotion interventions programs, and policies. | <i>Has little understanding of how theory is used and has difficulty describing theories.</i> | <i>Can describe Health Behavior Theories and has an adequate level of knowledge to apply them.</i> | <i>Thoroughly understands theories used in health behavior change and can easily explain and describe how they are used in Health Promotion practice.</i> |
| Develop interventions and programs to effect change at multiple levels, including individual, community, organizations, and policy. | <i>Unable to articulate clearly what is involved in developing an intervention.</i> | <i>Can describe clearly and accurately what is needed to develop an intervention but needs some prompting to do so.</i> | <i>Can describe and give examples of interventions as well as provide details of how to develop and implement new HP interventions.</i> |
| Design and implement strategies to promote health. | <i>Unable to describe basic strategies for the promotion of health.</i> | <i>Can describe how to design and implement strategies with some prompting.</i> | <i>Can describe accurately how to design and implement strategies and does so with confidence and professionalism.</i> |
| Solicit and integrate input from community and organization stakeholders. | <i>Has difficulty with concepts, theories and practices that would include the participation of the community.</i> | <i>Can adequately discuss how to integrate community input with planning and program development.</i> | <i>Clearly articulates and gives examples of how best to solicit community input in the community-organizing process. Has a thorough understanding of how models work in the process.</i> |
| Design and deliver health communication messages. | <i>Unable to describe what makes a good health message.</i> | <i>Can articulate what constitutes a good health message and how best to deliver them.</i> | <i>Thoroughly understands and can describe in detail what goes into creating and delivering effective health messages in a variety of settings.</i> |
| Evaluate and interpret results from program | <i>Has difficulty understanding and relaying</i> | <i>Has a basic understanding of research and how</i> | <i>Has a thorough understanding and can effectively</i> |

| | | | |
|---|---|--|---|
| evaluations and other research. | <i>information from other research that might support addressing a health problem.</i> | <i>it supports addressing a health problem.</i> | <i>communicate to others the results of research that aids the development and structure of health promotion interventions to address a health problem.</i> |
| Define research problems, frame research questions, design research procedures, and outline methods of analysis. | <i>Has little understanding of how to design a research project.</i> | <i>Has a basic understanding of how to design research to address a health problem.</i> | <i>Has a thorough grasp of how to set up a research project that would answer a specific question to address a health problem.</i> |
| Apply ethical principles that govern the practice of Public Health | <i>Does not understand ethical principles.</i> | <i>Can name and describe different ethical principles and how they work.</i> | <i>Thoroughly understands the value and use of guiding practice with ethical principals in addressing health problems.</i> |
| Enact cultural competency in diverse social and cultural communities. | <i>Has difficulty using inclusive language and does not speak to diversity in relation to problem.</i> | <i>Identifies ways to address a diverse audience and actively seeks to ask questions that will address the issues of cultural difference with respect to the health problem.</i> | <i>Clearly identifies issues that might be different for diverse populations and suggests culturally appropriate solutions to these issues.</i> |
| Develop a substantive area of emphasis. | <i>Does not present in a way that is clear and understandable and shows little knowledge of a substantive area of emphasis.</i> | <i>Organized and able to articulate ideas effectively related to area of emphasis.</i> | <i>Has a clear grasp of a specific area of emphasis and can easily and effectively integrate this knowledge in answering the exam questions.</i> |
| Oral Presentation | <i>Cannot present understandable and accurate information.</i> | <i>Can accurately present material in a well-organized manner.</i> | <i>Can communicate easily and effectively the material prepared in a well-organized and professional presentation.</i> |

Detailed Instructions for the MPH Final Oral Examination

Catalog Year 2016-2017

The purpose of the oral examination is to provide you with an opportunity to integrate your educational experiences and draw from coursework and the internship to respond to substantive, methodological, and theory-based questions. In conjunction with the internship, the exam is designed to assess your mastery of the Health Promotion & Health Behavior option competencies.

General Instructions

- Your presentation should address all program competencies where relevant.
- Not all presentations will address every component of every competency, but you might be asked about areas not covered in your presentation in the follow-up questions from the committee.
- Prepare a PowerPoint presentation (or similar technology) following guidelines for professional presentations.
- Your presentation should be about 30-40 minutes in length.
- You may not use any notes, note cards, or other materials except for the PowerPoint slides. You may not include notes in the “notes” section of your PowerPoint presentation.
- The presentation is open to all who wish to attend.
- Q&A will follow.

NOTE: Refer to the option competencies and the evaluation rubric for the final oral exam to guide you in preparing your presentation.

Specific Questions:

- Choose a Public Health problem or issue amenable to social and/or behavioral modification. Exactly two weeks before your exam date, discuss and get approval from your advisor as to the selection of your problem or issue before proceeding. Once you have your advisor’s approval, your advisor will assign the target population.
- Provide a scientific rationale for intervening with the target population (e.g., surveillance data, national or local data describing the level of the problem, etc.). If there are gaps in the data relevant to the target population, provide a description of how you might collect additional data to support the work you are proposing.

- Define the target population.
- Discuss development of a new program/intervention or adaptation of an existing evidence-based program/intervention to address the problem, covering the following points:
 - Theory that is being used to support the program
 - Community participatory components of development and implementation
 - Description of the program/intervention and the expected outcomes (e.g., What are the specific goals of the program? What are the components of the program? What strategies will be used to promote health? What will be modified as a function of the program being delivered?)
- Discuss implementation of the program:
 - What will you do to facilitate implementation?
 - Where would you implement the program to obtain good population coverage?
 - What kind of staff might you need?
- Discuss how you would evaluate the program:
 - How you might include community in evaluation development?
 - What would be a good study design? What would the limitations of this design?
 - How would you collect your data?
 - What might your short and long term evaluation outcomes at the individual or community level look like, and what might you assess to determine if there was improvement at the population level
 - Analysis: What is your unit of analysis, and what kinds of statistics might you use?
- Discuss implications and present conclusions.

Contact Information

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