

MEZCOPH EDUCATION COMMITTEE
“FINAL” MEETING MINUTES
SEPTEMBER 2, 2009

Members Present: Denise Roe – Chair, Joe Gerald, Robin Harris, Mary Kay O’Rourke, Lisa Staten, Doug Taren, Nicky Teufel-Shone, Chris Tisch, Becky Corran, Kathleen Crist, Judy Gooshert, and Nicole Wright

Guests: Zhao Chen

1. **Minutes Approval:**

August 5, 2009 Meeting Minutes:

A motion was made and seconded to approve the August 5, 2009 meeting minutes with the following change: add John Ehiri’s name under members present. The motion passed by a vote of 5-0. Kathleen Crist will post the final copy of the August 5, 2009 meeting minutes to the Wiki and Intranet websites.

2. **Announcements and Immediate Business:**

a. **MEZCOPH Academic Program Review:** (*Doug Taren*)

Doug requested that committee members send recommended names of nominees (internal and external self-study committee members) to him for the upcoming MEZCOPH academic program review. * Doug will then forward the names of 14 willing nominees to the Dean. Doug stated that he believes the Epidemiology and Biostatistics PHD programs, and the MPH program should be reviewed for this upcoming academic review. However, the newly implemented Bachelor of Science, which has no history, and the disestablished Health Education degree should not be reviewed. In addition, the DrPH and the newly implemented MS/PHD in EHS, which also have no history for the past five years, should not be reviewed until the next five year APR review.

b. **New Student Orientation** (*Chris Tisch*)

Chris reported there are 79 new incoming graduate students for Fall 2009. 71 graduate students participated in this year’s new graduate student orientation on August 22, 2009. In addition, Chris noted that there was an increase in attendance of graduate students at the August 21 Internship Conference. Chris stated that students seemed much more engaged in this year’s new graduate student orientation.

c. **PHPM Section Chair Candidates** (*Doug Taren*)

Doug announced that the College has approval to invite three candidates to campus for interviews sometime during September or October for the PHPM Section Chair position:

1. Steven Helgerson
2. Jae Kennedy
3. Sheri Eisert

3. **Academic Program Reports/Updates:**

a. **Admissions Update:** (*Becky Corran and Chris Tisch*)

Chris reported that the College is currently working on the annual report/strategic plan and the statistics indicate that the current MEZCOPH graduate student population is approximately 45% diverse. It was noted that Becky and Chris will report on how we track/count students in the College as they switch/transfer concentrations. This topic will be added to the October 7, 2009 meeting agenda.* In addition, Lisa Staten will give an update from the Evaluation Committee regarding the Review of 2008 at the October 7 meeting.*

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b. Public Health Certificate Program: (*Becky Corran and Chris Tisch*)

Becky reported that there are currently 30 students officially enrolled in the Public Health Certificate program. It was noted that the topic of certificate student's performance in MEZCOPH core course and the objectives and evaluation of the certificate program should be discussed at a future Education Committee meeting. (e.g. What does the College want?)*

c. Undergraduate Degree Program – Bachelor of Science in Public Health: (*Joe Gerald*)

Joe stated that as the new undergraduate degree program begins developing a co-hort, and the class size increases, he plans to have an undergraduate orientation or “social” in September of 2010.

Chris Tisch stated that currently there are 43 pre-public health students.

4. Old Business:

a. Public Health Practice Program – Curriculum Approval (*Doug Taren*)

Doug initiated discussion regarding the approval of the MPH Public Health Practice program curriculum. Doug distributed a draft copy of the MPH Public Health Practice Program curriculum and description to the committee for review and discussion (see Attachment 1).

The following committee comments/recommendations were expressed:

- We need to distinguish between program funding issues and curriculum issues (Faculty Assembly approval versus Education Committee approval).
- It was suggested that the verbiage “Phoenix or Tucson” be taken out of the first sentence in the second paragraph of the program description, as students can enroll in the on-line classes from any location). Phoenix or Tucson is not the description of our “target student”.
- We need a vision for the Public Health Practice program. The program should not be focused entirely on Phoenix faculty who can teach these courses (we have one faculty member in Phoenix who will be retiring). This is a general College issue and it should be addressed by the faculty. This issue should be put on a Faculty Assembly meeting agenda when Iman Hakim can attend. The question is “How can we sustain this program across time?”
- We have not seen a “section voice”. Where will this program be housed (concentration area)? Where will the resources for this program come from?
- These are all excellent questions that need to go before the Faculty Assembly.
- It was also suggested that the wording “interdisciplinary” be taken out of the first sentence of the first paragraph. In addition, it was suggested the wording “strong quantitative skills” be replaced with “strong administrative skills”. Also, it was recommended that verbiage be added to the program description regarding the budgeting and financial management courses.

After committee discussion, it was recommended that any “wordsmithing changes” for the MPH in Public Health Practice program description be sent to Doug Taren.* **A motion was made and seconded to approve the MPH in Public Health Practice curriculum. The motion was approved by a vote of 6-1.**

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5. New Business:

a. Plan of Study and Completion of Degree Requirements Form Revisions (*Chris Tisch*)

Chris and Judy Goosherst distributed draft copies of the revised Graduate College Plan of Study and Completion of Degree Requirement forms, in order to illustrate internal MEZCOPH signature approval changes (e.g. Required signatures: who signs where, order of required signatures and changes of coursework information box layout). Chris and Judy will make the recommended committee revisions to these two forms. (see Attachment 2). Any further comments or suggestions should be sent to Chris Tisch.

b. Discussion of Internship and Capstone Experience: (*Doug Taren and Denise Roe*)

1. Internship Standards:

▪ Types of Field Experiences:

Doug asked the committee to take a moment and read Section 2.4 **Practical Skills** from a previously distributed handout, which describes CEPH’s criteria and requirements for practical and capstone experiences experience for students (see Attachment 3).

Doug emphasized the following criteria from **Section 2.4 Practical Skills**:

Required CEPH Documentation: The self-study document should include the following: Description of the school’s policies and procedures regarding practice experiences, including selection of sites, methods for approving preceptors, approaches for faculty supervision of students, means of evaluating practice placement sites and preceptor qualifications, and criteria for waiving the experience. The following comments were expressed:

- Where are we sending our students? CEPH concerns: Practicum sites
- The criterion does not state that students have to do a project (students think they have to do an IRB project). They get too fixed on doing a project; they can still do an internship. There are different types of internships.
- What is the criteria for picking a site?
- What is the practicum supposed to be? We need a well defined list of College learning objectives.
- What should the qualifications/requirements be for a preceptor? Should they have an MPH? We do not need to be rigid; require that an individual hold a degree.
- Need to define what is a qualified individual (certified preceptor)? This varies by discipline. We need to list 3 – 5 attributes required for preceptors.
- We need to show CEPH that we have made some general guidelines.
- Students are registered when working at a practicum site; there are liability issues
- How do student decide where they do their internships? Range of reasons/choices
- It is important to distinguish the Practical Experience vs. the Culminating Experience (see Section 2.5)

After committee discussion, it was determined that each committee member will forward 3-5 attributes required for preceptors to Doug Taren before the October meeting.*

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▪ Timing of Field Experiences:

Mary Kay O'Rourke distributed an informational handout for committee review and reference which illustrated the Environmental & Occupational Health concentration's timeline of internship goals and inflexible deadlines (see Attachment 4). Each section chair gave an overview of their concentrations timelines for students (e.g. when students initiate the internship process; participate in the internship and when a student needs to be on-site in order to graduate during the fall or spring semesters). It was concluded that the internship timeline goals and deadlines vary among the sections.

2. Internship Reports:

▪ Evaluation of Reports:

Doug initiated discussion regarding the content and format of internship reports and referred committee members to the following CEPH criteria:

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

Interpretation. A culminating experience is one that requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice. It must be used as a means by which faculty judge whether the student has mastered the body of knowledge and can demonstrate proficiency in the required competencies. Many different models are possible, including written or oral comprehensive examinations, supervised practice placements, a major written paper such as a thesis or an applied research project, development of case studies, capstone seminars, and others. Each professional degree program must require a culminating experience.

While the practice experience and the culminating experience are often separate requirements, it is possible to integrate the two experiences. In those instances when the practice experience also serves as the culminating experience, it is essential that these assignments be planned and implemented to assure that the student applies skills from across the curriculum and demonstrates synthesis and integration of knowledge. Ordinarily a major project or analytical paper would be a component of the practice experience, comparable in rigor to other culminating experiences. The evaluation of the practice experience takes on special significance when it is also used as the culminating experience, since this may be the sole means by which assessment of the required competencies is achieved.

Required Documentation. The self-study document should include the following:

- a. Identification of the culminating experience required for each degree program. If this is common across the school's professional degree programs, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each program.
- b. Assessment of the extent to which this criterion is met.

The following comments were expressed by committee members:

- Course content varies across concentrations; however MPH degree is in Public Health
- Are we comfortable having a common format for reports.
- We need to ensure that College is addressing all core areas, the 10 essential services in Public Health, and the required competencies

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- Our syllabi will need to start addressing required competencies of our academic programs: MPH competencies; section competencies
- Evaluate individual students to ensure they have acquired the required competencies.
- Talk to students and let them know the College’s expectations; required competencies. Communicate to students how they are getting the competencies.
- Internship units vary across concentrations: consistency vs. autonomy
- Should we incorporate the 3 core functions of public health and the ten essential public health services into the five core courses? Can they be captured in the five core courses?
- We need to look at the MPH courses to see how they each address the competencies; then we will have a measure within each concentration. We need a matrix of competencies for the CEPH report.
- What is an appropriate matrix? We need to ask the Evaluation Committee and Doug Taren.

3. Summer Internship Conference & IRB (Chris Tisch):

Chris initiated discussion regarding a previous email sent to the Education Committee regarding the idea of reformatting, restricting or eliminating MPH internship completion activities during the summer semester. Chris reviewed the major points of frustration regarding students finishing their internships in the summer and presenting at the summer internship conference (see [Attachment 5](#)).

The following comments were expressed:

- Uncouple internship presentation from the internship “culminating” experience.
- Presentation of data vs. experience; varies with each concentration; give the student more time to do both; may increase the quality of internship report
- Separate the practicum from culminating experience
- Reminder of a previous vote from education committee: Students required to present data at the internship conference.
- Internship Conference: Break out into sections; have judges looking at their own sections of student internship presentations

After committee discussion, it was determined that sections chairs would go back to their sections and discuss the concerns addressed in Chris Tisch’s email and committee comments regarding the subject of reformatting, restricting or eliminating MPH internship completion activities during the summer semester.*

4. Internship Preparation Course (Zhao Chen):

Zhao gave an overview of the Internship Preparation Course to committee members:

- The course is required and students must complete the internship prep course before they do their internship
- The course is on-line and Zhao maintains the site. She holds two face-to-face sessions during the semester.
- In addition, information regarding the course is currently being put up on the student portal site.

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The committee made the following suggestions/recommendations regarding the internship preparation course:

- Keep the course as a requirement, however for non-credit
- Keep videos; put up slides and include new policies; take out current course content
- Keep the internship plan/contract as this is beneficial
- Purpose of the course was to help student with IRB issues; this is no longer the case.
- Have students take IRB training and they would get a certificate for taking the course, which would help prepare them for the internship
- Students must complete the internship plan before they register for the internship

After committee review and discussion, a motion was made that the Internship preparation course, CPH 596N, would be a requirement; however for non-credit. Each section would determine where the previous (1) unit of MPH internship prep course credit will be applied in their concentrations degree requirements.* The motion was approved by a vote of 8-0.

The meeting adjourned at 12:00 p.m. The next Education Committee Meeting is scheduled for October 7, 2009 from 9:00 a.m. to 12:00 p.m. in Drachman Hall, Room A326.

Changes or corrections to the minutes should be submitted to: Kathleen Crist, Program Coordinator, Sr.

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***Action Items:**

- Post the final August 5, 2009 Education Committee Meeting Minutes to the Wiki website and the Education Committee Intranet site (*Kathleen Crist*)
- Send recommended names of nominees (internal and external self-study committee members) for the upcoming MEZCOPH academic program review to Doug Taren (*Section Chairs*)
- Discuss tracking/counting of students in the College as they transfer/change concentrations at the October 7 Education Committee Meeting (*Becky Corran and Chris Tisch*)
- Update the Education Committee regarding Evaluation Committee’s Review of 2008 at the October 7 meeting.
- Discuss the performance of certificate students in the five MEZCOPH core courses and the objectives and evaluation of the certificate program at a future Education Committee meeting (*All members*)
- Forward 3-5 attributes required for preceptors to Doug Taren for discussion at the October 7 meeting.
- Discuss at the section level, the concerns addressed in Chris Tisch’s email and committee comments regarding the subject of reformatting, restricting or eliminating MPH internship completion activities during the summer semester. (*All Section Chairs*)
- Determine where the previous (1) unit of MPH internship prep course credit will be applied in their concentrations degree requirements. (*All Section Chairs*)
- Carry forward agenda items not discussed to the October 7, 2009 Education Committee Agenda (*Kathleen Crist*)

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“Attachment 1”

Public Health Practice

The Master of Public Health in Public Health Practice is an interdisciplinary program that prepares students to develop the public health skills needed to work in a variety of governmental and non-governmental settings including the local, county and state departments of health, the Indian Health Service, Medicaid and Medicare programs, hospitals, and community health centers. Students learn to work effectively as part of multidisciplinary teams to develop, manage and evaluate public health programs that are appropriate for decreasing health disparities between and within diverse populations.

The Public Health Practice concentration is geared toward students who are able to enroll in that utilize a combination of distance and in person teaching modalities. An internship that integrates classroom work into a practice setting serves as the culminating experience of the curriculum. Course work includes subject matter in the core areas of public health: epidemiology, biostatistics, environmental and occupational health, public health policy and management, and socio-cultural and behavioral aspects of public health. Students obtain additional skills in the administration and fiscal management of programs that address the health beliefs in a variety of cultures.

Students selecting the public health practice program should possess strong administrative skills, an academic background in a public health related field and/or experience working or volunteering within at least one public health program.

Faculty: Douglas Campos-Outcalt, MD, MPH; Iman Hakim, MBBCh, PhD, MPH; Gail Barker, PhD; Kathryn Coe, PhD; Janet Foote, PhD; Douglas Taren, PhD

Total Minimum Credit Requirement = 42 units

REQUIRED CORE COURSES (25 units)

CPH 573a	Basic Principles of Epidemiology* (3)
CPH 574	Public Health Policy and Management* (3)
CPH 575	Environmental and Occupational Health* (3)
CPH 576a	Biostatistics for Public Health* (3)
CPH 577	Sociocultural & Behavioral Aspects of Public Health* (3)
CPH 596n	Internship Preparation† (1)
CPH 594(#)	Practicum (6)
CPH 909	Master's Report (3)

REQUIRED PUBLIC HEALTH PRACTICE COURSES (14 units)

CPH 569	Fundamentals of Health Budgeting and Financial Management§ (3)
CPH 641	Advanced Health Care Administration§ (3)
CPH 535	Multi Cultural Health Beliefs§ (3)
CPH 572	Applied Public Health Practice§ (3)
CPH 596(#)	Seminar§ (2)

ELECTIVE COURSES (3 units)

A course in program planning and evaluation that is approved by an advisor

[An alternative could be 3 units of our service learning/field based courses to match with our public health practice concentration]

* Offered on-line in Phoenix and in-person in Tucson

† Offered on-line

§ Offered in-person in Phoenix and Tucson using interactive television (ITV) sessions

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Recommended Sequence of Courses

Year 1: Fall

CPH 574 Public Health Policy and Management* (3)
CPH 577 Sociocultural & Behavioral Aspects of Public Health* (3)
CPH 535 Multi Cultural Health Beliefs§ (3)

Year 1: Spring

CPH 576a Biostatistics for Public Health* (3)
CPH 641 Advanced Health Care Administration§ (3)
CPH 596(#) Seminar§ (1)
Elective *Optional* (3)

Year 1: Summer

CPH 575 Environmental and Occupational Health* (3)
CPH 573a Basic Principles of Epidemiology* (3)

Year 2: Fall

CPH 569 Fundamentals of Health Budgeting and Financial Management§ (3)
CPH 572 Applied Public Health Practice§ (3)
CPH 596(#) Seminar§ (1)
CPH 596n Internship Preparation† (1)
Elective *Optional* (3)

Year 2: Spring

CPH 594(#) Practicum (6)
CPH 909 Master's Report (3)
Elective *Optional* (3)

* Offered on-line in Phoenix and in-person in Tucson

† Offered on-line

§ Offered in-person in Phoenix and Tucson using interactive television (ITV) sessions

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Additional Information for Our Own Planning

Students will have the following competencies the end of the program. Students will be able to:	Courses that address program competencies
Utilize the broad range of public health strategies to decrease health disparities	5 Core Courses Applied Public Health Practice Advanced Public Health Administration
Develop interdisciplinary approaches to public health practice	5 Core Courses Seminar
Provide leadership to the administration of public health programs	Advance Public Health Administration
Develop and track fiscal management plans for public health programs	Fundamentals of Health Budgeting and Fiscal Management
Integrate cultural health beliefs in the development, management and evaluation of public health programs	Multicultural Health Beliefs Advanced Public Health Administration, Seminar Practicum Master's Report
Incorporate quantitative public health skills (biostatistics and epidemiology) to evaluate programs and reported studies in terms of rigor, importance, and relevance to professional practice.	Biostatistics, Epidemiology, Program Planning and Evaluation Course
Identify appropriate strategies to promote positive health behavior changes in various populations.	Applied Public Health Practice
Analyze public health issues and Discourse on public health issues	Seminar Master's Report

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Description of Public Health Practice Courses

CPH 572/MEDP 872 Applied Public Health Practice

This course will describe the major causes of morbidity and mortality in the United States and the public health interventions used to address them. The course will be based on actual public health cases and involve active student participation in problem solving and involvement of outside guests who work in public health.

CPH 641 Advance Health Care Administration

This course will introduce students to the organizational structure of large complex health care organizations, compare them to other international health care systems and illustrate how regulatory and legal requirements contribute to administrative and management challenges.

CPH 569 Fundamentals of Health Budgeting and Financial Management (3)

This course will offer a current approach to the fundamentals of budgeting and financial management, with an emphasis on non-profit health care organizations, in particular the community health sector.

CPH 535 Multicultural Health Beliefs

Designed to provide sensitivity by health promotion professionals to the varying multicultural health beliefs and needs of our society. Special emphasis on ethnic characteristics of minority populations in Arizona with recommendations for programming strategies.

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MPH in Public Health Practice
Examples of Acceptable Planning and Evaluation Courses

CPH 513 -- Health Technology Assessment (3 units)

Description: Provides an overview of methods in health technology assessment, including cost-benefit, cost-effectiveness, and cost-utility analysis. Current controversies in technology assessment are discussed. Emphasis will be placed on critical assessment of the published literature.

Grading: Regular grades are awarded for this course: A B C D E.

Identical to: PHSC 513; PHSC is home department.

Usually offered: Fall.

CPH 532A -- Applied Aspects of Program Planning, Implementation and Evaluation I (4 units)

Description: This course is part one of a two-course sequence on the planning, implementing, and evaluating of health education/health promotion programs. This course will focus on the theory and processes of planning, implementing, and evaluating health education and promotion programs. While the PRECEDE-PROCEED model will be used as the framework, other models will also be presented and discussed. The second course in this sequence (CPH 532B) will focus on the application of the principles taught in this course in community situations.

Grading: Regular grades are awarded for this course: A B C D E.

Prerequisite(s): CPH 577, CPH 531.

Usually offered: Spring.

CPH 532B -- Applied Aspects of Program Planning, Implementation and Evaluation II (4 units) *On-line*

Description: The purpose of this class will be to expose students to applied aspects of program planning, implementation and evaluation. Classroom theory must often be adapted in the field to meet real world constraints placed on programs. Time, money, differing agendas of stakeholders, failure to adhere to protocol, being asked to evaluate after the program has commenced, and failure of community to understand utility of program models are but a few of the factors that require those responsible for planning, implementing and evaluating to be able to "think on their feet". This class will provide students with a menu of existing service learning opportunities in which to experience first hand these types of issues.

Grading: Regular grades are awarded for this course: A B C D E.

Prerequisite(s): CPH 531, CPH 577, CPH 532A.

Usually offered: Fall.

CPH 541 -- Community Assessment and Analysis (3 units)

Description: This course provides training and experience in community assessment and analysis applicable to public health practice. It focuses on the assessment of community organization and health needed to guide the development of health services. Beginning with a systematic description of the cultural and community systems, organizations and partnerships that emerge from these systems, and the information needs of these organizations and partnerships, students will progress to the design of community assessments in collaboration with community partners. With an emphasis on public health surveillance and community diagnosis, students will draw from multiple disciplines to assess health status and its determinants (social, behavioral, and environmental), needs for health services, and the capacity and resources of local community and its organizations. Students will also learn to facilitate and evaluate the use of data for decision-making by partnerships, organizations and policy makers. The course provides the assessment background needed for planning and evaluation, the next course in the series.

Grading: Regular grades are awarded for this course: A B C D E.

Usually offered: Spring.

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CPH 542 -- Program Planning & Evaluation (3 units)

Description: This course presents a systems approach in the planning of effective health services to meet the needs of communities. It builds on theory and principles from previous courses in this concentration including information related to health deficits, community assets and organizational capacity. Students will apply planning, management, and evaluation theory in developing a viable, evidence-based plan in collaboration with community partners, organizations or policy makers. Plans will include effective and culturally appropriate implementation strategies and will utilize a state or national health objective as a framework for planning.

Grading: Regular grades are awarded for this course: A B C D E.

Usually offered: Fall.

CPH 544 -- Fundamentals of Evaluation (3 units) *On-line*

Description: Evaluation is essential to all research and service based programs. The course provides all students interested in pursuing an advanced public health degree with the fundamentals of planning and evaluation. In addition to core issues surrounding evaluation (e.g., measurement and design) the role of the evaluator in the planning and implementation phases of research and service-based public health programs is highlighted. The relationship between areas of specialization and evaluation will be a central theme throughout the course.

Grading: Regular grades are awarded for this course: A B C D E.

Usually offered: Spring.

CPH 580 -- Community Based Research Methods (3 units)

Description: The research methods used in studying community health care issues are examined. The student will develop and write a research proposal. The proposal will acquire an understanding of the issues that pertain to the development of a research project. The student will also pilot test the data collection instruments and procedures in the proposal.

Grading: Regular grades are awarded for this course: A B C D E.

Prerequisite(s): EPI 576A, F CM 596A.

Usually offered: Spring.

CPH 696D -- International Planning (3 units)

Description: A seminar in the theory and practice of international planning and the institutions which participate in planning globally. The system of multi-lateral agencies developed in the post World War II period is examined as is the growing nonprofit and self-help movement worldwide, composed of other public and not-for-profit organizations, known as NGOs, CBOs, grass roots organizations, and local popular movements. The practice of international development planning will be surveyed through a series of recently published materials and guides to international planning by practitioners. Two seminar papers will be required on the practice of international planning.

Grading: Regular or alternative grades can be awarded for this course: A B C D E or S P C D E.

Course includes 1 or more field trips.

Identical to: PLN 696D; PLN is home department.

Usually offered: Spring.

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“Attachment 2”

MPH
MASTER OF PUBLIC HEALTH
PLAN OF STUDY

The University of Arizona
Graduate College
GRADUATE DEGREE CERTIFICATION

- **The MPH Plan of Study is submitted in the 2nd semester in the program**
- **Submit original to the Graduate Academic Progress Coordinator in Office of Student Affairs, Drachman A302**

1. Name: _____
You name will appear on your diploma as indicated in our SIS (Student Information System) record. To change your SIS record, please see the Registrar's office
2. Student ID # _____ Degree: ____ MPH _____
3. Concentration: _____
4. Current Address: _____
5. Expected Completion Date: May _____ August _____ December _____ Year _____
If your date changes, notify the Graduate Degree Certification Office at least 6 weeks before Commencement to ensure you name will appear in the Commencement Program
6. Approved: (Section Chair and Academic Advisor: Please PRINT your names after your signatures)
- a. Section Chair: _____ Date _____
- b. Academic Advisor: _____ Date _____

IMPORTANT BILLING INFORMATION – READ CAREFULLY

CANDIDACY FEES OF \$35.00 WILL BE BILLED TO YOUR UNIVERSITY OF ARIZONA ACCOUNT THIS IS A ONE-TIME BILLING AND YOU WILL NOT BE CHARGED AGAIN IF YOU CHANGE YOUR DEGREE COMPLETION DATE.
Failure to pay this amount may result in cancellation of your registration. Contact the Bursar's Office (520-621-3232) regarding Payment of this account.

7. Student Signature: _____ Date _____

Graduate College Use Only:

Approved: _____ Date _____
Graduate College Dean or Designee

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“Attachment 2”

MPH
MASTER OF PUBLIC HEALTH
COMPLETION OF DEGREE REQUIREMENTS

The University of Arizona
Graduate College
GRADUATE DEGREE CERTIFICATION

_____ College of Public Health _____ Date: _____

Student Name: _____

Student ID #: _____

Concentration: _____

CHANGES IN COURSEWORK

Add:

Department, Course Number and Name	Semester and Year	Units	Grade

Delete:

Department, Course Number and Name	Semester and Year	Units	Grade

Internship Committee Approval Signatures: (Three unique signers are required; the Graduate College does not allow anyone to sign more than one line below regardless of title.) Please print name after signature.

_____ Internship Advisor (1 st Reader)	_____ Print Name	_____ Date
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_____ Internship Committee Member (2 nd Reader)	_____ Print Name	_____ Date
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_____ Section Chair or Division Director or Academic Advisor	_____ Print Name
_____ Date	

For MEZCOPH Use Only:

Date of Student's Internship Conference Presentation _____

Did the student satisfy all the departmental requirements? Yes _____ No _____

If not, what is outstanding? _____

If satisfied, what is the date the departmental requirements were satisfied? _____

Comments: _____

Associate Dean of Academic Affairs Signature: _____

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“Attachment 3”

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

Interpretation. The school must provide opportunities for professional degree students to apply the knowledge and skills being acquired through their courses of study. Practical knowledge and skills are essential to successful practice. A planned, supervised and evaluated practice experience is an essential component of a public health professional degree program. These opportunities can take place in a variety of agencies or organizations but should include especially local and state public health agencies to the extent possible and appropriate. An essential component of the practice experience is supervision by a qualified preceptor who is a public health professional. Schools must have well-defined learning objectives, procedures, and criteria for evaluation of the practicum. Individual waivers, if granted, should be based on well-defined criteria; the possession of a prior professional degree in another field or prior work experience that is not closely related to the academic objectives of the student's degree program should not be sufficient reason for waiving the practice requirement.

While there are advantages to a practice experience conducted full-time in a concentrated block of time, this is not always possible for students. Schools should be sensitive to the constraints of students and may develop alternative modes for providing practice experiences. If the student can do a placement only in his or her regular place of employment, the assignment must extend beyond or be something other than his or her regular work duties and allow application of knowledge and skills being learned. There should be regular assessment and evaluation of practice placement sites and preceptor qualifications.

Residents in preventive medicine, occupational medicine, aerospace medicine, and public health and general preventive medicine completing their academic year in the school may count their practicum year, accredited by the Accreditation Council for Graduate Medical Education, as the required practice experience for the MPH program.

Required Documentation. The self-study document should include the following:

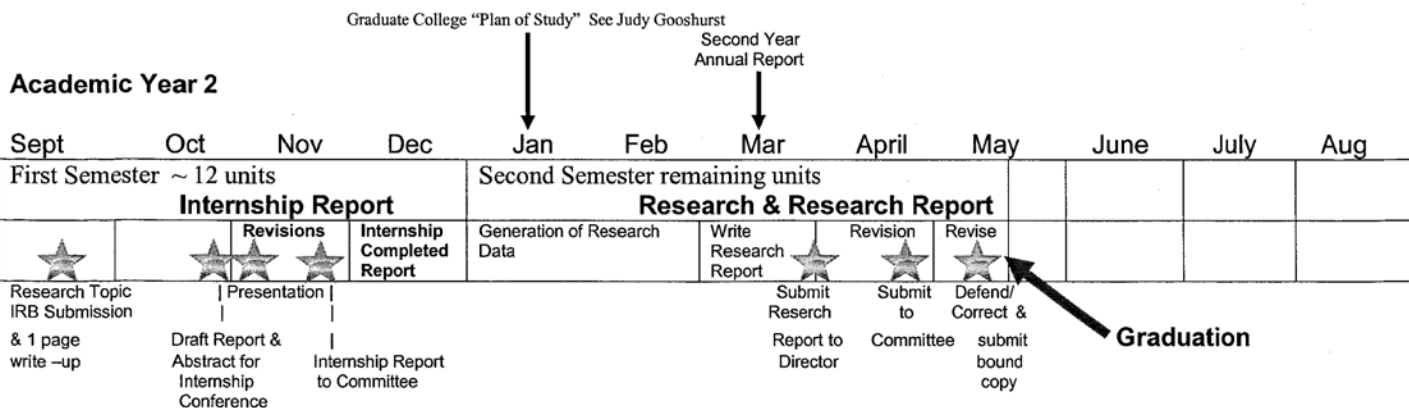
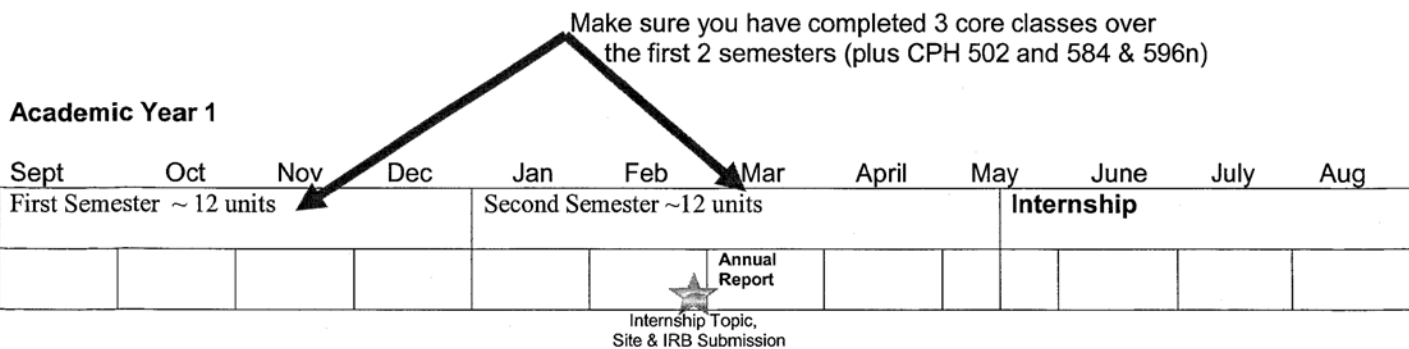
- a. Description of the school's policies and procedures regarding practice experiences, including selection of sites, methods for approving preceptors, approaches for faculty supervision of students, means of evaluating practice placement sites and preceptor qualifications, and criteria for waiving the experience.
- b. Identification of agencies and preceptors used for practice experiences for students, by program area, for the last two academic years.
- c. Data on the number of students receiving a waiver of the practice experience for each of the last three years.
- d. Data on the number of preventive medicine, occupational medicine, aerospace medicine, and public health and general preventive medicine residents completing the academic program for each of the last three years, along with information on their practicum rotations.
- e. Assessment of the extent to which this criterion is met.

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“Attachment 4”

MPH-Environmental and Occupational Health Concentration

Timeline goals and inflexible deadlines (★)



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“Attachment 5”

From: MEZCOPH Education Committee [mailto:COPH_EDU_COMM@LISTSERV.ARIZONA.EDU] **On Behalf Of** Chris Tisch
Sent: Saturday, August 15, 2009 11:09 AM
To: COPH_EDU_COMM@LISTSERV.ARIZONA.EDU
Subject: Ed Committee Agenda Item for Internships - Summer Internships & Conference

Dear Education Committee Members,

While we are in the throes of all the chaos that marks the end of summer session 2, I would like to place an item on the agenda for discussion at the Education Committee. **It is the idea of reformatting, restricting or eliminating MPH internship completion activities during the summer semester.**

For the past several years, we have noticed a significant increase in the frustration of the faculty **and** the students during the submission of abstract and re-write of the report phase. **On both sides, the complaints seem to center around the timeline of the rewrites.** There are some students who say they have not negotiated timelines (didn't realize they needed to, . . .) ; others have sophisticated timelines worked out with their chairs. In either case, students are frustrated that they can't get their readers to get the abstract or report back to them in enough time to get the rewrites done. From the faculty end, the concerns are very similar – students aren't heeding the deadlines and guidance given and there is not enough time in the faculty member's schedules to review the abstracts/reports and work out the 'give and take' that that is required to produce a good report. **The spiral of events that transpires is not pretty – students panic when they realize that they will have to pay for and/or stick around for an additional semester – they beg the faculty member for mercy or beg me for funding – faculty feel like they're forced to hold the internship reports hostage – the Office of Student Services is mediating the faculty/student conflicts – graduates leave mad - mental health on all fronts is suffering!**

From the Student Services/Affairs end, we have noted that, **during the last three summers, the number of students who indicated that they would be finishing their internships in summer (and subsequently would be presenting at the summer Internship Conference) has dropped considerably from the beginning of June to mid August. This year, the number plummeted 40-45%!** (We still don't have the final number of presenters). Clearly there are unmet expectations. Simultaneous to this, I have had a difficult time getting a good Internship Conference Committee together last summer and this summer because it seems that the only students who are around are the ones who are doing their internships and therefore can't commit their time to the committee. This fact and the fluctuating number of presenters makes planning the internship conference an added administrative burden on my office at a crucial time when we're getting ready for the next crop of students. (We do have a small committee of pretty green students this semester who are doing a good job but they need a great deal of guidance and help.)

I've observed that **all Sections have been affected by this “phenomenon”** and I have spoken with faculty throughout the College who agree that something needs to be done. The College has begun holding service learning classes in the weeks before school starts and this complicates turn of the summer/fall semester life tremendously. Because the problem is widespread, **it's time the College reconsiders its approach to summer internships and if changes are to be made, they can be announced early enough, communicated to be implemented for next summer. Communications of internship changes (some that we've already approved) and the revised internship manual need to be conveyed to students in September.** Possible solutions might include:

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- o Adopting strict early college-wide summer deadlines (say August 1st) for the submission of the final report. No wiggle room. This would eliminate the coercion and the preponderance of deal making that is occurring now. People could take summer breaks and know that internship report timing disasters will not occur right before the fall semester.
- o Eliminating the Summer Internship Conference (students who have presented in Spring can finish their internship reports in summer but internships that have begun in summer will need to extend into fall).
- o Disallowing faculty vacations in summer (just wanted to see if you were reading)
- o Others?

Good People, now is time to put a process in place that will improve all of our lives. Please discuss this at your Section levels and bring those sentiments to the September Education Committee. **Let's stop the insanity!**

Thank you!

Chris Tisch
Assistant Dean, Student and Alumni Affairs
University of Arizona
Mel and Enid Zuckerman College of Public Health
PO Box 24-5033
Drachman Hall, Room A302
(520) 626-9112
FAX (520) 626-3206