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Master of Public Health Program
Student Handbook

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Important Contact Information

Topic	Contact Name and Email
Policies and Procedures such as: Admissions, Registration, Transfer of Credits, Student Affairs, Academic Calendar, Grievances, Probation, Graduation, Career Services	Graduate School, gradschool@mcw.edu Angela Backus, Director of Enrollment
Policies and Procedures such as: Registration, Temporary or Permanent Withdrawal, Transcripts, Name Change	Office of the Registrar, acadreg@mcw.edu Brenda Parsons, Associate Registrar
Tuition and Billing	Office of Student Accounts, mcwtuition@mcw.edu
Financial Aid	Student Financial Services, finaid@mcw.edu
Brightspace	LMS Help Desk, lmshelp@mcw.edu
MCW Email and Password Issues	IS Help Desk, help@mcw.edu
MCWconnect Credentials	Information Services, MCWconnect_support@mcw.edu
Advising	Terry Brandenburg, tbrandenburg@mcw.edu
Plan of Study	MPH staff, mph@mcw.edu
Field Placement	MPH staff, mph@mcw.edu Faculty Advisor (TBD prior to Field Placement)
Capstone Project	MPH staff, mph@mcw.edu Faculty Advisor
Coursework	Course Faculty (see syllabus for contact information)
Student Governance and Involvement, Graduate Student Association	Graduate School-Graduate Student Association

	<u>Websites</u>	<u>Phone</u>
MPH Program	http://www.mcw.edu/mph	414-955-4510
Graduate School	http://www.mcw.edu/gradschool	414-955-8218
MCW Library	http://www.mcw.edu/mcwlibraries	414-955-8302
MCWconnect	https://sis.mcw.edu	414-955-4357

PURPOSE OF THE STUDENT HANDBOOK

The MPH Student Handbook provides information for current and prospective students regarding the program's mission, goals, values, plan of study, course descriptions, advising, faculty, and program resources. This handbook is considered a supplement to the MCW Graduate School Student Handbook that provides information such as admission requirements, application and registration procedures, tuition and fees, and all other policies and procedures students need to be familiar with. It is the student's responsibility to be aware of and comply with all requirements, policies, procedures and deadlines in both documents. The MPH Student Handbook is updated as needed and posted on the [MPH website](#). The Graduate School Handbook can be found on the [Graduate School's website](#), under Current Students, MCW Graduate Student Handbook.

HISTORY OF THE MPH PROGRAM AT THE MEDICAL COLLEGE OF WISCONSIN

In 1982, the Medical College received a grant to develop and pilot a graduate level distance education program to meet the training and career development needs of physicians working in public and occupational health in all areas of the country. This innovative Master of Public Health program utilized distance learning methodologies that provided licensed health care professionals, predominantly physicians, with the opportunity to fulfill their educational goals. The concentration in Occupational Medicine was fully developed by 1986, and the concentration in General Preventive Medicine and Public Health was implemented in 1992. The Council on Education for Public Health (CEPH) provided full accreditation for the Medical College of Wisconsin's MPH program in 1991.

The Advancing a Healthier Wisconsin (AHW) Endowment launched its first funded initiatives in community health, research, and education in 2004. AHW developed a five-year plan, and the Medical College dramatically increased its emphasis on improving the health of the public through training, community-based participatory research, and service. Given the Medical College's broadening public health focus and the training needs of the public health workforce, the MPH program received a grant from AHW to implement substantial changes. Since fall 2007, the MPH program has been available to the broader public health workforce in addition to licensed health care professionals. A Certificate in Public Health has been offered since fall 2008. A Certificate in Community Health Assessment & Planning as well as a Certificate in Population Health Management were developed in 2016.

In 2006, the Medical College's academic programs, including the MPH, were given full accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools for the maximum 10-year period. Effective February 28, 2017, the Higher Learning Commission (HLC) approved reaccreditation of the Medical College of Wisconsin. Also, in 2017, the MPH program received reaccreditation for the maximum term of seven years from the Council on Education for Public Health.

The Medical College remains well-positioned to provide flexible and innovative learning opportunities that meet the needs of working professionals and looks forward to expanding its educational offerings to include programs such as an MD/MPH and an online DrPH.

VISION

Public health leaders driving change to create healthy and equitable communities.

MISSION

To cultivate socially responsible and effective leaders through community-academic collaboration in education, research, and service to achieve equity and advance the health of the public.

PROGRAM GOALS

The overall goals to fulfill the mission fall into three categories that include education, research, and service.

Education

- Provide high quality education through theoretical and experiential learning emphasizing critical competencies in public health.
- Provide flexible learning opportunities through distance technology, interactive methods, and collaborative educational partnerships.
- Recruit and prepare a diverse student population for success in public health leadership positions.

Service

- Provide innovative leadership and serve as a community resource to address emerging public health issues.

Research

- Promote faculty and student scholarship to address critical public health issues and advance the field of public health.

PROGRAM VALUES

The MPH program faculty, students, and staff are committed to the over-arching principle of respect for the dignity and worth of people regardless of gender, race, religious or ethnic affiliations, sexual orientation or social standing. Program values are reflected in:

- **Community:** We work in and learn with the community.
- **Collaboration:** We work within and across disciplines.
- **Excellence:** We promote excellence in public health practice through innovative and quality education, research and service.
- **Leadership:** We are committed to developing public health leaders who demonstrate professional integrity.
- **Social Responsibility:** We strive to develop a socially responsible workforce equipped to advance health equity and improve community health.

PROGRAM OVERVIEW

Through education, research, and service, the MPH program at the Medical College of Wisconsin provides individuals with the knowledge, skills and leadership necessary to address public and community health issues. The program is designed to meet the needs of working professionals and can be completed on a full or part-time basis. Courses are offered through a convenient, web-based format using Brightspace and incorporate instructional principles appropriate for adult learners. Students apply theoretical concepts to practical situations through case analyses and experiential activities.

Curriculum

42 credit hours are required to complete the MPH Degree.

The curriculum consists of five core courses, three community health courses, electives, a Field Placement, and the Capstone Project.

The core courses are:

- 18200 Environmental Health
- 18201 Principles of Epidemiology
- 18203 Public Health Administration
- 18204 Introduction to Biostatistics
- 18212 Behavioral Science and Public Health

The required courses are:

Community Health:

- 18209 Community Health Assessment and Improvement
- 18230 Community Health Program Planning
- 18260 Community Health Program Evaluation

Culminating Experiences:

- 18279 Field Placement Preparation
- 18280 Field Placement
- 18297 Capstone Project

MPH Program Course Offerings

Core Courses	Credits	Offered
18200 Environmental Health	3	Spring
18201 Principles of Epidemiology	3	Fall
18203 Public Health Administration	3	Fall
18204 Introduction to Biostatistics	3	Spring
18212 Behavioral Science and Public Health	3	Summer
Total	15 credits	
Required Program Courses	Credits	Offered
18209 Community Health Assessment and Improvement	3	Fall
18230 Community Health Program Planning	3	Spring
18260 Community Health Program Evaluation	3	Fall
18279 Field Placement Preparation	1	Fall, Spring, Summer
18280 Field Placement	2-5	Fall, Spring, Summer
18297 Capstone Project	3	Fall, Spring, Summer
Total	15-18 credits	
General Elective Courses	Credits	Offered
18115 Health Promotion & Disease Prevention	3	Spring
18215 Infectious Diseases	3	Spring
18218 Racial and Ethnic Inequalities in Health	3	Summer
18219 Introduction to Global Health	3	Fall
18221 Public Health Law	3	Summer
18223 Public Health Policy	3	Spring
18232 Introduction to Population Health Management	3	Fall
18241 Health Communication	3	Fall
18243 Performance Management & Quality Improvement	3	Fall
18250 Ethical Issues in Public Health	3	Summer
18254 Challenges in Maternal and Child Health	3	Every other Fall (odd years)
18258 Advanced Epidemiological Methods	3	Every other Spring (even years)
18265 Public Health Research	3	Spring
18268 Leadership for the Public's Health	3	Summer
Total	9-12 credits	

Plan of Study

During the first semester, each new student develops a plan of study with advice from the Program Director or MPH staff. The plan must be submitted for approval. Courses are offered on a semester basis. Feasibility of a given course load is an especially important consideration for students who have major demands on their time because of employment, family, or other reasons. For each course, students should plan to spend at least 6 to 10 hours on coursework each week. The classes are web-based and require more self-directed work than do traditional classes. Students should complete the core courses early in their plan of study to attain core competencies that will be further applied in the Field Placement and Capstone Project. All degree requirements for graduation must be completed within 5 calendar years.

Academic Advising

After acceptance into the program, the Program Director serves as the academic advisor for each student. The Program Director collaborates with the student to develop a customized plan of study based upon program requirements and the student's interests and career goals. Students are encouraged to consult with the Program Director and program staff as needed. The Program Director is also responsible for monitoring the student's academic progress.

If a student's evaluation is unsatisfactory in any regard, concerns from the Dean are discussed with the Program Director who then works with the student to establish goals for improving progress. Students with a GPA below 3.0 will be on probation and will receive notification from the Dean.

Project Advising

While students are enrolled in 18279 MPH Field Placement Preparation, they are assigned an advisor who serves as a mentor throughout their Field Placement and potentially their Capstone Project, as well. The MPH Program Director and staff will make every effort to match the student's interests to the faculty advisor's expertise; however, interests and expertise may not match exactly. While many students will work with the same faculty advisor for both the Field Placement and Capstone Project courses, different advisors may be assigned if topics switch drastically or either party requests a change.

PROGRAM COMPETENCIES & FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Upon completion of the MPH program, students will demonstrate knowledge of the 22 foundational competencies as well as the 5 MPH concentration competencies. Students will achieve these competencies through coursework, practical experiences, and other activities.

Foundational Competencies

Evidence-based Approaches to Public

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

Public Health & Health Care Systems

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

Planning & Management to Promote Health

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

Policy in Public Health

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

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
17. Apply negotiation and mediation skills to address organizational or community challenges.

Communication

18. Select communication strategies for different audiences and sectors.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
20. Describe the importance of cultural competence in communicating public health content.

Interprofessional Practice

21. Perform effectively on interprofessional teams.

Systems Thinking

22. Apply systems thinking tools to a public health issue.

MPH Concentration-Specific Competencies

1. Apply basic theories and models from behavioral science disciplines that are used in public health practice.
2. Demonstrate strategic planning and program planning in the contextual setting for when it is appropriate to use each process.
3. Design a logic model as a component of program planning that address short, medium, and long-term outcomes.
4. Conduct outcome and impact analyses using evaluation design and data.
5. Apply methods for evaluating efficiency, cost benefit, and cost effectiveness analyses.

Students are expected to familiarize themselves with these competencies. These competencies are emphasized in coursework throughout the MPH program. While enrolled in Field Placement Preparation, students will complete a competency self-assessment and indicate which competencies they would like to target during their Field Placement. Students are responsible for demonstrating achievement of specific competencies at the end of that course. Students will identify competencies to enhance as part of the

Capstone Project as well. Additionally, students will complete a competency self-assessment at the end of their final semester following the Capstone Project course. In this assessment, students will rank their competency in each area and list the evidence they could provide to demonstrate their achievement and abilities.

Foundational Public Health Knowledge

Students will be grounded in foundational public health knowledge. Grounding in foundational public health knowledge is measured by the student's achievement of the following learning objectives.

Profession & Science of Public Health

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services¹¹
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health

7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g. One Health)

STUDENT COMMITMENT TO SERVICE

All students in the program are expected to provide service to the communities in which they live and/or work. Service opportunities may come from activities such as class projects, the Field Placement, or volunteer work.

STUDENT GOVERNANCE AND INVOLVEMENT OPPORTUNITIES

Students are encouraged to take an active role in the governance of the program. Following are avenues in which students can get involved in program activities. If interested in any of these opportunities, please contact the MPH program, mph@mcw.edu.

1. Graduate Student Association (GSA) – consists of all degree-seeking graduate students and provides a mechanism for voicing collective graduate student opinions to the faculty and administration while aiding in the dissemination of information to graduate students. Each department or program elects a student to be on the representative council. This group meets once a month.
2. Advisory Committee – consists of representatives from the public health workforce, faculty, students, administration, and alumni. The committee participates in strategic planning processes providing recommendations and guidance to the program administration. Input may also be solicited on topics such as service activities, student diversity, curriculum development, research opportunities, workforce development, marketing, and accreditation.

CERTIFICATE PROGRAMS

In addition to the Master of Public Health degree program, three online graduate certificates are offered: Certificate in Public Health, Certificate in Population Health Management, and the Certificate in Community Health Assessment and Planning.

The Graduate Certificate in Public Health was developed for individuals who are starting a career in public health as well as for individuals who already work in the field of public health but would like to enhance their knowledge and skills in the core public health disciplines. It consists of coursework in the five major disciplines of public health and offers 15 graduate credits that may be applied toward an MPH degree. Certificate students participate in courses along with MPH students. All courses are delivered through a convenient, web-based format. The program can be completed in one or two years.

The Graduate Certificate in Population Health Management consists of 4 courses totaling 12 credits that may be transferred into the MPH degree. Experience working in health care systems, health plans, employee benefit plans, or public health departments is recommended.

The Graduate Certificate in Community Health Assessment and Planning consists of 4 courses totaling 12 credits that may be transferred into the MPH degree. One to two years of experience working in health care, worksite wellness, or public health is strongly recommended.

Applicants must have an undergraduate or advanced degree with an overall grade point average of 3.0 and should submit an online application along with official transcripts and three letters of recommendation.

Course Descriptions (*Core course in the MPH and Graduate Certificate Programs.)

18115 Health Promotion & Disease Prevention. *3 semester hours.* (Spring)

Prepares students to promote health and to prevent disease and injury using a variety of methods. It emphasizes an ecological approach addressing behavior, environment, and healthcare at levels from the individual to social policy. The content is designed for use in diverse settings, including health departments, policy-making/advocacy, healthcare, workplaces, schools and other institutions, and non-governmental organizations.

***18200 Environmental Health.** *3 semester hours.* (Spring)

Provides a foundation for understanding the scientific principles of environmental analysis, including communicable diseases, toxic chemicals and hazardous physical conditions as well as the development of environmental legislation.

Recommended preliminary coursework: Undergraduate chemistry and biology, 18201 Principles of Epidemiology.

***18201 Principles of Epidemiology.** *3 semester hours.* (Fall)

Examines the design and implementation of case control, cohort, and mortality studies; identifies resources, databases, and problems; and critically analyzes studies in current public health literature.

***18203 Public Health Administration.** *3 semester hours.* (Fall)

Introduces the structure, functions and financing of public health within the context of the U.S. health care system and its health policies as well as the planning, management and evaluation of programs to improve health.

***18204 Introduction to Biostatistics.** *3 semester hours.* (Spring)

Describes the use of descriptive and analytical statistics in research studies, with an emphasis on understanding statistical reports and judging the appropriateness of statistical applications reported in the literature. Calculations of statistics are included to understand the appropriate use of statistics.

18209 Community Health Assessment & Improvement. *3 semester hours.* (Fall)

Covers the central concepts of community health assessment and improvement. Focuses on public health essential services 1 and 2. Students will obtain an understanding of the public health system, community health assessment and the health improvement process using selected frameworks. The course will focus in-depth on learning about the Mobilizing for Action through Planning and Partnerships (MAPP) framework and application of selected components to course projects.

Prerequisites: 18203 Public Health Administration; 18212 Behavioral Science and Public Health recommended.

***18212 Behavioral Science and Public Health.** *3 semester hours.* (Summer)

Surveys the influence of biological factors, family, state of development, ethnic and cultural factors, community factors and stressors on health and well-being.

18215 Infectious Diseases. *3 semester hours.* (Spring)

Emphasizes the practice of public health in infectious diseases: surveillance, outbreak investigation and control, and prevention and policy.

18218 Racial and Ethnic Inequalities in Health. *3 semester hours.* (Summer)

Provides an in-depth introduction to health disparities and underlying determinants of population health. The course will help clinicians and other public health students and professionals develop and strengthen their knowledge, skills and ability to critically examine issues of health disparities and to develop a better understanding of some of the underlying social determinants of health disparities, from a multidisciplinary perspective. The goal of the course is to help students develop the skills needed to apply knowledge and theory of health disparities in designing health services and epidemiological studies and interventions to reduce and ultimately eliminate health disparities.

Recommended preliminary coursework: 18201 Principles of Epidemiology and 18204 Biostatistics.

18219 Introduction to Global Health. *3 semester hours.* (Fall)

Introduces the basic concepts and tools needed to describe the health situation and health priorities of a country; reviews the organization, management, and financing of health systems, particularly how they apply to the low- and moderate-income countries; and helps students understand the global determinants of health, particularly definitions, strategies, partnerships, and measurements.

18221 Public Health Law. *3 semester hours.* (Summer)

Examines the basic legal knowledge a public health professional should have, including worker's compensation laws; laws/regulations governing public health safety and health; environmental laws/regulations; food, drug, device, and cosmetic laws/regulations; and medical malpractice and the medical malpractice system, including legal sources of public health powers, the administrative law system, public health law as it relates to individual rights, control of property, substance abuse, and the AIDS epidemic.

18223 Public Health Policy. *3 semester hours.* (Spring)

Prepares students to know and understand the fundamentals of public health policymaking from the perspective of diverse stakeholders. Throughout the course, students will engage in critical and creative thinking to judge the validity of information and to use defensible and persuasive information to reach new insights in the field of public health policy. Students will be challenged to analyze complex public health policies in areas such as health care reform, health equity, access to care, chronic disease and injury, and global health. This course will assist students in developing the skills necessary to understand and apply diverse sources of information in policy development and the advocacy to implement public health policy.

18230 Community Health Program Planning. *3 semester hours.* (Spring)

Builds on the foundation in health improvement program planning obtained in the Public Health Administration course. This course will increase the depth and breadth of students' knowledge and skills through a theoretical and application-based curriculum through three modules, including strategic planning, program planning, and leadership competencies to lead planning efforts.

Prerequisites: 18203 Public Health Administration; 18209 Community Health Assessment & Improvement recommended.

18232 Introduction to Population Health Management. *3 semester hours.* (Fall)

Provides knowledge and builds competencies to improve population health outcomes as well as patient and provider experiences and to reduce per person costs. Themes include leadership in teams, care of populations, health service quality and value, data analysis and reporting, and financial management. Competencies include leadership and inter-professional communication, systems thinking, social and behavioral sciences, data management, process and outcome improvement, and policy advocacy. This introductory course is required in the 12-credit population health management certificate program.

18241 Health Communication. *3 semester hours.* (Fall)

Explores the ways that communication impacts people's health and wellbeing, as well as their understanding of health-related topics. The course will cover multiple levels of communication, different communication channels, and the use of diverse communication media and technologies.

18243 Performance Management and Quality Improvement. *3 semester hours.* (Fall)

Examines topics such as the history of performance management and quality improvement in public health, components of the performance management system, basic and advanced quality improvement tools, accreditation of public health departments and an organizational culture of quality improvement. The course will focus on applying students' knowledge and skills through an application-based curriculum.

18250 Ethical Issues in Public Health. *3 semester hours.* (Summer)

Provides students with an introduction to the moral, social, and ethical issues involved in public health policy and practice. The course begins by examining the moral, social, and political philosophical foundations of public health, particularly the role of the state and of individual autonomy in shaping behaviors. The course then examines several areas of public health policy and practice in the context of this moral and social framework. These include mandatory childhood vaccination programs; health screening; use of personal health information; racial and gender disparities in health care; and access to health care/health insurance. Special attention is paid to how consideration of the moral and social framework will place limits on, and shape, public health intervention.

18254 Challenges in Maternal and Child Health. *3 semester hours.* (Fall – odd years)

Provides students with an in-depth introduction to the underlying health challenges as they pertain to women, children and youth. The goal of the course is to help students develop a broad understanding about the factors that shape the health of populations and to equip students with evaluative tools for determining how health system shortfalls might be effectively addressed. The course will assist clinicians and other public health students and professionals to develop and strengthen their knowledge, skills, and ability to critically examine maternal child health issues and to develop a better understanding of some of the underlying determinants of health.

18258 Advanced Epidemiological Methods. *3 semester hours.* (Spring – even years)

Builds on introductory epidemiology courses by providing a more in-depth understanding of fundamental epidemiologic principles presented in introductory epidemiologic courses such as study design and bias. This course also emphasizes more advanced concepts needed in establishing causal relationships from observational data. It is particularly relevant to students who intend to conduct studies investigating the occurrence and determinants of diseases or who wish to be sophisticated consumers or critics of epidemiologic research conducted by others. The course emphasizes practical application of Epidemiologic Methods to real world problems.

Prerequisites: 18201 Principles of Epidemiology or equivalent

18260 Community Health Program Evaluation. *3 semester hours.* (Fall)

Prepares students to apply public health knowledge and skills in a community-based setting. Evaluation skills are an essential competency of both public health practitioners and public health administrators and thus are a critical component of the MPH curriculum. Building on the foundation in research methods and data analysis obtained in the Epidemiology and Biostatistics courses and program planning and management obtained in the Public Health Administration course, this course will increase the depth and breadth of students' knowledge and skills through a theoretical and application-based curriculum through four modules, including the foundation of program evaluation, the five levels of the program evaluation hierarchy, program evaluation tools, and program evaluation and public health practice.

Prerequisites: 18201 Principles of Epidemiology, 18203 Public Health Administration, and 18204 Biostatistics.

18265 Public Health Research. *3 semester hours.* (Spring)

Examines the theory, methods and strategies for the conduct of public health research within communities. It will provide the enhanced skills in research techniques, data acquisition and management, data translation, and data reporting to accurately profile the health status of communities.

Prerequisites: 18204 Biostatistics; and one of the following: 18209 Community Health Assessment and Improvement or 18260 Community Health Program Evaluation.

18268 Leadership for the Public's Health. *3 semester hours.* (Summer)

Takes a broad look at leadership within public health practice. An introduction to theoretical and evidence-based research is applied to a wide range of public health challenges. Learners apply knowledge and personal experiences to newly focused leadership understanding through application to practice. Leadership theory and research will connect to core public health practices of assessment, policy development and assurance.

Prerequisites: 18203 Public Health Administration. For students with limited public health experience, 18209 Community Health Assessment and Improvement is recommended as a prerequisite.

18279 Field Placement Preparation. *1 semester hour.* (Fall, Spring, Summer)

Provides the foundation for the MPH Field Placement course and facilitates students' connection with public health organizations and arrangement of their specific Field Placement project. The course will

highlight principles of human subject research as well as community-academic partnerships and will help students apply these principles in the development of their project.

Prerequisites: 18200 Environmental Health, 18201 Principles of Epidemiology, 18203 Public Health Administration, 18204 Biostatistics, and 18212 Behavioral Science and Public Health.

18280 Field Placement. 2-5 semester hours. (Fall, Spring, Summer)

Consists of a planned, supervised and evaluated practice experience that is designed to enhance and complement the student's educational training by providing practical experience in a public or private organization that addresses significant public health issues. Working with a site preceptor and faculty advisor, the student will complete an Action Learning Project that is relevant to his/her area of interest.

Prerequisites: 18200 Environmental Health, 18201 Principles of Epidemiology, 18203 Public Health Administration, 18204 Biostatistics, and 18212 Behavioral Science and Public Health.

18295 Readings and Research. *Registration through approval of Program Director. Semester hours to be arranged.* (Fall, Spring, Summer)

An independent study course, under public health faculty guidance, to pursue reading and research in an area of specific student interest. Permission of Program Director required to register for this course.

18297 Capstone Project. 3 semester hours. (Fall, Spring, Summer)

Provides a culminating experience that requires the student to synthesize and integrate knowledge acquired in coursework and other learning experiences. Students apply theory and public health principles in the development of a master's paper on a significant public or community health issue or topic.

Prerequisites: All other MPH coursework.

RESOURCES AND SERVICES

System Requirements for MPH Web-Based Learning

Students should have access to Brightspace, a PC running Windows OS or a Mac running OSX. Firefox, Safari or Chrome are recommended. Internet 11 and Edge are supported, but Internet Explorer 10 and earlier are not supported and may cause content to load incorrectly. Microsoft Office 2007 or newer and Adobe Acrobat Reader may be required. In addition, Adobe Flash Player may be required to view some content within Brightspace.

Brightspace is a web-based learning management system where all course materials can be found. With Brightspace, students can take surveys, quizzes and tests, send and receive course mail, post to threaded discussions and chat rooms, upload assignments using drop-boxes, and more. Students can check their progress and grades at any time during the course and can create groups and teams for project or committee work.

An office suite such as Microsoft Office and Adobe Reader or other compatible PDF readers are also required. In addition, a current version of the Adobe Flash player for the web browser is required to play some of the lectures. If students have problems accessing courses in Brightspace, please contact lmshelp@mcw.edu.

Statistical Software Requirements

The use of a statistical software package may be required for some courses. Information will be found in the course syllabus.

Library

MCW Libraries consist of the central Todd Wehr Library located in the MCW Administrative Building and two branch libraries located at Froedtert Hospital and Children's Hospital of Wisconsin.

Library resources are available to all registered students. Library information can be accessed at www.lib.mcw.edu. Enrolled students are provided remote access to the libraries. This access includes the multitude of library resources, particularly the electronic journals and books.

Textbooks

A list of required textbooks will be emailed to all students. Students may acquire textbooks from any convenient source. Students are advised not to purchase books far in advance of enrollment as texts are frequently published in new editions or courses are revised to newer, more current texts.

Student Financial Services

The [Student Financial Services](#) office is available to assist students with securing financial aid.

Career Advising and Employment Opportunities

Students are encouraged to utilize career advisement resources provided by the Graduate School such as the Graduate School [Career Services](#) office. Students may also seek guidance from the MPH Program Director.

ONLINE LEARNING STRATEGIES

Whether you are experienced or new to the online learning world, there are some evidence-based strategies for success in the MPH online program. Also provided are references and links for additional resources.

Access

- Make sure that you have the right technology (e.g., hardware, software, internet connectivity) to complete assignments.
- Spend some time navigating your way through the class files and folders to make sure that you can access desired course menus and materials.⁵
- Download or print out pages for reference and review away from the computer.⁵

Time Management

- An online class requires an average of 6-10 hours per week and more during the summer.
- Determine what time is best for you to study and complete assignments and schedule times in which to read, complete assignments, and post dialogue to other classmates.
- Be sure to find a private place to study which is free from distractions.^{1, 4, 3}

Communication

- Interaction and discussion with classmates and instructors still occur in online learning through reading and responding to classmates' introductions, facilitated course discussions, or engaging in ongoing dialogue about issues. Just as in face-to-face learning, we expect that you will learn from and provide insights to your peers.
- Start by posting your own introduction—as the first step in building your online learning community.
- Participate. Whether you are working alone or in a group, contribute your ideas, perspectives, and comments.²
- Log on to your course each day to at least check discussions and course updates/ announcements.

- Be polite and respectful. Remember that you are dealing with real people online. Being polite and respectful is obligatory for a productive and supportive online environment.² Find a list of online [etiquette rules](#).

Trouble Shooting and Other Tips

- Ask for help early. Remember that your instructor wants you to succeed.
- Be patient. As much as your instructor will try to be prompt in answering questions, please do not expect instantaneous responses to your queries. Learn how to set break points in your study so that you can return exactly to that point when your question is answered. Be patient with yourself as well—give the material a chance to soak in.⁵

Additional Reading/ Resources on Strategies for Effective and Efficient Online Learning

- ¹ Arkansas State University. *Study Skills Links*.
- ² Illinois Online Network. *Tips for online success*.
- ³ Purdue University. *Tips to enhance your online learning experience*.
- ⁴ Roper, A. (2007). *How students develop online learning skills*. *EDUCASE Quarterly*. 30.
- ⁵ Texas A & M University. *Tips for taking online courses*.

GRADUATE SCHOOL FORMS

Many forms such as those required to graduate, request a leave of absence (withdrawal form), request transfer of credits, etc. are available through the Graduate School Office. Please refer to the Graduate School website, Current Students, for links to the forms and instructions for completion. Scroll down toward the bottom of the screen under the [General Student Information](#) section and you will find General Student Forms, Preparing for Graduation Forms, Transcripts, and Certificate Forms etc. Questions? Contact the Grad School at 414-955-8218.

Disclaimer

The MPH Handbook is updated as needed and is posted on the MPH website. The right to alter content at any time is reserved by MCW. MCW reserves the right to increase tuition without prior notice. It further reserves the right to alter the schedule of courses, the requirements for degrees and other regulations affecting the student body. Such requirements and regulations are considered effective whenever determined by a department or by a general MCW directive. The student is expected to stay well informed with respect to regulations and requirements.

MPH Competencies										
Courses by which the Competencies are Met (Students select specific competencies to enhance during their Field Placement and Capstone Project)										
Core & Required Courses										
MPH Foundational Competencies	Environmental Health 18200	Principles of Epidemiology 18201	PH Administration 18203	Intro to Biostatistics 18204	Behavioral Science and PH 18212	CH Assessment & Improvement 18209	CH Program Planning 18230	CH Program Evaluation 18260		
Evidence-based Approaches to Public Health										
1. Apply epidemiological methods to the breadth of settings and situations in public health practice.	x	x	x		x	x		x		
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.		x	x	x	x	x	x			
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.		x		x						
4. Interpret results of data analysis for public health research, policy or practice.	x	x	x	x		x		x		
Public Health & Health Care Systems										
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.	x		x			x				
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.			x		x	x				

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Planning and Management to Promote Health									
7. Assess population needs, assets and capacities that affect communities' health.	x		x		x	x	x		
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.					x	x			
9. Design a population-based policy, program, project or intervention.			x			x	x		
10. Explain basic principles and tools of budget and resource management.			x			x	x	x	
11. Select methods to evaluate public health programs.			x		x	x	x	x	
Policy in Public Health									
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.	x		x			x	x		
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	x		x			x	x	x	
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.			x			x			

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15. Evaluate policies for their impact on public health and health equity.	x					x		x	
Leadership									
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.			x		x	x			
17. Apply negotiation and mediation skills to address organizational or community challenges.					x	x			
Communication									
18. Select communication strategies for different audiences and sectors.			x		x	x		x	
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.			x			x			
20. Describe the importance of cultural competence in communicating public health content.					x	x			
Interprofessional Practice									
21. Perform effectively on interprofessional^ teams.		x	x		x	x	x	x	
Systems Thinking									
22. Apply systems thinking tools to a public health issue.	x		x		x	x			

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MPH Concentration-specific Competencies									
1. Apply basic theories and models from behavioral science disciplines that are used in public health practice.		x			x	x	x		
2. Demonstrate strategic planning and program planning in the contextual setting for when it is appropriate to use each process.			x			x	x		
3. Design a logic model as a component of program planning that address short, medium, and long-term outcomes.							x	x	
4. Conduct outcome and impact analyses using evaluation design and data.	x		x			x		x	
5. Apply methods for evaluating efficiency, cost benefit, and cost effectiveness analyses.						x		x	