

Request for Graduate Addition, Deletion, or Change of a Major or Degree

NOTE: Before you submit a request for a new Major or Degree, you must submit an INTENT TO PLAN form. Only after the INTENT TO PLAN goes through the approval process are you ready to submit this request for a new Major or Degree. For detailed information on new programs please see: <http://wvhepcdoc.wvnet.edu/resources/133-11.pdf>.

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one PDF copy without signatures to the Graduate Council Chair.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COHP

Dept/Division: Graduate Program in Public Health

Contact Person: William Pewen

Phone: 696-3743

Degree Program MPH

Check action requested: Addition Deletion Change

Effective Term/Year

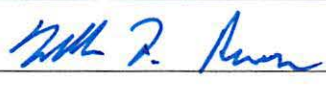

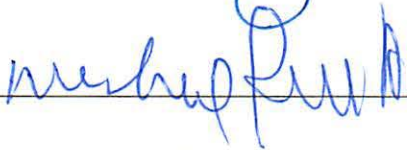
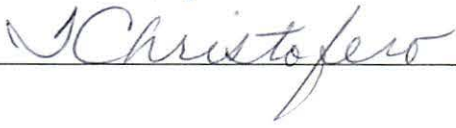
Fall 20

Spring 20

Summer 20

Information on the following pages must be completed before signatures are obtained.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head 	Date <u>10/27/15</u>
College Curriculum Chair 	Date <u>11-4-15</u>
College Dean 	Date <u>11-6-15</u>
Graduate Council Chair 	Date <u>12-8-15</u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____
Board of Governors Approval _____	Date _____

Request for Graduate Addition, Deletion, or Change of a Major or Degree-Page 2

Please provide a rationale for addition, deletion, change: (May attach separate page if needed)

The original MPH program as submitted was deficient in a number of respects regarding current accreditation standards. First, not all core competencies were addressed in the curriculum. A capstone must also be provided separate from either practicum or thesis. The program also faced an accreditation problem due to a minimum core faculty assignment which was not met. Other accreditation requirements would ensue under a 2.5 GPA threshold.

We note that accrediting agency-recommended cross cutting competencies were absent, such as public health biology, ethics, global health, and informatics. We noted not only these deficiencies, but an absence of sufficient seminar training to prepare students, as well as the lack of research or evaluation training - as serious deficit as research efforts expand. The CEPH accreditation process specifies program development with students in place, and one responsive to the needs of students, our region, and employers. We consequently dynamically developed a two track curriculum which serves a broader range of student needs - critical to our region.

Please describe any changes in curriculum:

List course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change. (May attach separate page if needed)

Attached

1. ADDITIONAL RESOURCE REQUIREMENTS: If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this major or degree, attach an estimate of the time and money required to secure these items.

NOTE: Approval of this form does not imply approval for additional resources. Enter NONE if not applicable.

This program operates under pro forma model and resources fit within the projected model. We anticipate long term surpluses in revenues which will aid other programs.

2. NON-DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them. Enter NONE if not applicable.

NONE. Of 24 courses, 18 already in place, and six in submission are public health specific.

For catalog changes as a result of the above actions, please fill in the following pages.

Request for Graduate Addition, Deletion, or Change of a Major or Degree-Page 3

3. Current Catalog Description

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change.
(May attach separate page if needed)

Page attached (propose replacement)

4. Edits to the Current Description

Attach a PDF copy of the current catalog description prepared in MS WORD with strikethroughs to mark proposed deletions and use the highlight function to indicate proposed new text.

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5. New Catalog Description

Insert a 'clean' copy of your proposed description, i.e., no strikethroughs or highlighting included. This should be what you are proposing for the new description. (May attach separate page if needed)

Page attached.

Request for Graduate Addition, Deletion, or Change of a Major or Degree-Page 5

Please insert in the text box below your change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Major or Degree:

Type of Change: (*addition, deletion, change*)

Rationale:

Department: Graduate Program in Public Health

Major or Degree: MPH

Type of Change: Change

Rationale: Response to accreditation requirements. In addition, these better serve the needs of the students, university and our region.

Required for all

- PH 601 Introduction to Public Health (1)
- PH 602 Public Health Biology (2)
- PH 611 Epidemiology (3)
- PH 621 Statistical Methods I (3)
- PH 631 Environmental Health (2)
- PH 641 Social and Behavioral Aspects of Public Health (2)
- PH 651 Public Health Services (2)
- PH 655 Introduction to Health Care Policy (3)
- PH 686 Health Informatics and Technology (3)
- PH 692 Seminar (1)
- PH 693 Public Health Law and Ethics (3)
- PH 694 Practicum (1-3)
- PH 696 Capstone (2)

Required in Global & Community Health

- PH 642 Health Communication (2)
- PH 661 Chronic Disease (3)
- PH 662 Control of Infectious Disease (3)
- PH 671 Community Health (3)
- PH 672 Global Health (3)

Required in Research, Evaluation and Policy (REP)

- PH 615 Health Systems Research (3)
- PH 616 Clinical Trials (3)
- PH 617 Methods in Applied Comparative Study (3)
- PH 622 Statistical Methods II (2)
- PH 656 Topics in Health Policy (3)

Optional for all

- PH 695 Research (1-3)

Year 3 Term 8 Fall III (6 weeks didactic; 12 weeks clinical)

- PT 757 Professional Practice VI
- PT 777 Clinical Application Seminar & Experiences (CASES) VII
- PT 785 Health Promotion and Nutrition
- PT 788 Rehabilitation Considerations
in Select Patient Populations III
- PT 792 Clinical Internship II

Total Fall III 12**Year 3 Term 9 Spring III (1 week didactic; 15 weeks clinical)**

- PT 767 Evidence Based Practice VI
- PT 793 Clinical Internship III

Total Spring III 9**PUBLIC HEALTH, M.P.H.****Program Description**

The master's degree in Public Health provides students with a high quality education and training that will make them valuable employees in today's public health care enterprises. The program provides multidisciplinary education and training in the organization, technical, and clinical-medical aspects of public health.

Admission Requirements

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website: www.marshall.edu/graduate/admissions/how-to-apply-for-admission.

Students may enter the program in three ways: 1) at the completion of a bachelor's degree, 2) by transfer from another accredited university or school of higher learning, or 3) after the junior year of a B.S. degree with permission of the program director/chair (Marshall University students only). Specifically, a student who desires admission as a degree-seeking graduate student must have an overall undergraduate Grade Point Average of at least 2.5 on a 4.0 scale.

Degree Requirements

The Master of Public Health requires at least 4 semesters of coursework, including a capstone, or practicum, experience. The total number of credits includes at least 43 post-baccalaureate hours of study. A cumulative Grade Point Average of 3.0 must be maintained throughout the program.

Year One*Fall*

- BSC 517 Biostatistics.....
- MIS 578 Management Information Systems
- PH 610 Introduction to Public Health Seminar
- PH 620 Public Health Issues

Total for semester 10 hrs.*Spring*

- HCA 600 The Health Care System
- HCA 659 Health Care for Rural and Underserved Populations
- CMM 574 Health Communications

Total for semester 9 hrs.

Year Two

Fall:

- PH 660 Environmental Public Health
- DTS 670 Advanced Medical Nutrition Therapy
- PH 650 Health Promotion and Disease Prevention

Total for semester 9 hrs.

Spring

- PH 690 Community Health.
- HCA 657 Health Care Law and Public Policy
- PH 678 Principles of Epidemiology in Public Health.

Total for semester 9 hrs.

Summer

- PH 691 Master of Public Health Practicum

Total for semester 6 hrs.

Total Hours Required for Graduation 43 hrs.

PUBLIC HEALTH, M.P.H.

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Year One

Fall

~~BSC 517 Biostatistics.....~~

~~MIS 578 Management Information Systems~~

~~PH 610 Introduction to Public Health Seminar~~

~~PH 620 Public Health Issues~~

~~Total for semester..... 10 hrs.~~

Spring

~~HCA 600 The Health Care System~~

~~HCA 659 Health Care for Rural and Underserved Populations~~

~~CMM 574 Health Communications~~

~~Total for semester..... 9 hrs.~~

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Year Two

Fall:

~~PH 660 Environmental Public Health~~

~~DTS 670 Advanced Medical Nutrition Therapy~~

~~PH 650 Health Promotion and Disease Prevention~~

~~Total for semester..... 9 hrs.~~

Spring

~~PH 690 Community Health.~~

~~HCA 657 Health Care Law and Public Policy~~

~~PH 678 Principles of Epidemiology in Public Health.~~

~~Total for semester..... 9 hrs.~~

Summer

~~PH 691 Master of Public Health Practicum~~

~~Total for semester..... 6 hrs.~~

~~Total Hours Required for Graduation..... 43 hrs.~~

PUBLIC HEALTH, M.P.H.

Program Description

The Master of Public Health degree provides education and training to equip students for broad range of careers including work in public health practice, research and policy. Two concentrations are offered with a common core comprised of training in not only fundamental public health subjects (including epidemiology, biostatistics, environmental health, sociobehavioral factors, and public health services), but also addressing critical cross-cutting competencies.

Students may elect one of two concentrations. Specialization in *Global and Community Health (GCH)* provides training focused on the critical need for community health professionals skilled in risk assessment, education, intervention, and program management - particularly in communities facing high disease burdens and limited resources. A second concentration in *Research, Evaluation and Policy (REP)* is designed to train health professionals with advanced training in research methods, biostatistics, analysis, and health policy to equip graduates to help produce systemic improvements in care delivery and value.

Admissions

Students may be admitted to study for either fall or spring semester; however, spring matriculation for study in *Research, Evaluation and Policy* is made only exceptional circumstances. Limited credit (6 hours maximum) may be granted to students transferring from CEPH-accredited programs.

Applicants must follow the admissions process at the Graduate Admissions website at www.marshall.edu/graduate/admissions/how-to-apply-for-admission. Specific additional program requirements include:

- Admitted students must hold a bachelor's degree from an accredited college or university with a minimum undergraduate grade-point average of 3.0 on a 4.0 scale. Waivers to the requirement may be made in exceptional circumstances, such as when prior satisfactory graduate school performance has been demonstrated.
- Applicants must submit scores for either the Graduate Record Examination (GRE), or from an alternative doctoral level health professions examination (MCAT, PCAT) administered within five years. Applicants holding either doctoral level health practice degree, or J.D. are exempt from the standardized exam requirement.
- Submission of three (3) letters of recommendation. At least two must from previous faculty if the applicant has engaged in full-time post-secondary study in the previous five years.
- Resume of work history or curriculum vitae, to describe both post-secondary work and study.
- Personal statement not to exceed two pages in length.

Applications are evaluated on a competitive basis, and individual interviews may be utilized in the admissions process.

Degree requirements

The Master of Public Health requires 44 hours of coursework. First Year students gain a strong foundation in a broad core curriculum, and are prepared for rotations and employment experiences in just two semesters.

Practicum training is complemented by a Second Year capstone comprised of a comprehensive exam coupled with either a manuscript or a research thesis. The program may be completed in 4 semesters. In addition, three and four year study plans permit coordinated dual degree study.

Students choose from concentrations in either Global and Community Health (GCH), or in Research, Evaluation and Policy (REP).

Students must maintain a grade point average of 3.0 or better throughout the program.

Year One

Fall PH 692 Seminar
PH 601 Intro Public Health
PH 602 Public Health Biology
PH 611 Epidemiology
PH 621 Statistical Methods I
PH 671 Community Health (GCH)
PH 615 Health Systems Research (REP)

(13 credit hours)

Spring PH 692 Seminar
PH 641 Social Behavioral Aspects of PH
PH 631 Environmental Health
PH 686 Health Informatics & Technology
PH 693 Public Health Law & Ethics
PH 642 Health Communications (GCH)
PH 622 Statistical Methods II (REP)

(13 credit hours)

Year Two

Fall PH 692 Seminar
PH 655 Introduction to Health Policy
PH 661 Chronic Disease (GCH)
PH 672 Global Health (GCH)
PH 616 Clinical Trials (REP)
PH 617 Methods in Appl Comp Study (REP)

(9 credit hours)

Spring PH 692 Seminar
PH 651 Public Health Services
PH 656 Topics in Health Policy (REP)
PH 662 Control of Infectious Disease (GCH)
PH 694 Practicum
PH 696 Capstone

(9 credit hours)

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COHP Dept/Division: Public Health Alpha Designator/Number: PH 651 Graded CR/NC

Contact Person: William Pewen Phone: 696-3743

NEW COURSE DATA:

New Course Title: Public Health Services

Alpha Designator/Number:

P	H		6	5	1				
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Title Abbreviation:

P	u	b	l	i	c		H	e	a	l	t	h		S	e	r	v	i	c	e	s				
---	---	---	---	---	---	--	---	---	---	---	---	---	--	---	---	---	---	---	---	---	---	--	--	--	--

(Limit of 25 characters and spaces)


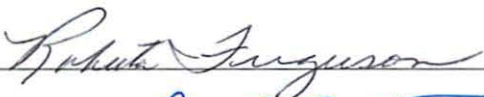


Course Catalog Description: An introduction to public health management, planning, implementation and evaluation. Students gain an integrated understanding of public health resources and their effective utilization to improve health.
(Limit of 30 words)

Co-requisite(s): None First Term to be Offered: Spring 2016

Prerequisite(s): None Credit Hours: 2

Course(s) being deleted in place of this addition (*must submit course deletion form*): _____

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u></u>	Date <u>10/27/15</u>
Registrar <u> 005122</u>	Date <u>10/28/15</u>
College Curriculum Chair <u></u>	Date <u>11-4-15</u>
Graduate Council Chair <u></u>	Date <u>12-8-15</u>

Request for Graduate Course Addition - Page 2

College: COHP

Department/Division: Public Health

Alpha Designator/Number: PH 651

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

William F. Pewen, Ph.D., M.P.H., future faculty, and such as the dean and program director shall designate.

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

College of Health Professions is responsible for hiring faculty. No other resources required at this time.

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See syllabus

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See Syllabus

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Shi, Leiyu and James A. Johnson. *Novick & Morrow's Public Health Administration: Principles for Population-Based Management*. Third Edition. (2014) Jones & Bartlett Learning, Burlington, MA ISBN 978-1-4496-8833-2.

Shi, Leiyu, and Douglas A. Singh. *Delivering Health Care in America: A Systems Approach*. Sixth Edition. (2015) Jones & Bartlett Learning, Burlington MA ISBN 978-1-284-04712-7.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Lecture; class discussion; course readings; term project

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Quizzes (unscheduled)

Term project (Measurement & Evaluation Plan)

Final Examination

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable.

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Agency for Healthcare Research and Quality. National Healthcare Quality Report. Available at: <http://www.ahrq.gov/research/findings/nhqrdr/nhqr13/> Accessed October 27, 2015.

Bartholomew LK, Parcel GS, Kok G, et al. Planning Health Promotion Programs: An Intervention Mapping Approach. 3rd ed. San Francisco: Jossey-Bass; 2011.

Brownson RC, Fielding JE, Maylahn CM. Evidence-based public health: a fundamental concept for public health practice. *Annu Rev Public Health*. 2009;30:175-201.

Centers for Disease Control and Prevention. Report on Public Health Preparedness. Available at: http://www.cdc.gov/phpr/pubs-link/2012/documents/2012%20State-By-State_Preparedness_Report.pdf. Accessed April 2, 2013.

Chapel T. Private sector health care organizations and essential public health services: potential effects on the practice of local public health. *J Public Health Manage Pract*. 1999;4(1):36-44.

Honoré PA, Amy BW. Public health finance: fundamental theories, concepts, and definitions [editorial]. *J Public Health Manag Pract*. 2007;13(2):89-92.

Issel LM. Health Program Planning and Evaluation: A Practical, Systematic Approach. 2nd ed. Sudbury, MA: Jones and Bartlett Publishers; 2009.

McConnell CR. The Effective Health Care Supervisor. 4th ed. Gaithersburg, MD: Aspen Publishers; 1997:461-71.

Public Health Accreditation Board. Standards and measures: version 1.0. Available at: <http://www.phaboard.org/wp-content/uploads/PHAB-Standards-and-Measures-Version-1.0.pdf>. Accessed March 12, 2013.

Robert Wood Johnson Foundation. Geographic Variations in Public Health Spending: Correlates and Consequences. Available at: <http://www.rwjf.org/content/dam/web-assets/2009/10/geographic-variations-in-public-health-spending>. Accessed February 17, 2013

Rosen G. A History of Public Health, Expanded Edition. Baltimore, MD: The Johns Hopkins University Press; 1993.

Swayne LE, Duncan WJ, & Ginter PM. Strategic Management of Health Care Organizations. 5th ed. Malden, MA: Blackwell Publishing 2006.

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Graduate Program in Public Health

Course Number and Title: PH 651 Public Health Services

Catalog Description: An introduction to public health management, planning, implementation and evaluation. Students gain an integrated understanding of public health resources and their effective utilization to improve health.

Prerequisites: None

First Term Offered: Spring 2016

Credit Hours: 2

COURSE TITLE/NUMBER	Public Health Services PH 651
SEMESTER/YEAR	Spring 2016
DAYS/TIME	Monday 9:30 – 11:30 am
CREDIT HOURS	2
LOCATION	CHH
INSTRUCTOR	William Pewen, Ph.D., MPH
OFFICE/PHONE	218 Prichard Hall 304-696-3743
E-MAIL	pewen@marshall.edu
OFFICE HOURS	Tues 3-5, Fri 9-10. Others by arrangement.
CFE/UNIVERSITY POLICIES	By enrolling in this course, you agree to the <i>Marshall University Policies</i> , and thus it is essential that you understand them. Please review these at the Academic Affairs website: http://muwww-new.marshall.edu/academic-affairs/policies/

COURSE DESCRIPTION: FROM CATALOG

An introduction to public health management, planning, implementation and evaluation. Students gain an integrated understanding of public health resources and their effective utilization to improve health.

PREREQUISITES:

None

STUDENT LEARNING OUTCOMES IDENTIFIED IN THIS COURSE:

Upon completion of the course, students will:

1. Demonstrate knowledge of public health resources.
2. Describe program planning, implementation, and evaluation methods.
3. Describe the prioritization of resources to achieve higher value outcomes.

COURSE STUDENT LEARNING OUTCOMES	HOW PRACTICED IN THIS COURSE	HOW ASSESSED IN THIS COURSE
Goal 1. Demonstrate knowledge of public health resources.	Lectures, outside readings and discussion.	Quizzes & Final Exam.
Objective 2. Describe program planning, implementation, and evaluation methods.	Lectures and discussion; supplemental readings.	Term Project.
Objective 3. Describe the prioritization of resources to achieve higher value outcomes.	Lectures and discussion; supplemental readings.	Quizzes & Final Exam.

REQUIRED TEXTS, ADDITIONAL READING, AND OTHER MATERIALS

Shi, L and Johnson, JA.. Novick & Morrow's Public Health Administration: Principles for Population-Based Management. 3rd Edition. Burlington, MA Jones & Bartlett (2014)

New York Times (Digital subscription required)

Assigned journal and periodical readings (Accessed online via Marshall libraries)

Select documentaries assigned for on-line viewing.

RECOMMENDED MATERIALS

Personal computer and smartphone are required.

Many web resources are valuable, and many provide “news alerts”. Several starting points:

Kaiser Family Foundation	http://www.kff.org
Department of Health and Human Services	http://www.hhs.gov
Centers for Medicare and Medicaid Services	http://www.cms.gov
Agency for Healthcare Research & Quality	http://www.ahrq.gov
Robert Wood Johnson Foundation	http://rwjf.org
Pew Foundation	http://pew.org
Institute of Medicine (IOM)	http://www.iom.gov
Centers for Disease Control	http://cdc.gov

COURSE REQUIREMENTS / DUE DATES

1. Quizzes (Unscheduled throughout the term)
2. Measurement & Evaluation Plan (March 28). The instructor will provide a preliminary review of the work for those submitting a draft by Week 9 (March 7).
3. Final exam (May 2)

GRADING POLICY

Quizzes (5)	20%
Measurement & Evaluation Plan	40%
Final Exam	40%

Grades will be determined by the following scale:

90-100	A
80-89	B
70-79	C
60-69	D
<60	F

ATTENDANCE POLICY

This class meets weekly. Given that the format of the course relies on interactive discussion, and lectures may not be fully replicated on Blackboard.

ADDITIONAL POLICIES FOR PH 651

- 1. Accountable material and preparation.** Class sessions are conducted based on the expectation that students complete all appropriate readings and/or assignments as scheduled. This facilitates better questions, discussion, and learning. Exam and quiz questions may be based on both out-of-class assignments and material presented in class.
- 2. Electronic devices.** Electronic devices (smartphones, PDAs, laptops, etc) can be a valuable asset in the classroom. However, if used inappropriately, these can be a distraction. Students should utilize these devices in class only for educational purposes, and are requested to be unobtrusive in their use (including silencing cell phone ringers). Please note that social media, “tweeting”, and real time chat are not appropriate in the classroom unless part of a classroom exercise.
- 3. Intellectual property notice:** Many materials used in this class are copyrighted, while others represent content and product of the instructor and/or Marshall University. While students may share notes and engage in discussions regarding their work in the course, recording or distribution of course content is not permitted. Students should inquire of the instructor for clarification regarding exceptions.
- 4. Comity:** Health policy discussions raise issues of both great importance and sensitivity. Our ability to achieve health policy solutions both relies upon evidence, and is motivated by values; thus students are expected to maintain both respect and professional courtesy in their class communications, both in-class and on-line.
- 5. Academic integrity:** Students should refer to the Student Handbook to ensure understanding of policies concerning academic honesty and integrity, including plagiarism and cheating. Unless specified by the instructor, no electronic devices, notes, or other non-approved assistance is permitted during any exam.
- 6. Disability accommodation.** The instructor will endeavor to accommodate students with a disability. It is requested that the student notify the instructor at the earliest possible time regard anticipated assistance which may be required.
- 7. Vigilance.** Students are expected to access their MU e-mail address and MU On-line regularly for information related to the course.
- 8. Missed classes:** If you are absent, it is your responsibility to find out from a classmate what notes, handouts, assignments, or other course material missed and to make arrangements to receive those.
- 9. Make-up assignments and exams:** Students who miss scheduled exams or assignments may make them up in the event of a University-excused absence or medical emergency. In any other situation, a student may request a make-up, but if the request is granted, such may be a different exam or assignment.
- 10. Office hours:** As posted and by appointment.
- 11. Inclement Weather:** If inclement weather results in class cancellation, students are

directed to carefully review posted material posted for that session, as we will endeavor to maintain the planned course schedule, including exams which may include that content.

Course Schedule

Week	Date	Topic	Assessment	Text Readings
1	Jan 11	History & Overview	-	1, 2
2	Jan 18	MLK HOLIDAY	-	-
3	Jan 25	Practice Framework	*	4, 5
4	Feb 1	Public Health Leadership	*	12
5	Feb 8	Workforce & Development	*	10, 11
6	Feb 15	Consumer & Public Engagement	*	18, 21, 24
7	Feb 22	Planning, Implementation & Evaluation I	*	16, 17
8	Feb 29	Planning, Implementation & Evaluation II	*	19
9	Mar 7	Public Health & Quality	Prelim Project Review	26
10	Mar 14	Finance & Budget Principles	*	9
11	Mar 21	SPRING BREAK	-	-
12	Mar 28	Safety & Preparedness	Term Project Due	15, 25
13	Apr 4	Surveillance & Data	*	13, 14, 15
14	Apr 11	Research	*	20
15	Apr 18	Evidence-based Practice	*	23
16	Apr 25	Promoting Prevention	*	22
17	May 2	FINAL EXAM	EXAM	-

* Quizzes possible on any of these dates

Request for Graduate Course Addition - Page 2

College: COHP

Department/Division: Public Health

Alpha Designator/Number: PH 656

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William F. Pewen, Ph.D., M.P.H., future faculty, and such as the dean and program director shall designate.

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

College of Health Professions is responsible for hiring faculty. No other resources required at this time.

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See syllabus.

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See Syllabus

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Teitelbaum, Joel, B. and Sara E. Wilensky. Essentials of Health Policy and Law. Second Edition. (2013) Jones & Bartlett Learning, Burlington, MA ISBN 978-1-4496-0473

Longest, Beaufort B. Health Policymaking in the United States. Sixth Edition. (2015) Health Administration Press. ISBN 13-978-1567937190

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Lecture; class discussion; course readings; experience in health briefing.

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Quizzes, policy proposals, final exam

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not applicable.

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

2015 ANNUAL REPORT OF THE BOARDS OF TRUSTEES OF THE FEDERAL HOSPITAL INSURANCE AND FEDERAL SUPPLEMENTARY MEDICAL TRUST FUNDS. Centers for Medicare and Medicaid Services (2015) <https://www.cms.gov/research-statistics-data-and-systems/statistics-trends-and-reports/reportstrustfunds/downloads/tr2015.pdf>

Bloche, MG. "Beyond the 'R Word'? Medicine's New Frugality," NEJM, May 24, 2012, 366(21):1951-3. <http://www.nejm.org.ezp-prod1.hul.harvard.edu/doi/full/10.1056/NEJMp1203521>

Brandeisky, K. Why Millennials Hate Their Least Expensive Health Care Option. Time. December 8, 2014.

Brodie, M, et al. Liking the Pieces, Not the Package: Contradictions in Public Opinion during Health Reform. Health Affairs 29 (210): 1125-1130.

Cutler, DM, Vijan, S, and Rosen, AB. "The Value of Medical Spending in the United States, 1960-2000," NEJM, 355(9), August 31, 2006, pp. 920-7

Daschle, T, and Lambrew, JM. Critical: What We Can Do About the Health-Care Crisis. New York. St. Martins Press (2008)

Emanuel, EJ, and Fuchs, VR. "The Perfect Storm of Overutilization," JAMA, June 18, 2008, 299(23):2789-91.

Greenwald HP. Healthcare in the United States: organization, management, and policy. Jossey-Bass; 2010. Publisher url: <http://www.wiley.com/WileyCDA/WileyTitle/productCd-0787995479.html>

Holahan, J, and McMorro, S. Medicare and Medicaid Spending Trends and the Deficit Debate, NEJM (August 2, 2012). available at <http://www.nejm.org/doi/full/10.1056/NEJMp1204899>.

Kaiser Foundation. National Health Insurance—A Brief History of Reform Efforts in the US (March 2009), available at <http://www.kff.org/healthreform/upload/7871.pdf>

McDonough, J. Inside National Health Reform. Berkeley: University of California Press (2011)

Morden, NE, et al. Choosing Wisely — The Politics and Economics of Labeling Low-Value Services. NEJM 2014; 370:589-592 DOI: 10.1056/NEJMp1314965

Patel, K., and Rushefsky, M. Health Care Politics and Policy in America. 4th ed. New York, NY: Routledge, 2014

Rosenthal, E. After Surgery, Surprise \$117,000 Medical Bill From Doctor He Didn't Know. New York Times. September 20, 2014.

Updated Estimates of the Effects of the Insurance Coverage Provisions of the Affordable Care Act, April 2014. Congressional Budget office <https://www.cbo.gov/publication/45231>.

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Graduate Program in Public Health

Course Number and Title: PH 656 Topics in Health Policy

Catalog Description: A study of current issues of health policy, including major issues of health reform. Students apply their skills to formulate, package, and present their own health policy proposal.

Prerequisites: None

First Term Offered: Spring 2016

Credit Hours: 3

COURSE TITLE/NUMBER	Topics in Health Policy PH 656
SEMESTER/YEAR	Spring 2016
DAYS/TIME	Monday 6:00 – 9:00 pm
CREDIT HOURS	3
LOCATION	CHH
INSTRUCTOR	William Pewen
OFFICE/PHONE	218 Prichard Hall 304-696-3743
E-MAIL	pewen@marshall.edu
OFFICE HOURS	Tues 3-5, Fri 9-10. Others by arrangement
CFE/UNIVERSITY POLICIES	By enrolling in this course, you agree to the <i>Marshall University Policies</i> , and thus it is essential that you understand them. Please review these at the Academic Affairs website: http://muwww-new.marshall.edu/academic-affairs/policies/

COURSE DESCRIPTION: FROM CATALOG

A study of current issues of health policy, including major issues of health reform. Students apply their skills to formulate, package, present and defend their own health policy proposal.

PREREQUISITES:

Successful completion of PH 655 recommended.

STUDENT LEARNING OUTCOMES IDENTIFIED IN THIS COURSE:

Upon completion of the course, students will:

1. Produce an in depth, evidence-based policy analysis and proposal related to a significant aspect of health care reform including consideration of efficacy, costs, current law, ethics and socio-political concerns.
2. Demonstrate significant knowledge of major health reform issues.

COURSE STUDENT LEARNING OUTCOMES	HOW PRACTICED IN THIS COURSE	HOW ASSESSED IN THIS COURSE
<u>Goal 1.</u> Produce an in depth, evidence-based policy analysis and proposal related to a significant aspect of health care reform including consideration of efficacy, costs, current law, ethics and socio-political concerns.	Lectures, outside readings and discussion provide background. Proposal is submitted for draft review at Week 7, and is presented and defended on Week 13.	Submission of policy paper and defense.
<u>Goal 2.</u> Demonstrate significant knowledge of major health reform issues.	Lectures and discussion; supplemental readings.	Quizzes & Final Exam.

REQUIRED TEXTS, ADDITIONAL READING, AND OTHER MATERIALS

New York Times (Digital subscription required)
Assigned journal and periodical readings (Accessed online via Marshall libraries)
Select documentaries assigned for on-line viewing.

RECOMMENDED MATERIALS

Personal computer and smartphone are required.

Tietelbaum, JB, and Wilensky, SE. Essentials of Health Policy & Law, 2nd Edition. (2013)
Jones and Bartlett Learning. ISBN-13: 9781284067965

Many web resources are valuable, and many provide “news alerts”. Several starting points:

Kaiser Family Foundation	http://www.kff.org
Department of Health and Human Services	http://www.hhs.gov
Centers for Medicare and Medicaid Services	http://www.cms.gov
Agency for Healthcare Research & Quality	http://www.ahrq.gov
Robert Wood Johnson Foundation	http://rwjf.org
Pew Foundation	http://pew.org
Institute of Medicine (IOM)	http://www.iom.gov
Centers for Disease Control	http://cdc.gov

COURSE REQUIREMENTS / DUE DATES

1. Policy Proposal Due dates: Week 8 Proposal, Notebook Week 12, Presentation Week 15
2. Interim quizzes
3. Final exam (comprehensive)

GRADING POLICY

Policy Proposal	50%
Quizzes (5)	20%
Final Exam	30%

Grades will be determined by the following scale:

90-100	A
80-89	B
70-79	C
60-69	D
<60	F

ATTENDANCE POLICY

This class meets weekly. Given that the format of the course relies on interactive discussion, and lectures may not be fully replicated on Blackboard.

ADDITIONAL POLICIES FOR PH 656

1. **Accountable material and preparation.** Class sessions are conducted based on the expectation that students complete all appropriate readings and/or assignments as scheduled. This facilitates better questions, discussion, and learning. Exam and quiz questions may be based on both out-of-class assignments and material presented in class.
2. **Electronic devices.** Electronic devices (smartphones, PDAs, laptops, etc) can be a valuable asset in the classroom. However, if used inappropriately, these can be a distraction. Students should utilize these devices in class only for educational purposes, and are requested to be unobtrusive in their use (including silencing cell phone ringers). Please note that social media, “tweeting”, and real time chat are not appropriate in the classroom unless part of a classroom exercise.
3. **Intellectual property notice:** Many materials used in this class are copyrighted, while others represent content and product of the instructor and/or Marshall University. While students may share notes and engage in discussions regarding their work in the course, recording or distribution of course content is not permitted. Students should inquire of the instructor for clarification regarding exceptions.
4. **Comity:** Health policy discussions raise issues of both great importance and sensitivity. Our ability to achieve health policy solutions both relies upon evidence, and is motivated by values; thus students are expected to maintain both respect and professional courtesy in their class communications, both in-class and on-line.
5. **Academic integrity:** Students should refer to the Student Handbook to ensure understanding of policies concerning academic honesty and integrity, including plagiarism and cheating. Unless specified by the instructor, no electronic devices, notes, or other non-approved assistance is permitted during any exam.
6. **Disability accommodation.** The instructor will endeavor to accommodate students with a disability. It is requested that the student notify the instructor at the earliest possible time regard anticipated assistance which may be required.
7. **Vigilance.** Students are expected to access their MU e-mail address and MU On-line regularly for information related to the course.
8. **Missed classes:** If you are absent, it is your responsibility to find out from a classmate what notes, handouts, assignments, or other course material missed and to make arrangements to receive those.
9. **Make-up assignments and exams:** Students who miss scheduled exams or assignments may make them up in the event of a University-excused absence or medical emergency. In any other situation, a student may request a make-up, but if the request is granted, such may be a different exam or assignment.
10. **Office hours:** As posted and by appointment.
11. **Inclement Weather:** If inclement weather results in class cancellation, students are directed to carefully review posted material posted for that session, as we will endeavor to maintain the planned course schedule, including exams which may include that content.

Course Schedule

Wk	Date	Topic	Ch#	Assessment	Description, Sample discussion question
1	Jan 11	Health Reform in 2013	2, 9	-	Introduction. The Status of Health Reform. <i>What is Obamacare?</i>
2	Jan 18	MLK HOLIDAY	-	-	NO CLASS
3	Jan 25	The Perverse Economics of Health Care	8	*	Cost of care & market remedies. <i>When do markets work?</i>
4	Feb 1	Universal Access or Single Payer?	7	*	Strengths, flaws & prerequisites. <i>Why not single payer?</i>
5	Feb 8	Individualism, Mandates, and Rights	6	*	Constitutional Issues. <i>What alternatives to mandates exist?</i>
6	Feb 15	Legislating a Rube Goldberg Solution	4, 7	*	The "1000 variable" equation. <i>Why patch the system?</i>
7	Feb 22	Expanding Medicaid Coverage	10	*	Rationales, promises and pitfalls. <i>How can Medicaid be reformed?</i>
8	Feb 29	TBA		Proposal Due	TBA
9	Mar 7	Financing the Cost of Coverage	13	*	Revenues & Taxes. <i>How do taxes shape health behavior?</i>
10	Mar 14	The Future of Medicare	10	*	Medicare Reform & Savings. <i>Can privatization work?</i>
11	Mar 21	SPRING BREAK	-	-	NO CLASS
12	Mar 28	Making the Health System Accountable	11	Notebook Due	Payment reforms. <i>Improving care or market consolidation?</i>
13	Apr 4	The Prevention Promise	11	*	Diagnosis, screening, & "savings". <i>Does "wellness" impact access?</i>
14	Apr 11	Rationing, Death Panels & Choices	11	*	Effectiveness, cost and value. <i>Can a National Health Board work?</i>
15	Apr 18	Proposal Presentations	-	Presentation	Policy Proposal Presentation and Defense
16	Apr 25	Projecting the Glide path	-	*	Open questions & final review. <i>Where is reform taking us?</i>
17	May 2	FINAL EXAM		EXAM	Final Exam

* Quizzes possible on any of these dates

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COHP

Dept/Division: Public Health

Alpha Designator/Number: PH 662

 Graded CR/NC

Contact Person: William F. Pewen

Phone: (304) 696-3743

NEW COURSE DATA:

New Course Title: Control of Infectious disease

Alpha Designator/Number:

P H 6 6 2

Title Abbreviation:

C o n t r o l o f I n f D i s e a s e

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Examination of infectious diseases from a public health perspective, including strategies for prevention, treatment, control and eradication.

Co-requisite(s): None

First Term to be Offered: Spring 2016

Prerequisite(s): PH 611

Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form):

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u>William F. Pewen</u>	Date <u>10/27/15</u>
Registrar <u>Roberta Ferguson 005122</u>	Date <u>10/28/15</u>
College Curriculum Chair <u>Tracy Christofero</u>	Date <u>11-4-15</u>
Graduate Council Chair <u>Tracy Christofero</u>	Date <u>12-8-15</u>

Request for Graduate Course Addition - Page 2

College: COHP

Department/Division: Public Health

Alpha Designator/Number: PH 662

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

William F. Pewen, Ph.D., M.P.H., future faculty, and such as the dean and program director shall designate.

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

College of Health Professions is responsible for hiring faculty. No other resources required at this time.

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See Syllabus

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See Syllabus

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Control of Communicable Diseases Manual, 20th Edition. APHA Press. (2014) ISBN 978-0875530185

Magnus, Manya. Essentials of Infectious Disease Epidemiology. (2008) Jones & Bartlett Learning, Burlington, MA ISBN 9780763734442

Nelson, Kenrad, E. and Carolyn Masters Williams. Infectious Disease Epidemiology: Theory and Practice. Third Edition. (2014) Jones & Bartlett Learning, Burlington, MA ISBN 9781449683795

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Lecture, group discussion, software exercises.

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Quiz on readings
Midterm take home exercise
EpiInfo problem set
Final comprehensive exam

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not applicable

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Last, J.M. A Dictionary of Epidemiology. Oxford University Press. 4th Ed. 2001. ISBN 0195141695

Adult Immunization Schedule. Department of Health and Human Services. 2015

Budowie B, et al. Building Microbial Forensics as a Response to Bioterrorism. Science 301 (5641): 1852-1853.

Chesney PJ: Clinical Aspects and Spectrum of Illness of Toxic Shock Syndrome: Overview. Rev of Infect Dis 1989; 11, Suppl 1:S1-S7.

Control of Communicable Diseases Manual. APHA 2008 (19th Ed.) ISBN 978-0-87553-189-2

Dye C, Gay N. 2003. Modeling the SARS Epidemic. Science 300 (5627): 1884-1885.

El-Serag HB, Mason AC. Risk factors for the rising rates of primary liver cancer in the United States . Arch Intern Med 2000; 160:3227-30.

EpiInfo 7 User Guide. Centers for Disease Control and prevention Access at: <http://wwwn.cdc.gov/epiinfo/user-guide/index.htm>

Grant, RM, et al. Pre-exposure chemoprophylaxis for HIV prevention in men who have sex with men. NEJM 363:27

Harper DM, Franco EL. Efficacy of a bivalent L1 virus-like particle vaccine in prevention of infection with human papillomavirus types 16 and 18 in young women: a randomized controlled trial. Lancet 2004 (364):1757-1765.

Huges JP, Garnett GP, et al. The theoretical population-level impact of a prophylactic human papilloma virus vaccine. Epidemiology 2002; 13:631-639

Ksiazek TG, Erdman D et al. A novel coronavirus associated with severe acute respiratory syndrome. New Engl J Med 2003;348 (20):1953-1966

Pallela, F., et al. Durability and predictors of success of highly active antiretroviral therapy for ambulatory HIV-infected patients. AIDS. 2002 Aug 16;16(12):1617-26.

Pollack, A. F.D.A. Approves Pill to Treat Hepatitis C. New York Times, December 6, 2013.

Report of the Ebola Interim Assessment Panel. World Health Organization 2015

Roberts J. A. The Economics of Infectious Disease. OUP. 2006. ISBN 0198516215

Webber, R. Communicable Disease Epidemiology & Control, 3rd Edition. Wallingford: CAB International. 2009, ISBN 978-1-84593-504-7.

Weis SE, Slocum Pc, Blais FX, King B, Nunn M, et al. The effect of directly observed therapy on the rates of drug resistance and relapse in tuberculosis. N Engl J Med 1994; 330:1179-1184.

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Graduate Program in Public Health

Course Number and Title: PH 662 Control of Infectious Disease

Catalog Description: Examination of infectious diseases from a public health perspective, including strategies for prevention, treatment, control and eradication.

Prerequisites: PH 611

First Term Offered: Spring 2016

Credit Hours: 3

COURSE TITLE/NUMBER	Control of Infectious Diseases PH 662
SEMESTER/YEAR	Spring 2016
DAYS/TIME	Monday 6:00 – 9:00 p.m.
CREDIT HOURS	3
LOCATION	CHH
INSTRUCTOR	Staff
OFFICE/PHONE	317 Prichard Hall 304-696-2642
E-MAIL	mph@marshall.edu
OFFICE HOURS	TBD
CFE/UNIVERSITY POLICIES	By enrolling in this course, you agree to the <i>Marshall University Policies</i> , and thus it is essential that you understand them. Please review these at the Academic Affairs website: http://muwww-new.marshall.edu/academic-affairs/policies/

COURSE DESCRIPTION: FROM CATALOG

Examination of infectious diseases from a public health perspective, including strategies for prevention, treatment, control and eradication.

PREREQUISITES:

Successful completion of PH 611.

STUDENT LEARNING OUTCOMES IDENTIFIED IN THIS COURSE:

- Upon completion of the course, students will:
1. Demonstrate knowledge of major infectious diseases of public health significance, including pathology, agent, occurrence, reservoir, transmission, incubation, communicability, host susceptibility, and current methods of control.
 2. Articulate the major biologic, social, economic and environmental factors which foster infectious diseases, and describe how those have been mitigated and exacerbated.
 3. Develop a basic strategic plan aimed at an infectious disease in terms of biologic, social, ethical, economic and policy considerations.

COURSE STUDENT LEARNING OUTCOMES	HOW PRACTICED IN THIS COURSE	HOW ASSESSED IN THIS COURSE
Goal 1. Demonstrate knowledge of major infectious diseases of public health significance, including pathology, agent, occurrence, reservoir, transmission, incubation, communicability, susceptibility, and current methods of control.	Text and journal readings; lecture and discussion; Epi Info exercise.	Evaluation of Epi Info exercise and project; broad knowledge of significant infectious diseases assessed via final written exam.

Goal 2. Articulate the major biologic, social, economic and environmental factors which foster infectious diseases, and describe progress and impediments to mitigation of those effects	Lecture and discussion; supplemental readings.	Quizzes provides interim assessment of understanding of concepts; Midterm emphasizes more comprehensive assessment of #2.
Goal 3. Evaluate infectious disease strategies in terms of biologic, social, ethical, economic and policy implications.	Lecture and discussion on major methods. Supplemental readings. Focused case study review for each strategy.	Quizzes for interim assessment; Final exam (major emphasis on understanding of major diseases and control strategies)

REQUIRED TEXTS, ADDITIONAL READING, AND OTHER MATERIALS

Control of Communicable Diseases Manual, 20th Edition. APHA Press. (2014) ISBN 978-0875530185

Epi Info™ Software Version 7 (CDC freeware for Windows 7 or later)

CDC Morbidity and Mortality Weekly Report (free electronic subscription)

Healthmap Project of Boston's Children's Hospital <http://healthmap.org>

Google Flu Trends <http://www.google.org/flutrends/>

Selected assigned journal and periodical readings (Access online via Marshall libraries)

RECOMMENDED MATERIALS

Personal computer and smartphone are required.

Additional recommended readings:

- Betrayal of Trust: The Collapse of Public Health (Garrett)
- The Coming Plague (Garrett) – In particular, chapters 2, 8, 9, 13, 14.
- Guns, Germs and Steel (Diamond)

COURSE REQUIREMENTS / DUE DATES

1. Student learning is tested through interim unannounced quizzes as “checkpoints”
2. Midterm (take home due March 14)
3. Epi Info exercise (due March 28)
4. Final exam (comprehensive exam on May 2)

GRADING POLICY

Quizzes	20%
Midterm exam	30%
Epi Info project	20%
Final Exam	30%

Grades will be determined by the following scale:

90-100	A
80-89	B
70-79	C
60-69	D
<60	F

ATTENDANCE POLICY

This class meets weekly. While attendance is not required, lectures may not be replicated on Blackboard, and frequent in-class assessments are graded, thus students are encouraged to maintain regular attendance.

ADDITIONAL POLICIES FOR PH 662

ADDITIONAL POLICIES

- 1. Accountable material and preparation.** Class sessions are conducted based on the expectation that students complete all appropriate readings and/or assignments as scheduled. This facilitates better questions, discussion, and learning. Exam and quiz questions may be based on both out-of-class assignments and material presented in class.
- 2. Electronic devices.** Electronic devices (smartphones, PDAs, laptops, etc.) can be a valuable asset in the classroom. However, if used inappropriately, these can be a distraction. Students should utilize these devices in class only for educational purposes, and are requested to be unobtrusive in their use (including silencing cell phone ringers). Please note that social media, "tweeting", and real time chat are not appropriate in the classroom unless part of a classroom exercise.
- 3. Intellectual property notice:** Many materials used in this class are copyrighted, while others represent content and product of the instructor and/or Marshall University. While students may share notes and engage in discussions regarding their work in the course, recording or distribution of course content is not permitted. Students should enquire of the instructor for clarification regarding exceptions.
- 4. Academic integrity:** Students should refer to the Student Handbook to ensure understanding of policies concerning academic honesty and integrity, including plagiarism and cheating. Unless specified by the instructor, no electronic devices, notes, or other non-approved assistance is permitted during any exam.
- 5. Disability accommodation.** The instructor will endeavor to accommodate students

with a disability. It is requested that the student notify the instructor at the earliest possible time regard anticipated assistance which may be required.

6. **Vigilance.** Students are expected to access their MU e-mail address and MU On-line regularly for information related to the course.
7. **Missed classes:** If you are absent, it is the student's responsibility to find out from a classmate what notes, handouts, assignments, or other course material you missed and to make arrangements to receive those.
8. **Make-up assignments and exams:** Students who miss scheduled exams or assignments may make them up in the event of a University-excused absence or medical emergency. In any other situation, a student may request a make-up, but if the request is granted, such may be a different exam or assignment.
9. **Office hours:** As posted and by appointment.
10. **Inclement Weather:** If inclement weather results in class cancellation, students are directed to carefully review posted material posted for that session, as we will endeavor to maintain the planned course schedule, including exams which may include that content.
11. **Reasonable change with notice.** In order to facilitate unforeseen circumstances, as well as act in the best interest of students and the university, the terms and schedule in this syllabus are subject to prudent change with reasonable notice.

Proposed Course Schedule

Week	Date	Topic	Assessment	Description
1	Jan 11	Introduction, Biologic Foundations	-	Intro / Host Immune Response / Epidemiology
2	Jan 18	MLK HOLIDAY	-	NO CLASS
3	Jan 25	Agent, Host and Environment	*	Epidemiology of Infectious Disease
4	Feb 1	Outbreaks I	*	Containment & Control
5	Feb 8	Outbreaks II	*	Investigation with Epi Info
6	Feb 15	Infrastructure of Infection	*	Environmental, economic, and social factors
7	Feb 22	Vaccination I		Vaccine prerequisites and historical experience
8	Feb 29	Vaccination II	*	Safety, liability and marketing
9	Mar 7	Pharmacologic Therapy I	*	Drug discovery, development and use
10	Mar 14	Pharmacologic Therapy II	Midterm Due	Drug resistance, safety, economics & ethics
11	Mar 21	SPRING BREAK	-	NO CLASS
12	Mar 28	Education & Behavior	Epi Info Due	Addressing human factors
13	Apr 4	Emerging Threats	*	From natural outbreaks to bioterrorism
14	Apr 11	Strategic Planning	*	Formulating a public health strategy
15	Apr 18	Emerging Methods	*	'Big Data', Modeling & More
16	Apr 25	Open Topic	-	Review
17	May 2	Final Exam	Exam	Comprehensive Exam

* Quizzes possible on any of these dates

Request for Graduate Course Addition - Page 2

College: COHP

Department/Division: Public Health

Alpha Designator/Number: PH 694

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

William F. Pewen, Ph.D., M.P.H., future faculty, and such as the dean and program director shall designate.

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Agreements applicable to each non-university site. Consequently the model collaborative agreement is attached.

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

College of Health Professions is responsible for hiring faculty. No other resources required at this time.

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See Syllabus

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See Syllabus

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

See Syllabus

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

See Syllabus

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Midterm and Final Evaluations

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not applicable

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Aguilar, LC. Ouch! That Stereotype Hurts ... Communicating Respectfully in a Diverse World, Walk the Talk, 2006.

Cole BL, Fielding JE. Health impact assessment: a tool to help policy makers understand health beyond health care. *Annu Rev Public Health* 2007;28:393-412.

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Goleman, D., Boyatzis, RE, and McKee, A. *Primal Leadership: Learning to Lead with Emotional Intelligence*. Harvard Business School Press, 2002

Institute of Medicine. *Implications of Health Literacy for Public Health: Workshop Summary (2014)*. Accessed at <http://www.nap.edu/read/18756/chapter/1> on October 27, 2015.

Kawachi I, Berkman LF. *Neighborhoods and Health*. Oxford ; New York : Oxford University Press, 2003.

Kraut AM. *Goldberger's war : the life and work of a public health crusader*. New York: Hill and Wang, 2003.

Marmot M., Wilkinson R. *Social Determinants of Health* Oxford, Oxford University Press, 2006

Mastering Public Health: Essential Skills for Effective Practice. Edited by Barry S. Levy and Joyce R. Gaufin. Oxford University Press, 2011

Plough A. Promoting social justice through public health policies, programs, and services. In BL Levy and VW Sidel, ed. *Social injustice and public health*. pp.418-431, Oxford University Press, New York, 2006. Slovic P. Perception of Risk. *Science*. 1987;236:280-5.

Simon PA, Fielding JE. Public health and business: a partnership that makes cents. *Health Aff (Millwood)*. 2006 Jul-Aug;25(4):1029-39.

Yancey AK, Ortega AN, Kumanyika SK. Effective recruitment and retention of minority research participants. *Ann Rev Pub Health*. 2006;27:1-28.

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Grad Program Public Health

Course Number and Title: PH 694 Practicum

Catalog Description: Applied public health experience conducted under guidance of a faculty advisor and site preceptor, including a specific set of proposed project and learning objectives, and utilizing a community partner.

Prerequisites: PH 611; PH 621; PH 641; PH 686; PH 693

First Term Offered: Spring 2016

Credit Hours: 1-3

COURSE TITLE/NUMBER	Practicum PH 694
SEMESTER/YEAR	Spring 2016
DAYS/TIME	Days and times arranged with advisor and preceptor
CREDIT HOURS	1-3
LOCATION	By arrangement
INSTRUCTOR	William Pewen, PhD, MPH
OFFICE/PHONE	218 Prichard Hall, 696-3743
E-MAIL	pewen@marshall.edu
OFFICE HOURS	3:00-5:00 pm Wed., 9:00-10:00 am Fri., and by appointment
CFE/UNIVERSITY POLICIES	By enrolling in this course, you agree to the <i>Marshall University Policies</i> , and thus it is essential that you understand them. Please review these at the Academic Affairs website: http://www.marshall.edu/academic-affairs/policies/

COURSE DESCRIPTION: FROM CATALOG

Applied public health experience conducted under guidance of a faculty advisor and site preceptor, including a specific set of proposed project and learning objectives, and utilizing a community partner.

PREREQUISITES:

Successful completion of PH 611, PH 621, PH 686, PH 693

STUDENT LEARNING OUTCOMES IDENTIFIED IN THIS COURSE:

Upon completion of the course, students will:

1. Complete a minimum of 160 hours of practical experience in which they demonstrate MPH competencies.
2. Establish a project linked to learning objectives which involve a community partner.
3. Exhibit satisfactory performance in both MPH competencies observed, and those specifically related to the practicum project.

COURSE STUDENT LEARNING OUTCOMES	HOW PRACTICED IN THIS COURSE	HOW ASSESSED IN THIS COURSE
<u>Objective 1.</u> Completion of practicum work experience.	Work performed in structured project which includes a community partner.	Advisor and preceptor monitoring and log validation.
<u>Objective 2.</u> Acquire a limited set (< 4) specialized skills.	Participate in precepted work experience to gain advanced training.	Assessment of performance, as judged by both preceptor and advisor.
<u>Objective 3.</u> Satisfactory performance on MPH competencies.	Exhibited in precepted work environment.	Assessment of performance including MPH competencies, at mid-point and conclusion of experience, by both preceptor and advisor.

REQUIRED TEXTS, ADDITIONAL READING, AND OTHER MATERIALS

As arranged specific and appropriate to the proposed practicum.

RECOMMENDED MATERIALS

Personal computer and smartphone (iPhone or Android).
Access to internet and Blackboard.

COURSE REQUIREMENTS / DUE DATES

1. Practicum proposal outlines project and learning objectives, approximate dates of experience, and scope of duties.
2. Student must undergo at least one midterm assessment, plus final evaluation, by both advisor and preceptor, using the competency assessment tool.

GRADING POLICY

Grading scale:

Pass: ≤ 2 concurring item ratings of “Needs Remediation” or “Insufficient Progress” on final evaluation by preceptor and advisor.

Fail: > 2 concurring item ratings of “Needs Remediation” or “Insufficient Progress” on final evaluation by preceptor and advisor

ATTENDANCE POLICY

By mutual agreement with precepting site and student advisor.

ADDITIONAL POLICIES

1. **Intellectual property notice:** Many materials used in this course may be copyrighted, while others represent content and product of the instructor and/or Marshall University. While students may share notes and engage in discussions regarding their work in the course, recording or distribution of course data or content is not permitted. Students should enquire of the instructor for clarification regarding exceptions.
2. **Academic integrity:** Students should refer to the Student Handbook to ensure understanding of policies concerning academic honesty and integrity, including plagiarism and cheating. Unless specified by the instructor, no electronic devices, notes, or other non-approved assistance is permitted during any exam.
3. **Disability accommodation.** The instructor will endeavor to accommodate students

with a disability. It is requested that the student notify the instructor at the earliest possible time regard anticipated assistance which may be required.

4. **Vigilance.** Students are expected to access their MU e-mail address and MU On-line regularly for information related to the course.
5. **Make-up assignments:** Students who miss scheduled deadlines may make them up in the event of a University-excused absence or medical emergency.
6. **Office hours:** As posted and by appointment.

AGREEMENT FOR CLINICAL EDUCATION

THIS AGREEMENT, effective _____ between _____ (hereafter known as the FACILITY), and the Marshall University College of Health Professions (MUCOHP) for the purpose of establishing a clinical education program.

MUTUAL BENEFIT

IT IS AGREED to be of mutual benefit and advantage that MUCOHP and the FACILITY establish a Clinical Education Program to provide clinical instruction and experience to students enrolled in the MUCOHP.

The following provisions shall govern this agreement:

ACADEMIC PREPARATION, ASSIGNMENT, SUPERVISION, RULES

MUCOHP agrees that the students shall have completed academics appropriate to the level of clinical training prior to assignment to the clinical experience. The clinical coordinator/course instructor shall make assignment of its students with mutual agreement of and advance notice to the FACILITY. When at the FACILITY the students shall observe and act in accordance with the policies and procedures set forth by the FACILITY.

EVALUATION, WITHDRAWAL

FACILITY shall evaluate the performance of each student subject to final evaluation by the MUCOHP. In addition, the FACILITY may request that the MUCOHP withdraw any student whose appearance, conduct, or work with patients or personnel is not in accordance with FACILITY'S policies or other acceptable standards of performance and such request shall be granted by the department. Final action of student's evaluation and/or withdrawal is the responsibility of the MUCOHP.

LIABILITY

MUCOHP agrees to provide and maintain professional and general liability insurance through the West Virginia State Board of Risk and Management for all faculty and students participating in any clinical program on behalf of MUCOHP. The amount of coverage provided by the State Board of Risk and Insurance Management is One Million Dollars (\$1,000,000) per occurrence. (See attached proof of insurance.)

HIPAA REQUIRMENTS

To the extent required by federal law, the parties agree to comply with the Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. 1320(d)-2 through 42 U.S.C. § 1320(d)-4 (HIPAA) and any current and future regulations promulgated there under including without limitation the federal privacy regulations contained in 45 C.F.R. § 160-164 (the Federal Privacy Regulations), the federal security standards contained in 45 C.F.R. § 142 (the Federal Security Regulations), and the federal standard of electronic transactions contained in 45 C.F.R §§ 160 and 162, all collectively referred to herein as HIPAA Requirements. The parties agree not to use or further disclose any Protected Health Information (as defined in 45 C.F.R §§ 164.500, et.seq.) or Individually Identifiable Health Information (as defined in 42 U.S.C. § 1320(d)-2 through § 1320(d)-4, other than as permitted by HIPAA Requirements and the terms of this Agreement. Each party will makes its internal practices, books, and records relating to the use and disclosure of Protected Health Information available to the Secretary of Health and Human Services to the extent required for determining compliance with the Federal Privacy Regulations.

NONDISCRIMINATION

Parties agree not to discriminate under this agreement and to render services without regard to race, color, religion, sex, national origin, veterans status, political affiliation, disabilities, or sexual orientation in accordance with all state and federal law.

ENTIRE AGREEMENT, REVISIONS, ADDITIONS, EXTENSIONS

This agreement is strictly an agreement for student clinical education. It does not create an employment relationship. This agreement together with provisions (a,b,c,d) below, constitute the entire agreement between parties and supersedes all previous agreements.

- a) This agreement shall be automatically renewed on an annual basis unless terminated by either party.
- b) This agreement may be terminated by either party with sixty (60) days prior written notice. Any student currently in clinical training at the time of notice should be permitted to complete the program.
- c) Revisions may be recommended by either party which becomes effective upon written approval of both parties.
- d) More specific agreements with individual programs may be entered into as needed.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized representatives intending to be legally bound as of the effective date defined above.

Agency
Address
City, State Zip

Marshall University
College of Health Professions
Dean, College of Health Professions
One John Marshall Drive
Huntington, WV 25755

By: _____

By: _____

Title: _____

Dr. Michael Prewitt
Dean, College of Health Professions

Date: _____

Date: _____

Note:

- Each student must be provided midterm and final evaluations by both the advisor and preceptor. Students must be provided a copy of these evaluations promptly. More frequent evaluations are encouraged to ensure student progress and success.
- If the student's advisor is the preceptor, another faculty member on the practicum committee must provide the second set of evaluations.
- Students must maintain a work activity log which must be periodically reviewed and approved by the preceptor. A minimum of 160 hours is required. Hours exceeding that for a particular field experience must be fully documented.
- Students must maintain current term enrollment is required in order to participate in practicum training.
- Student may not begin practicum until all prerequisites are met, and a completed copy of this form is filed.

Approvals:			
Student Signature		Date	
Advisor Signature		Date	
Faculty Signature		Date	
Faculty Signature		Date	
Preceptor Signature		Date	
Program Director		Date	



Practicum Evaluation

Name		Date	
Track		Advisor	
Site		Preceptor	
Project		Other Evaluator	

CEPH Core Competencies

	Needs Remediation	Satisfactory	Good	Exceptional	Not Applicable / Observed
Epidemiology					
1.1 Understands the diverse application of epidemiology in public health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Demonstrates ability to access and process epidemiological data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Exhibits skill in the application and interpretation of epidemiologic tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Constructs an appropriate study design to answer a public health question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Communicates epidemiologic information to lay & professional audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Biostatistics					
2.1 Demonstrates understanding of basic statistical theory in public health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Applies descriptive statistics to summarize public health data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Selects appropriate statistical tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Demonstrates proficiency in the utilization of statistical software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Accurately interprets and presents the results of statistical analyses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Sociobehavioral					
3.1 Understands major behavioral theories underpinning health decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Formulates programs & interventions recognizing assets, resources & deficits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Can describe limitations in application of sociobehavioral theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Environmental Health					
4.1 Understands effects of common environmental & occupational agents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Can describe mechanisms of toxic response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Comprehends means of assessment, prevention, and mitigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Health Services					
5.1 Relates public health to U.S. health services organizations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Executes effective procedures of planning and implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Exhibits knowledge to address disparities in the provision of health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Applies objective evaluation, incorporating quality and performance metrics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Cross-cutting Core Competencies

	Needs Remediation	Satisfactory	Good	Exceptional	Not Applicable / Observed
Public Health Biology & Biotechnology					
6.1 Comprehends the biological bases of human health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Applies knowledge of biology & scientific method to public health practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Describes the role of biotechnology in disease and public health policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Health Informatics					
7.1 Understands the scope of health data, and how it is stored and managed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 Describe mechanisms, incentives/benefits, challenges to utilize health data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3 Comprehends issues of ethics, ownership, access, use & interoperability of data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4 Demonstrates familiarity of EHR, PHR, apps and telemedicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5 Effectively manages and manipulates data sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Health Policy					
8.1 Identifies main aspects of U.S. health care delivery, regulation and finance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2 Describes the application of law and policy to improve public health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3 Differentiates between availability, acceptability and accessibility of health care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4 Provides objective, evidence-based policy analysis and formulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Law & Ethics					
9.1 Exhibits understanding of laws and ethics governing health practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2 Describes the fundamental principles forming the basis for ethical standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3 Responds appropriately to ethical/legal challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Global & Community Health Competencies

	Needs Remediation	Satisfactory	Good	Exceptional	Not Applicable / Observed
Community & Global Core					
10.1 Describes roles of sociopolitical, economic, technology, on health status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.2 Demonstrates skills in design/conduction of community assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.3 Effectively plans and coordinates resources and stakeholders in programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Health Communication					
11.1 Demonstrates diverse communications skills which accommodate disparities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.2 Formulates strategies for patients, professionals, policymakers and media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.3 Applies interactive & social media in health communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Chronic & Infectious Disease					
12.1 Understands chronic disease etiology, risk modification, treatment &	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.2 Can describe a pathogen, associated disease, and effective means of control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.3 Delineates a disease strategy to reduce incidence, morbidity or mortality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Cross-cutting Core Competencies

	Needs Remediation	Satisfactory	Good	Exceptional	Not Applicable / Observed
Public Health Biology & Biotechnology					
6.1 Comprehends the biological bases of human health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Applies knowledge of biology & scientific method to public health practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Describes the role of biotechnology in disease and public health policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Health Informatics					
7.1 Understands the scope of health data, and how it is stored and managed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 Describe mechanisms, incentives/benefits, challenges to utilize health data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3 Comprehends issues of ethics, ownership, access, use & interoperability of data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4 Demonstrates familiarity of EHR, PHR, apps and telemedicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5 Effectively manages and manipulates data sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Health Policy					
8.1 Identifies main aspects of U.S. health care delivery, regulation and finance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2 Describes the application of law and policy to improve public health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3 Differentiates between availability, acceptability and accessibility of health care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4 Provides objective, evidence-based policy analysis and formulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Law & Ethics					
9.1 Exhibits understanding of laws and ethics governing health practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2 Describes the fundamental principles forming the basis for ethical standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3 Responds appropriately to ethical/legal challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Research, Evaluation & Policy Competencies

	Needs Remediation	Satisfactory	Good	Exceptional	Not Applicable / Observed
Research					
13.1 Can delineate health research goals, planning, design, analysis and reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.2 Exhibits knowledge of research ethics and compliance requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.3 Describes proper application, interpretation & limitations of clinical trials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.4 Selects an appropriate design for comparative study of a health question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Advanced Statistics					
14.1 Demonstrates knowledge of repeated measures, and post hoc analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.2 Exhibits skill in advanced regression and modeling techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.3 Has ability to utilize SAS to manage, graph and analyze data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Advanced Policy					
15.1 Exhibits working knowledge of major health reform issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.2 Proposals consider efficacy, costs, legal/ethical & socio-political aspects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Management & Professional Competencies

	Needs Remediation	Satisfactory	Good	Exceptional	Not Applicable / Observed
20.1 Is engaged in learning, including current literature and practice training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.2 Exhibits critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.3 Demonstrates creativity and initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.4 Exhibits attributes of leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.5 Demonstrates team-building, negotiation and conflict management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.6 Exhibits respect and equity in interactions with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.7 Plans, implements and executes programs effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.8 Provides and communicates meaningful evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.9 Differentiates and prioritizes goals, objectives and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.10 Meets assigned deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.11 Demonstrates effective oral and written communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.12 Exhibits professional demeanor, including appropriate dress and grooming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Individualized Practicum Competencies

	Insufficient Progress	Progressing Adequately	Met	Met with Distinction
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Summarize progress on practicum project:

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COHP

Dept/Division: Public Health

Alpha Designator/Number: PH 695

 Graded CR/NC

Contact Person: William F. Pewen

Phone: (304) 696-3743

NEW COURSE DATA:

New Course Title: Research

Alpha Designator/Number:

P H 6 9 5

Title Abbreviation:

R e s e a r c h

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Student research project, under guidance of the faculty advisor. Student project may include work towards thesis.

Co-requisite(s): None

First Term to be Offered: Spring 2016

Prerequisite(s): PH 611; PH621

Credit Hours: 1-3

Course(s) being deleted in place of this addition (must submit course deletion form):

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u>William F. Pewen</u>	Date <u>10/27/15</u>
Registrar <u>Rhonda Ferguson 005122</u>	Date <u>10/28/15</u>
College Curriculum Chair <u>[Signature]</u>	Date <u>11-4-15</u>
Graduate Council Chair <u>Tracy Christofero</u>	Date <u>12-8-15</u>

Request for Graduate Course Addition - Page 2

College: COHP

Department/Division: Public Health

Alpha Designator/Number: PH 695

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

William F. Pewen, Ph.D., M.P.H., future faculty, and such as the dean and program director shall designate.

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not applicable at this time. Will execute approved MU affiliation agreement if student project involves collaborative work.

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

College of Health Professions is responsible for hiring faculty. No other resources required at this time.

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See Syllabus

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See syllabus

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

See Syllabus

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

See Syllabus

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10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

See Syllabus

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not applicable

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Bayer R. (2008). Stigma and the ethics of public health: Not can we but should we. *Social Science and Medicine*. 67: 463-472.

Cragg L, Davies M and Macdowall W (eds). 2013. *Health Promotion Theory (Understanding Public Health) 2nd Edition*. Maidenhead: Open University Press.

Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (Laureate Education, Inc., custom ed.). Thousand Oaks, CA: Sage Publications.

Fulop N, Allen P, Clarke A, Black N (eds). 2001. *Studying the Organisation and Delivery of Health Services: Research Methods*. London: Routledge.

Gillam S, Yates J, Badrinath P. 2012. *Essential Public Health: Theory and Practice 2nd edition*. Cambridge University Press.

Gray J A M. 2001. *Evidence-based Healthcare: How to make Health Policy and Management Decisions 2nd edition*. Churchill Livingstone.

Guest C, Ricciardi W, Kawachi I, Lang I (eds). 2013. *Oxford Handbook of Public Health Practice 3rd edition*. Oxford: Oxford University Press.

Guinness, L and Wiseman, V 2011 *Introduction to Health Economics (Understanding Public Health) 2nd edition*. Maidenhead: Open University Press.

Marczyk, G., DeMatteo, D., & Festinger, D. (2005). *Essentials of research design and methodology*. Hoboken, NJ: Wiley.

Mokdad AH and Remington PL. (2010). Measuring health behaviors in populations. *Preventing Chronic Disease*. 7(4): 1-8.

National Academy Press. (2009). *On being a scientist: Responsible conduct in research* (3rd ed.). Washington, DC: Author.

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference* (2nd ed.). Boston: Houghton-Mifflin.

Reynolds, P. D. (2007). *A primer in theory construction* (Laureate Education, Inc., custom ed.). Boston, MA: Pearson Education.

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Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Graduate Program in Public Health

Course Number and Title: PH 695 Research

Catalog Description: Student research project, under guidance of the faculty advisor. Student project may include work towards thesis.

Prerequisites: PH 611; PH 621

First Term Offered: Spring 2016

Credit Hours: 1-3

COURSE TITLE/NUMBER	Research PH 695
SEMESTER/YEAR	Spring 2016
DAYS/TIME	Days and times arranged with individual faculty advisors
CREDIT HOURS	1-3
LOCATION	GPPH
INSTRUCTOR	William Pewen, PhD, MPH
OFFICE/PHONE	218 Prichard Hall, 696-3743
E-MAIL	pewen@marshall.edu
OFFICE HOURS	3:00-5:00 pm Wed., 9:00-10:00 am Fri., and by appointment
CFE/UNIVERSITY POLICIES	By enrolling in this course, you agree to the <i>Marshall University Policies</i> , and thus it is essential that you understand them. Please review these at the Academic Affairs website: http://www.marshall.edu/academic-affairs/policies/

COURSE DESCRIPTION: FROM CATALOG

Student research project, under guidance of the faculty advisor. Student project may include work towards thesis.

PREREQUISITES:

Successful completion of PH 611, PH 621.

STUDENT LEARNING OUTCOMES IDENTIFIED IN THIS COURSE:

- Upon completion of the course, students will:
1. Submit related literature review related to project.
 2. Produce statement of research/problem.
 3. Submission of progress report as outlined and agreed with advisor.

COURSE STUDENT LEARNING OUTCOMES	HOW PRACTICED IN THIS COURSE	HOW ASSESSED IN THIS COURSE
<u>Objective 1.</u> Demonstrate knowledge of subject of research.	Literature and data reviews by student.	Submission of literature review.
<u>Objective 2.</u> Define a topic of inquiry.	Formulation of research question/problem.	Submission of research question/problem.
<u>Objective 3.</u> Produce agreed research product according to the "contract".	Completion of research tasks.	Submission of agreed upon work

REQUIRED TEXTS, ADDITIONAL READING, AND OTHER MATERIALS

Manuscripts, journal articles or texts as appropriate to the project (arranged with advisor).

RECOMMENDED MATERIALS

Personal computer and smartphone (iPhone or Android).
Access to internet and Blackboard.

COURSE REQUIREMENTS / DUE DATES

1. Individual “contract” specifies pre-determined components related to a project and shall include literature review, statement of problem/question, and specific tasks to be completed; as well as any protocol, required IRB approval, data or manuscript product to be produced; and the due dates for receipt of completed work.
2. Individual “contract” approved by the advisor to designate Pass/Fail criteria.

GRADING POLICY

Course requirements negotiated with the faculty advisor.

Grading scale:

Pass: $\geq 80\%$

Fail: $< 80\%$

ATTENDANCE POLICY

As determined in the individual “contract”.

ADDITIONAL POLICIES

1. **Intellectual property notice:** Many materials used in this course may be copyrighted, while others represent content and product of the instructor and/or Marshall University. While students may share notes and engage in discussions regarding their work in the course, recording or distribution of course data or content is not permitted. Students should enquire of the instructor for clarification regarding exceptions.
2. **Academic integrity:** Students should refer to the Student Handbook to ensure understanding of policies concerning academic honesty and integrity, including plagiarism and cheating. Unless specified by the instructor, no electronic devices, notes, or other non-approved assistance is permitted during any exam.
3. **Disability accommodation.** The instructor will endeavor to accommodate students

- with a disability. It is requested that the student notify the instructor at the earliest possible time regard anticipated assistance which may be required.
4. **Vigilance.** Students are expected to access their MU e-mail address and MU On-line regularly for information related to the course.
 5. **Make-up assignments:** Students who miss scheduled deadlines may make them up in the event of a University-excused absence or medical emergency.
 6. **Office hours:** As posted and by appointment.

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COHP

Dept/Division: Public Health

Alpha Designator/Number: PH 696

 Graded CR/NC

Contact Person: William F. Pewen

Phone: (304)696-3743

NEW COURSE DATA:

New Course Title: Capstone

Alpha Designator/Number:

P H 6 9 6

Title Abbreviation:

C a p s t o n e

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Course provides a structured and mentored process for students to produce written and oral components of a capstone project on a selected topic or question.

Co-requisite(s): Prior or current PH 694

First Term to be Offered: Spring 2016

Prerequisite(s): 30 credits completed

Credit Hours: 2

Course(s) being deleted in place of this addition (must submit course deletion form):

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u>William F. Pewen</u>	Date <u>10/27/15</u>
Registrar <u>Roberta Ferguson 005122</u>	Date <u>10/28/15</u>
College Curriculum Chair <u>W.F. Pewen</u>	Date <u>11-4-15</u>
Graduate Council Chair <u>J. Christofero</u>	Date <u>12-8-15</u>

Request for Graduate Course Addition - Page 2

College: COHP

Department/Division: Public Health

Alpha Designator/Number: PH 696

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Robert Touchon, M.D., MPH, future faculty, and such as the dean and program director shall designate.

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

College of Health Professions is responsible for hiring faculty. No other resources required at this time.

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See syllabus

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See Syllabus

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Not applicable

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Lecture, Small group discussion, mentored review

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Comprehensive exam
Manuscript preparation
Departmental seminar or thesis defense

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not applicable

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Guide for Preparation and Submission of Electronic Theses and Dissertations <http://www.marshall.edu/graduate>

Master's Degree in Public Health Core Competency Model, Version 2.3. ASPH Education Committee. August 2006

Reinhart, S. Giving Academic Presentations University of Michigan Press/ELT (2002) ISBN-13: 978-0472088843

Stojmenovic, I. The best method for presentation of research results in theses and papers http://www.swinflow.org/docs/Good_Writing_Style.pdf

Swales, J. and Freak, CB. Academic Writing for Graduate Students. University of Michigan Press. (2012) ISBN: 0472034758

Writing and Publishing Your Thesis, Dissertation, and Research : A Guide for Students in the Helping Professions. 4th edition. Brooks/Cole Publishing Co. (2002)

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Graduate Program in Public Health

Course Number and Title: PH 696 Capstone

Catalog Description: Course provides a structured and mentored process for students to produce written and oral components of a capstone project on a selected topic or question.

Prerequisites: Successful completion of first year MPH curriculum, a minimum of 30 credits of program complete, plus previous successful completion or co-registration in PH 694.

First Term Offered: Spring 2016

Credit Hours: 2

COURSE TITLE/NUMBER	Capstone PH 696
SEMESTER/YEAR	Spring 2016
DAYS/TIME	Monday 2:00-3:00 pm
CREDIT HOURS	2
LOCATION	TBA
INSTRUCTOR	Robert Touchon, M.D., MPH
OFFICE/PHONE	317 Prichard Hall, 696-2642
E-MAIL	touchon@marshall.edu
OFFICE HOURS	By appointment
CFE/UNIVERSITY POLICIES	By enrolling in this course, you agree to the <i>Marshall University Policies</i> , and thus it is essential that you understand them. Please review these at the Academic Affairs website: http://www.marshall.edu/academic-affairs/policies/

COURSE DESCRIPTION: FROM CATALOG

Course provides a structured and mentored process for students to produce written and oral components of a capstone project on a selected topic or question.

PREREQUISITES:

Successful completion of first year MPH curriculum, a minimum of 30 credits of program complete, plus previous completion or co-registration in PH 694.

STUDENT LEARNING OUTCOMES IDENTIFIED IN THIS COURSE:

- Upon completion of the course, students will have:
1. Successfully completed the comprehensive exam.
 2. Produced an appropriate practicum manuscript or thesis, sufficient to submit for publication.
 3. Presented a department seminar on the practicum manuscript, or successfully defend the thesis.

COURSE STUDENT LEARNING OUTCOMES	HOW PRACTICED IN THIS COURSE	HOW ASSESSED IN THIS COURSE
<u>Objective 1.</u> Successfully demonstrate comprehensive general public health competencies.	Comprehensive mentored review.	Written examination.
<u>Objective 2.</u> Produce a publication manuscript or thesis.	Advisor and committee mentored.	Submission of publication manuscript or thesis draft. Manuscript or thesis draft is scored by the student's practicum or thesis committee, respectively.

Objective 3. Successfully present or defend product of #2.	Departmental seminar.	Present manuscript or defend thesis.
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REQUIRED TEXTS, ADDITIONAL READING, AND OTHER MATERIALS

Manuscripts, journal articles or texts as appropriate to the student’s needs.

RECOMMENDED MATERIALS

Personal computer and smartphone (iPhone or Android).
Access to internet and Blackboard.

COURSE REQUIREMENTS / DUE DATES

1. Scheduled capstone meetings are designed to provide small group mentoring and assistance in preparation for the associated examinations. Attendance is critical.
2. Note that capstone students are also expected to meet individually with the Capstone Coordinator as well as their advisor, outside of the scheduled capstone meeting time.
3. Consult the university calendar to ascertain critical dates including application for graduation, and thesis deadlines.
4. It is critical to plan sufficient time for committee meetings and reviews, and assure that a seminar time will be available. Do not expect immediate availability of faculty to review drafts or to meet...especially when your classmates may do the same. Plan ahead and “pad” your schedule a bit!

GRADING POLICY

Three components make up the Capstone grade:

Comprehensive exam	100 pts
Manuscript or thesis draft	100 pts
Presentation or thesis defense	100 pts

Graduation requires an 80 percent performance on each of these components. Note that given the nature of a thesis – including many “must do” components in the process – one should approach performance on that option a bit differently. For example, if one fails to comply with minor but critical requirement, your thesis would not be accepted. All *accepted* theses will score from 80-100 points.