

# Graduate Student Handbook

## MPH Online- Health Promotion Concentration



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**NAU**

**NORTHERN  
ARIZONA  
UNIVERSITY**

Master of Public Health Program

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## **Introduction to the Handbook**

Welcome to the Online Masters of Public Health Program in Health Promotion (Online MPH-HP) at Northern Arizona University (NAU). We are excited to have you join our program! This handbook will provide students with important information about our program and may serve as a guide throughout your Online MPH-HP experience. Please read the handbook carefully. Note that policies and procedures may change over time. This handbook is meant to be a resource, and you can consult the program director or the Graduate College on changes that may arise during the course of your time in the program.

Be sure to check the Graduate College website (<http://nau.edu/gradcol/welcome/>) for updates to policies and the Registrar and Bursar sites for relevant registration and payment dates. In addition, you will want to become familiar with the Graduate Catalog under which you were admitted. Catalogs are available at <https://catalog.nau.edu>; be sure to check the catalog for the year for which you were admitted.

## **Introduction to the Online MPH-HP Program**

Northern Arizona University is an ideal setting to receive an education in public health, even remotely. The NAU Online MPH in Health Promotion emphasizes courses and experiences through a lens of health equity and social justice. Students will participate in competency-based learning with a commitment to community-driven research and practice with communities in their local area.

Our program is uniquely positioned within the largest rural county (Coconino County) in the US, and neighbors 14 Native Nations. Additionally, our diverse faculty are experienced educators and researchers in several public health fields and practice community engaged scholarship. You will remotely join our cadre of high impact community engaged faculty and students conducting community driven, applied public health research, practice and policy. We look forward to getting to know you and are honored to have you join our team and program remotely!

### **Program Accreditation**

The program is in the process of pursuing accreditation. Accreditation is only retroactive going back 3 years. Once accredited, graduates' degrees earned within the 3 years prior to accreditation will become retroactively accredited.

Council for Education in Public Health (CEPH)  
1010 Wayne Avenue, Suite 220  
Silver Spring, MD 20910  
(202) 789-1050  
<https://ceph.org/>

### **Program Mission, Vision, & Goals**

#### **Mission**

The mission of the NAU Online Master of Public Health program is to remotely prepare graduates, through learner-centered educational strategies, research, and public service, to practice as public health professionals who support the advancement of population health and the prevention of disease for diverse, underserved communities.

#### **Vision**

The program's vision is to advance population health and achieve global health equity through education, research, and public service.

## Program Goals and Objectives

Goals	Objectives
<p>1. To prepare competent public health professionals in a timely manner who are capable of <b>planning, implementing, and evaluating health programs and contributing to scholarly endeavors.</b></p>	<ul style="list-style-type: none"> <li>a. Students who complete program/degree requirements within 150% of the program length (or 3 years)</li> <li>b. Graduates who are employed in nutrition/dietetics, public health, or related fields within 12 months of graduation.</li> <li>c. Employers who indicate that program graduates were well-prepared for their positions in public health or dietetics.</li> <li>d. Graduates who report confidence in planning and evaluating health interventions.</li> <li>e. Students who present their public health projects and/or research in a professional conference setting or peer-reviewed scholarly publication.</li> </ul>
<p>2. To prepare public health professionals to address the health needs of diverse underserved communities through <b>hands-on learner-centered educational strategies.</b></p>	<ul style="list-style-type: none"> <li>a. Employers who indicate that program graduates are equipped to meet the needs of diverse audiences.</li> <li>b. Students who represent traditionally underrepresented groups within the profession. At least 75% of students will report satisfaction with faculty instruction.</li> <li>c. Courses that include instruction on serving diverse, underserved communities.</li> <li>d. Students who report satisfaction with faculty instruction.</li> </ul>
<p>3. To provide <b>professional growth and service opportunities</b> in public health and nutrition that supports student and faculty development.</p>	<ul style="list-style-type: none"> <li>a. Students who report satisfaction with career advising and preparation.</li> <li>b. Alumni who report that applied practice experience prepared them for their careers.</li> <li>c. Faculty with service responsibilities.</li> <li>d. Continuing education events offered within the department.</li> </ul>

# Online MPH Program Structure

## Overview of the program

This Online MPH program is a 48 credit-hour program consisting of 27 credits of core MPH courses, of which 6 credits are field work (applied practice experience and research experience), in addition to 9 credits specific to the Health Promotion concentration, and 12 credits designated as Health Promotion electives. Students complete a graduate public health project. The program can be completed in as little as 2 years, or stretched out and completed at a part-time status up to a maximum of 6 years.

## Program Requirements

Students must complete all required courses, the graduate project, and the applied experiences outlined in the course plan in order to receive a Master of Public Health degree.

**Time Required.** In the case of an extenuating circumstance, the student may be granted an incomplete in a course and be given a 1-year extension to complete the course, as outlined in the NAU Graduate School policy, located here: <https://policy.nau.edu/policy/policy.aspx?num=100406>.

Students may take courses at a part-time pace, but must complete all requirements for their master's degree within a six-year period from the time they started, as outlined in the NAU policy: <https://policy.nau.edu/policy/policy.aspx?num=100811>.

## Student Learning & Evaluation

The MPH program is guided by a Competency Based Education model that emphasizes learner-centered teaching. Students are expected to thoroughly prepare for each online course by completing online learning modules with components such as worksheets and quizzes to gain foundational knowledge in the course topic. Asynchronous online coursework will be spent primarily on activities in which students are expected to apply what they learned in their online learning modules.

**Formative evaluation** techniques are used to assess knowledge gained from independently completed activities, while summative evaluation techniques are implemented to assess students' ability to apply what they learned. **Summative evaluation** activities include service learning projects (projects that serve the community), case studies, papers, and simulated projects. **Evaluation rubrics** are given to students when projects are assigned so that students are aware of project expectations. Each rubric may be used several times throughout the curriculum so that students can track their progress and growth in certain skill areas. These rubrics are used to track competencies required by accrediting agencies.



## Proposed Course Planning for the Online MPH in Health Promotion

### 2-year Course Plan—Online Health Promotion

Fall 1			Spring 1		
HS 501 Introduction to Public Health (1)	MPH Core	Online	HS 509 Intervention Mapping (3)	MPH HP	Online
HS 503 Principles of Biostatistics (3)	MPH Core	Online	HS 511 Introduction to Health Policy and Management (3)*	MPH Core	Online
HS 505 Advanced Behavior Change Counseling (2)	MPH Core	Online	HS 622 Research Methods and Program Evaluation in Public Health (3)	MPH Core	Online
HS 584 Social and Structural Determinants of Health (3)	MPH Core	Online	Elective (3)	MPH HP	Online
Elective (3)	MPH HP	Online			
Total Credits: 12			Total Credits: 12		
Fall 2			Spring 2		
HS 612 Public Health Epidemiology (3)	MPH Core	Online	HS 572 Environmental & Occupational Health (3)*	MPH Core	Online
HS 676 Innovations in Healthcare and Public Health (3)	MPH HP	Online	HS 609 Public Health Applied Practice Experience and Research Experience for Online Students (6)	MPH Core	Online
Elective (3)	MPH HP	Online	HS 618 Chronic Disease Epidemiology and Prevention (3)	MPH HP	Online
Elective (3)	MPH HP	Online	Total Credits: 12		
			<b>Total Program Credits</b> Total MPH Core Courses: 27 (6 credits are for applied practice experience) Total MPH Health Promotion Courses: 21 <b>Total Credits for Online MPH-HP: 48</b>		
Total Credits: 12					

\*Also offered in the summer.

### Assessment of Prior Learning

**Fieldwork and internship experiences.** Public health experiences completed prior to the start of the program will not be considered as replacements of the program's required applied experiences.

**Courses.** Courses relevant to public health that were completed at another institution at the graduate level may be considered in place of NAU elective courses. The NAU policy regarding transferring graduate credits can be found here: <https://www5.nau.edu/policies/Client/Details/550>. Request approval by sending the syllabus for the course to the MPH Program Director.

## Applied Practice Experience & Graduate Research Project

As noted in the Online MPH Course Schedule, every student is required to take:

- HS 609: Public Health Applied Practice Experience and Research Experience for Online Students (6 credits)\*

\*70% (~15 credits) of MPH core courses must be completed in order to be eligible to enroll in HS 609.

### Applied Practice Experience (APE)

HS 609, the Applied Practice Experience (APE) and Research Experience for Online Students, is an opportunity for students to apply their MPH core knowledge in a public health setting of their choice, for a total of **120 hours**. We encourage students to intern with local agencies fundamental to public health, such as health departments, clinics, housing, schools, research, transportation, planning, parks and recreation, public safety, justice, economic development, not for profits, or elected public officials.

Activities may include assisting agency staff or working independently on assigned projects for the agency. Students are expected to identify and develop one project to lead during their APE that directly benefits the agency. Activities and competencies will be identified and approved by the student, agency, and faculty advisor prior to starting APE hours. Projects must be manageable and completed over the course of the 120-hour APE.

The goal is to align APE activities with MPH Competencies (Appendix A). Students must select at least 5 competencies from the lists provided in Appendix A. Three of the 5 competencies must be selected from the CEPH Foundational Competencies list.

Examples of APE activities include:

- leading sections of a community or organizational health needs assessment;
- the development, testing, adaptation or refinement of a public health intervention, evaluation, advocacy plan or policy initiative;
- supporting the review of existing public health data and statistics;
- conducting and analyzing interviews or focus groups with community stakeholders.

Students should be flexible and ready to adapt, communicate, and engage in both independent and team work.

Students will access **BbLearn** to initiate the APE planning process.

**Preparing for the APE:** These steps must be completed **the SEMESTER before** initiating the APE in HS 609.

- 1) Complete the **Preparation Worksheet (Appendix B):** *What do you want to achieve through the APE?*



- 2) **Identify an agency;** a list of example affiliated agencies near NAU's campus are listed on BbLearn to assist your search. You may use these examples to help you identify a local agency where you live: *Who do you want to work with? Tap into your personal/professional networks.*
- 3) **Contact the agency** and schedule a meeting (in person/phone/email). During this meeting determine whether you and the agency are a good fit, that their project needs align with the MPH Competencies (Appendix A), and the agency can accommodate your required 120-hour internship.
  - NOTE: If your desired agency is not on the affiliation list, **email the MPH-HP Coordinator.** They will initiate a mandatory NAU affiliation agreement with the agency. The coordinator will email students with agency approval.
- 4) Complete a draft of the **APE Proposal Form** found on BbLearn (Appendix C). This form outlines potential activities, competencies, tangible outcomes, and a timeline based on information from the agency supervisor. Make sure the agency approves and reviews your proposed activities.
- 5) Finalize the APE Proposal Form. Email a draft of the form to the MPH-HP Coordinator and your faculty advisor. They will review your APE Proposal Form. If edits are provided, revise and resend to your agency for final approval before initiating APE activities.
- 6) **Email final APE Proposal to the MPH-HP Coordinator:** Please review your proposal for content and grammar prior to sending.
- 7) The student and agency supervisor must **sign the Student Fieldwork Agreement** and send it to the MPH-HP Coordinator. This is required in order to request enrollment into the course (HS 609).
- 8) The MPH-HP Coordinator will send the Final APE Proposal Form, APE Evaluation Rubric, and Professionalism Rubric to the agency supervisor prior to initiation of APE hours.

Approximate APE Proposal Form Submission Timeline (Appendix D):

Summer APE: by <b>April 15</b>
Fall APE: by <b>August 1</b>
Spring APE: by <b>December 1</b>

*\*Be aware that proposals submitted on time and early (prior to the suggested submission dates listed above) are more likely to be able to secure APEs with their first choice of agencies.*

**During the APE:**

Students may arrange meetings (via phone or video conference) with the MPH-HP Coordinator, advisor, and/or agency supervisor at any point prior to or during the APE. This is not a requirement. Should any questions or issues arise it is up to the student to initiate communication with the MPH-HP Coordinator, advisor, and/or agency supervisor to resolve the issues.

**Completing the APE:**

- 1) The student will submit the following documents to BbLearn at the conclusion of the APE:
  - A. **An Executive Summary.** This will be 2-pages, double-spaced, normal margins, 12-pt font. The narrative should be carefully prepared and reflect the following:
    - Description of the agency and your supervisor with particular emphasis on the specific unit you were assigned. Include the agency's mission and goals.
    - Description of the contributions you made during your APE in order to meet the competencies identified at the beginning of the experience.
    - Discussion of how you applied your foundational knowledge and coursework during the APE.
    - Discussion of problems or difficulties encountered, professional and/or personal. Describe approaches you used to help resolve these problems.
    - Discussion of how your APE shaped your thoughts on legal and ethical conduct in the workplace, professional conduct and skills, respecting diversity, and commitment to the profession.
    - Discussion of how the APE shaped your plans for your future career in public health.
  - B. **APE Evaluation Form.** Complete the evaluation form and include constructive recommendations for improving the APE, including the process for securing the site placement and the agency experience itself.
  
- 2) The agency supervisor will complete both an APE Evaluation Rubric and Professionalism Rubric and will send it to the MPH-HP Coordinator via email.

*NOTE: A student's' Executive Summary and Evaluation Form must be submitted by the Friday of finals week in order to receive a passing grade.*

## The Graduate Research Project (GRP)

As part of HS 609, students will produce a Graduate Research Project that will align with the student's concentration and interest, and total approximately **90 hours**. GRPs may include: research or evaluation (quantitative, qualitative, or mixed methods); development of interventions, toolkits, or training; meta-analyses; systematic literature reviews; policy briefs; and grant proposals.

Students are encouraged to start thinking about a topic during Fall 1 (1<sup>st</sup> semester). In Spring 1 (2<sup>nd</sup> semester), students take HS 622: Research Methods and Program Evaluation in Public Health, in which students work with a faculty member (advisor or other faculty whose work aligns with the student's interest) to complete a Graduate Research Project proposal.

**Full-time** students are encouraged to begin working on the GRP no later than the end of Spring 1, so they can have their project complete by Spring 2. **Part-time** students must complete their GRP after enrolling in HS 622. (More details are in Tables 1 & 2 below).

Students can coordinate with a local-to-them agency and develop a project that benefits the agency, or work solely with a faculty member from the Department of Health Sciences remotely to support previously established research projects. Students can also develop their own graduate projects and propose them to a faculty member with similar research interests.

All GRPs must have one supervising NAU MPH faculty member. This supervising faculty member must approve and sign the project proposal prior to submission in HS 622 (Research Methods and Program Evaluation).

The final project is submitted in HS 609 in the form of a 1) **draft manuscript**, 2) **15-minute online posted Powerpoint presentation**, and 3) **online poster**. The **poster** will be virtually presented in the spring 2 semester at the university's research symposium (virtual attendance is required), and/or at a virtual or in-person professional conference. The supervising MPH faculty member and the instructor of HS 609 will both grade and sign off on the Graduate Research Project.

### GRP Manuscript Requirements

Prepare a 3000-word report that follows the *American Journal of Public Health (AJPH)* guide for authors. Your final report will mimic a scientific publication and include the following sections:

- 1) **Title:** Get creative! Identify a title that clearly describes your project focus.
- 2) **Abstract:** Develop an abstract using the American Journal of Public Health guide for authors format, to describe what your health equity project aims to achieve. In 180 words or less the abstract should succinctly introduce the (1) background, (2) objectives, (3) methods, (4) results (5) conclusion and public health recommendations. 180 words
- 3) **Introduction/Background Section:** This section will succinctly describe the (1) purpose of the graduate research project (what you expect to gain), (2) scientific literature relevant to the subject, and (3) the reasons you believe your hypothesis/research questions are viable and important to explore.
- 4) **Methods Section:** This section will describe what you did in the order in which you did it related to: (1) Sampling procedures, (2) Description of instruments, (3) Description of data collection and (3) Description of data analyses and procedures.

- 5) **Results Section:** This section will describe the results from your GRP.
- 6) **Discussion and Public Health Recommendations Section:** In this section you will explain the meaning and importance of your results/findings and situate your research project results or findings within the existing literature on the topic of your project. You will make recommendations for how your graduate research project could be modified, improved or replicated to improve its overall population impact on eliminating or reducing health inequities.
- 7) **Conclusion Section:** Succinctly, describe the research, practice or policy implications of your results of findings and the public health implications

*NOTE: AJPH authors guide for manuals can be found here*

<https://ajph.aphapublications.org/userimages/ContentEditor/1432646399120/authorinstructions.pdf>

## GRP Planning

<b>Table 1. Example Timeline for Full-time Online MPH-HP students</b>	
<p><b>Fall 1: Project Exploration</b></p> <p>Meet virtually with HS MPH faculty; do they have projects that align with your areas of interest?</p>	<p><b>Spring 1: Project Proposal</b></p> <p>Select a faculty advisor. Write a project proposal in HS 622 (research methods course). Faculty advisor provides feedback and signs off on the proposal prior to submission in HS 622. Begin final project.</p> <p>Look through our virtual folder of previous students' graduate seminar presentations to learn more about graduate project ideas.</p>
<p><b>Summer 1: Work on Final Project</b></p> <p>Work on final project</p>	
<p><b>Fall 2: Finish Final Project</b></p> <p>Analyze data and/or finish project components.</p>	<p><b>Spring 2: Virtually Present Final Project</b></p> <p>Enroll in HS 609. Develop and submit the following during HS 609 for individual grades: 1) a 15-minute PowerPoint, 2) a project poster, 3) a written manuscript.</p> <p>Present final project poster virtually at the NAU Graduate Symposium (Spring). Present final project at a state or national conferences (optional).</p>

<p><b>Fall 1: Project Exploration</b></p> <p>Meet virtually with HS faculty; do they have projects that align with your areas of interest?</p>	<p><b>Spring 1: Project Proposal</b></p> <p>Write a project proposal in HS 622 (research methods course). Faculty advisor provides feedback and signs off on the proposal prior to submission in HS 622.</p> <p>Look through our virtual folder of previous students' graduate seminar presentations to learn more about graduate project ideas</p>
<p><b>Fall 2: Work on Final Project</b></p> <p>Begin final project.</p> <p>Work on the final project.</p>	<p><b>Spring 2: Work on Final Project</b></p> <p>Work on the final project.</p> <p>Look through our virtual folder of previous students' graduate seminar presentations to learn more about graduate project ideas.</p>
<p><b>Fall 3: Finish Final Project</b></p> <p>Analyze data and/or finish project components.</p>	<p><b>Spring 3: Virtually Present Final Project</b></p> <p>Present final project poster virtually at the NAU Graduate Symposium (Spring). Present final project at a state or national conference (optional).</p> <p>Enroll in HS 609. Develop and submit the following during HS 609 for individual grades: 1) a 15 minute PowerPoint, 2) a project poster, 3) a written manuscript.</p>

### **Institutional Review Board Policy**

For APEs and GRPs that relate to human subjects, the following *Statement of Ethical Principles* from the NAU Institutional Review Board may become pertinent.

Northern Arizona University is committed to excellence in teaching, research, and public service, and to the conduct of these activities under the highest possible ethical standards. For projects involving living humans as subjects of research and research-related projects, Northern Arizona University is guided by the ethical principles regarding all research involving human subjects set forth in the Declaration of Helsinki, and the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research entitled Ethical Principles and Guidelines for the Protection of Human Subjects of Research: The Belmont Report.

In addition, the requirements set forth in Title 45, Part 46 of the Code of Federal Regulations will be followed for all applicable Department of Health and Human Services (DHHS) funded research and, except for the requirements for reporting information to DHHS, for all other research without regard to source of funding.

Any study involving observation of or interaction with human subjects that originates at NAU-including a course project, report, or research paper-must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

Students conducting independent research projects should consult with their course instructor before beginning the project to ascertain if the project proposal needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review.

IRB Policies and Procedures are posted online at: <http://nau.edu/Research/Compliance/>

Date of Implementation: March 2, 2009



## Online MPH-HP Academic Advising & Student Success

**The MPH-HP Coordinator and the MPH-HP Advisor** will serve as the student's primary academic advisors. Questions about courses, the graduate project, or the APE should be directed to the MPH-HP Coordinator/Advisor and the student's faculty advisor. Students should plan to meet virtually or by phone with the MPH-HP Coordinator/Advisor, and/or their faculty advisor at least once every semester to discuss student performance and progress.

**Faculty advisors** are matched to students at the time of admission to the MPH program based on common interest expressed by the student in their applications. Our MPH program faculty have diverse interdisciplinary training and expertise in the field of public health, including epidemiology, anthropology, international health, immigrant and border health, indigenous health, justice, youth and family, as well as advocacy and policy. Faculty bios can be found here <https://nau.edu/health-sciences/faculty-research-interests/>

Although questions related to coursework can be directed to the MPH-HP Coordinator/Advisor, faculty mentors can provide professional and academic advice and support, aligning MPH Core Competencies to

your personal and professional goals. Faculty mentors can support you in engagement with your GRP or the focus of your APE. As you progress through the MPH program, your personal and professional goals may evolve, requiring you to shift direction and change faculty mentors. This process is normal and you are encouraged to find the best faculty mentor for your research and career interests.

Here are a few tips and strategies for success in our Online MPH program:

1. **Limit work and volunteer hours.** For those who choose to take courses in a full-time status, each semester may include a very full load of graduate-level courses. Therefore, students taking at least 12 credits a semester are strongly discouraged from working or volunteering more than 15-20 hours a week.
2. **Stay present.** Fully engage and participate in each online course, including completing pre-class activities, small group activities, and projects. Be a strong and reliable group member for online group projects. View each educational experience as a gift and an opportunity to grow and learn, even if you're reviewing material you don't find as interesting as other material, or it is content you already know. Reviewing previously learned material provides you with an opportunity to solidify understanding and prepare you for the CHES exam and your career.
3. **Be professional.** You will have many opportunities to demonstrate professionalism throughout the 2-year program. Maintain professional relationships with other students, faculty, preceptors, and advisors through consistent, clear, and cordial communication and follow-through. Your classmates, instructors, and preceptors may all be your future employers or may serve as references for future employment. Therefore, treat every interaction as an opportunity to demonstrate kindness and make a positive impression. (See additional information regarding professionalism below.)
4. **Manage your time wisely.** Use weekends and holiday breaks wisely by spending some time working/volunteering, resting, practicing self-care, and connecting with others. In addition, spend adequate time over the weekends completing course assignments. Holiday breaks are a great time to be productive with your Graduate Research Project.
5. **Don't procrastinate.** Allow plenty of time to complete required assignments and readings. In addition, start large projects early, especially those that require input from stakeholders and community agencies.
6. **Communicate.** If you find yourself in a difficult "season" in terms of trauma, mental health, or financial strain, please communicate with your instructors and advisor. Make specific requests about deadline extensions. Instructors will likely honor these requests if they have a full understanding of the situation and can assist you in finding an alternative submission plan. However, instructors may not honor or accept late submissions without prior knowledge of the situation.

## Student Files

Student files will be kept on a password-protected computer, within secure management software systems, and in locked filing cabinets. Students will have access to their own student files upon request. In addition, students will be able to access their transcripts through the password-protected LOUIE system.

Students must sign a release form that permits NAU to release information that includes evidence of student qualifications, e.g., immunizations, fingerprint card, etc. to any clinical sites if they are working at a clinical site for their project. The release form will be provided to students as needed..

During the APE, students are evaluated by their agency supervisor at the end of their experience. All evaluations and advising sessions are documented in the student's file and students will have access to their files upon request.

## Professionalism

Professionalism is critical to a student's success in the program, in the profession, and is an essential component of the curriculum. Additionally, the program has a policy specific to certain elements of professionalism:

Professional Behavior. A student must conduct himself or herself in accordance with University Policy and the professional and ethical standards of the profession. The student is referred to the following documents for details:

- Northern Arizona University's Student Code of Conduct <http://nau.edu/StudentLife/Student-Conduct-Safety/>
- NAU Academic Integrity (Dishonesty) Policy <https://policy.nau.edu/policy/policy.aspx?num=100601>

A student who fails to comply with the standards established in these documents is required to meet with the Program Director. Depending on the nature of the incident and any previous infractions, remediation may be required or dismissal may be recommended. Remediation may include establishing an Academic Improvement Plan, and the student must meet the directives outlined within the plan in order to continue to progress in the program.

**Professional Dress/Appearance.** Professional appearance is encouraged at all times the student is engaged in program-related activities. Professional dress is required when students participate in public health settings. Additionally, if a supervised experiential learning site has a specific dress code policy, students are required to comply with that policy while in rotations.

## Travel

To get to an agency or other community site for their project, students must have dependable transportation and, if driving, be able to provide proof of current car insurance. Students are liable for safety and travel to and from all activities related to program requirements. According to university policy, a traveler must be registered as an Authorized Driver PRIOR to operating ANY vehicle for university business.

To become registered as an Authorized Driver, the student must complete the Defensive Driver Course, located here: <https://bblearn.nau.edu/webapps/bb-auth-provider-cas-BBLEARN/execute/casLogin?cmd=login&authProviderId= 102 1&redirectUrl=https://bblearn.nau.edu/webapps/nau-bb-auto-enroll-BBLEARN/confirm.do?batchUid=144102.ZERO-CREDIT>

Additionally, the traveler must get permission in writing prior to travel (may be done via email when requesting the business travel) to use a personal vehicle regardless of the destination. Policy also requires a traveler to submit a copy of the liability insurance card before driving a personal motor vehicle on university business. Drivers must complete an annual travel authorization form found here: [file:///C:/Users/sd589/Downloads/Annual\\_Travel\\_Cert%20\(5\).pdf](file:///C:/Users/sd589/Downloads/Annual_Travel_Cert%20(5).pdf)



## Program Retention & Remediation Procedures

Should the student struggle to perform at graduate-level standards within a class, graduate project or an APE setting, the student is encouraged to arrange remedial instruction with the course instructor. Course instructors can provide tutoring during scheduled virtual office hours, or by appointment. *If the student's GPA falls below a 3.0 the student will be required to set up a remedial instruction contract with the program director.*

Should the graduate project or APE require more time than allotted, the student may request an "In-Progress" grade by filling out a form in the department office. Students must be making satisfactory progress in a course in order to receive a grade of "IP." Graduate students may complete "IP" grades until the time limit on their academic plan expires.

A student, who, for reasons beyond the student's control, is unable to complete course requirements during the instructional period may make a request or submit a petition to the instructor for a grade of Incomplete ("I"). The student must be passing the course and must have completed a majority of the course. Non-attendance, poor performance, or intentions to repeat the course do not justify issuance of an "I" grade. Instructors cannot assign an "I" grade unless the terms to resolve the Incomplete are finalized and an Incomplete Contract is completed before the course ends. For graduate students, any grade of Incomplete becomes a permanent "I" on their transcript if a grade is not assigned within one regular semester following the due date listed in the Incomplete Contract. For complete information regarding this university policy, visit:

<https://www5.nau.edu/policies/Client/Details/29?whosLooking=All&pertainsTo=Graduate%20students&sortDirection=Ascending&page=3>

If writing assistance is needed, students are encouraged to schedule an appointment at the University Writing Commons <https://nau.edu/iwriting/uwc/>.

## Disciplinary & Termination Procedures

Graduate students must maintain good academic standing in order to be eligible to continue in or return to the University. Good Academic Standing is demonstrated by:

- a 3.00 grade point average (GPA) for all courses taken including those required in the program of study,
- no more than 6 units of "C" course grades\*, and
- no course grades of "D" or "F."

Additional information about the disciplinary and termination policies set by the graduate college can be found here: <https://policy.nau.edu/policy/policy.aspx?num=100319>

## Grievances

Most student complaints can be resolved on an informal basis with the instructor or preceptor. Students who believe they are victims of unfair policies or practices should first discuss their concerns with the instructor or preceptor directly. They may then contact the MPH Program Director and, if necessary, the

Health Sciences Chair, without fear of retaliation. Should the situation be unresolvable through informal means, the student may invoke formal grievance proceedings with Student Affairs and file a formal complaint with the college Dean, as outlined here: <https://www.nau.edu/Student-Affairs/Formal-Compliant-Process-for-NAU-Students/Welcome/>.

Once the program is accredited by CEPH, complaints regarding program noncompliance with the Council for Education in Public Health (CEPH) accreditation standards can be directed to CEPH.

## Injury or Illness

During the APE, should a student become ill or injured, the student must notify the agency supervisor and MPH-HP Coordinator/Advisor and MPH Program Director immediately. The student must also obtain documentation for the injury or illness by visiting the student health center or an outside healthcare provider. The student must arrange with the agency supervisor how and when to make up missed hours and activities. Make-up opportunities for missed classes due to illness or injury are at the discretion of each instructor and outlined in each course syllabus.

## Drug Testing and Criminal Background Check

Students may be required to complete drug testing and a criminal background check prior to the start of supervised experiential learning, as requested by the agency. The student will be responsible for all associated fees. If the student fails the drug test or criminal background check, the student will be unable to complete supervised experiential learning at that agency and will need to work with the MPH-HP Coordinator/Advisor or MPH Program Director to find an alternative placement.

## Program Tuition

Up-to-date tuition, fees, and estimated living expenses for all NAU graduate programs can be found here: <https://nau.edu/admissions/tuition-and-cost/tuition-expenses/>.

**Note:** Non-Arizona residents living in the western region of the United States may qualify for in-state tuition as part of the WRGP program. Visit <https://in.nau.edu/health-sciences/wrgp-program/> to find out more.

## Withdrawal & Refund of Tuition and Fees

**Withdrawal.** The university withdrawal policy can be found here: <https://policy.nau.edu/policy/policy.aspx?num=100325>

As stated in the policy, graduate students who wish to withdraw from their courses must also include the professor(s) signature(s) or an email from the professor(s) indicating whether the professor supports the petition and why/why not. This “Withdrawal from Term” request must be filed no later than one year from the last day of the term being petitioned.

The instructor assigns an appropriate grade at the end of the course, which appears on your transcript. If your request is approved, those grades will be changed to a “W.”

Requests to withdraw from a term after the “last day to officially withdraw from the university” are not automatically approved.

**Refund of tuition and fees.** The university tuition refund policy can be found here:

[https://nau.edu/sdas/tuition-fees/tuition\\_refunds/](https://nau.edu/sdas/tuition-fees/tuition_refunds/)

## NAU Student Support Services

Students have access to some or all of the following support services, depending on if they are on-campus or remote:

### Academic Program Calendar

The program will follow the Northern Arizona University calendar with university holidays and vacations observed. The university calendar can be accessed here: <https://nau.edu/registrar/important-dates/>.

### Health & Wellness

- Campus Health Services. <https://nau.edu/campus-health-services/>
- Counseling Services. <https://nau.edu/counseling-services/>
- Health Promotion. <https://nau.edu/health-promotions/>
- Campus Recreation. <https://nau.edu/Campus-Recreation/Recreation-Center/>
- Aquatic Center. <https://nau.edu/Campus-Recreation/Aquatic-and-Tennis-Complex/Wall-Aquatic-Center/>
- Jacks are Back: Returning To Campus During COVID-19. <https://nau.edu/jacks-are-back/>

### Campus Resources

- First Generation Programs. <https://nau.edu/First-Generation/>
- Inclusion and Multicultural Student Services. <https://nau.edu/IMS/Welcome/>
- Native American Student Services. <https://nau.edu/NASS/Welcome/>
- Student Veteran Services. <https://nau.edu/military-veteran-education/>
- Career Development Assistance. <https://nau.edu/Career/>

### Academic Support

- Public Speaking and Presentation Tutoring. <https://nau.edu/SSI/Academic-Success-Centers/Subject-Based-Study-Skills-Tutoring/>
- University Writing Commons. <https://nau.edu/CAL/English/Student-Resources/University-Writing-Commons/>
- English Language Support. <https://nau.edu/SSI/Academic-Success-Centers/English-Language-Support/>

## **Students with Disabilities**

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 523-8773 (voice), 523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability-related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations. Faculty are not authorized to provide a student with disability-related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed. Concerns or questions regarding disability-related accommodations can be brought to the attention of DSS or the Affirmative Action Office.

## **Safe Environment Policy**

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university. You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).

## **MPH Frequently Asked Questions**

The MPH Program Director, MPH-HP Coordinator/Advisor, or faculty advisors are happy to answer any questions you have about the program. Here are some Frequently Asked Questions (FAQs) and answers.



### **How do you evaluate student applications?**

A standardized rubric is used to evaluate each component of student applications. Each component is weighted differently and point values are assigned. Application components are weighted in the following order (with higher weighted components listed first):

- Overall GPA
- Essay
- Experience serving underserved groups
- Identifies as an individual from an underserved group
- Demonstrated ability to balance multiple obligations
- Recommendation forms submitted by referees



### **Are NAU undergraduate students given priority over other applicants?**

No. All applications are weighted equally.



**Are students able to obtain outside employment during the MPH program?**

Dedicated students with strong time management skills may be able to handle outside employment during the program. Students are discouraged from working more than 20 hours a week.



**What if I want to take an extra elective course?**

Students are welcome to take an elective course, but this course cannot replace another course within the course plan and must be added to the existing course plan.



**Will previous internship hours completed prior to the start of this program be counted?**

No. All Applied Practice Experience hours must be completed during the MPH program at Northern Arizona University.

## MPH Contact Information

### MPH Program Director

Brettania O'Connor, PhD, MPH

Assistant Clinical Professor

Phone: 928-523-2577

E-mail: [Brettania.Oconnor@nau.edu](mailto:Brettania.Oconnor@nau.edu)

### MPH-HP Coordinator / Advisor (until October 15, 2021)

Kelly McCue, MPH

Senior Program Coordinator, NNARCH

Phone: 928-523-3593

E-mail: [Kelly.McCue@nau.edu](mailto:Kelly.McCue@nau.edu)

### Interim MPH-HP Coordinator / Advisor

Samantha Sabo, DrPH, MPH

Associate Professor

Phone: 928-523-2045

E-mail: [Samantha.Sabo@nau.edu](mailto:Samantha.Sabo@nau.edu)

### Health Sciences Chair

Dierdra Bycura, EdD

Associate Professor

Phone: 928-523-5018

E-mail: [Dierdra.Bycura@nau.edu](mailto:Dierdra.Bycura@nau.edu)

### Department of Health Sciences:

Building 60, Room 437A

<http://hs.nau.edu/>

Telephone: 928-523-8238

**Northern Arizona University  
MPH Online Health Promotion  
Student Handbook**

**Acknowledgement Statement**

This is to acknowledge that I,

\_\_\_\_\_

(Please print name)

have reviewed and understand the MPH Online Health Promotion handbook and agree to abide by the policies and procedures of this graduate degree program as outlined in the handbook.

\_\_\_\_\_

Student Signature

\_\_\_\_\_

Date

**This form is to be signed by the student and placed in the student's  
academic file.**

**Northern Arizona University**  
**MPH Online Health Promotion Declaration**

Name: \_\_\_\_\_

NAU ID: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_

I accept responsibility for knowing and meeting all requirements for the MPH Online Health Promotion Degree Requirements listed in the NAU catalog under which I was admitted.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please submit this form to the MPH Director.**



## Appendix A: CEPH-required MPH Competencies

Students completing an Applied Practice Experience (APE) must select at least 5 competencies from the lists below. Three of the 5 competencies must be foundational competencies.

### CEPH Required Foundational Competencies

<b>Evidence-based Approaches to Public Health</b>
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
<b>Public Health &amp; Health Care Systems</b>
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
<b>Planning &amp; Management to Promote Health</b>
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
<b>Policy in Public Health</b>
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
<b>Leadership</b>
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
<b>Communication</b>
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
<b>Interprofessional Practice*</b>
21. Perform effectively on interprofessional teams
<b>Systems Thinking</b>
22. Apply systems thinking tools to a public health issue

### **Competencies for the Health Promotion Concentration at NAU**

1. Apply behavior change models and theories to public health interventions
2. Obtain and interpret data related to health problems, risk behaviors, and vulnerable groups.
3. Evaluate evidence for public health prevention and management strategies for chronic and infectious diseases.
4. Apply an understanding of human disease etiology and pathophysiology to the evaluation of chronic disease prevention programs.

5. Describe healthcare technologies and informatics that are available to enhance healthcare and public health interventions.

6. Develop a strategic plan for public health organizations to implement a technological change to improve care delivery.

## Appendix B: HS 609 Preparation Worksheet

### Online MPH – Health Promotion Concentration

Name: [Click here to enter text.](#) Email: [Click here to enter text.](#) Phone: [Click here to enter text.](#)

The following questions may be used as a guide to help you find an applied practical experience (APE) site.

1. *Describe your dream job.* What would you like to be doing after graduation? With what type(s) of population would you like to work (age group, ethnicity, gender, etc.)? Is there a specific organization or setting (school, clinic, government, non-profit, etc.) in which you would like to work? Which public health topic(s) or type of public health program are you interested in (diabetes prevention or management, sexual health education, homelessness, smoking cessation, etc.)?

[Click here to enter text.](#)

2. What skills can you contribute to an APE site?

[Click here to enter text.](#)

3. What skills would you like to further develop during the APE experience?

[Click here to enter text.](#)

4. In which semester will you begin the APE?

[Click here to enter text.](#)

5. Please rank your top 3 APE site preferences.

1. [Click here to enter text.](#)

2. [Click here to enter text.](#)

3. [Click here to enter text.](#)

# Appendix C: HS 609 Applied Practice Experience Proposal Form

Online MPH – Health Promotion Concentration

Student Information	
<b>Name:</b> Click here to enter text.	
<b>Primary Phone Contact:</b> Click here to enter text.	<b>Email Contact:</b> Click here to enter text.
Facility Information	
<b>Facility Name:</b> Click here to enter text.	<b>Facility Address:</b> Click here to enter text.
<b>Department Name:</b> Click here to enter text.	<b>Zip/City/State:</b> Click here to enter text.
Supervisor Information	
<b>Name:</b> Click here to enter text.	<b>Email Contact:</b> Click here to enter text.
<b>Title:</b> Click here to enter text.	<b>Phone Contact:</b> Click here to enter text.
Experience Dates	
List the start and end date of your applied practical experience. These must be within the dates listed in the course shell. Click here to enter a date. To Click here to enter a date.	

## Compensation

**Are you currently employed at this facility? (If yes, please list your current job duties/supervisor information.)**

Click here to enter text.

**Is this a paid internship? If so, what is your compensation plan (stipend/hourly)?**

Click here to enter text.

## Time Allocation

Please indicate the general schedule you anticipate/expect you will be interning (hours per week, number of weeks). *This does not need to be exact or finalized at this time.* This is to give us a general understanding of how you are planning on completing your average hours per week.

Click here to enter text.

## Activities and Goals

**How will this applied practical experience match your educational and career goals?**

Click here to enter text.

**How will your activities in this applied practical experience contribute to or improve the public health profession?**

Click here to enter text.

**What concerns, if any, do you have about completing your applied practical experience at this agency?**

Click here to enter text.

### **Outcomes and Rationales**

Explain how this experience will enable you to meet the Course Student Learning Outcomes (CEPH competencies) by linking specific activities with specific outcomes that are listed in the HS 609 syllabus.

**Do not make up your own outcomes.** You must address at least three core outcomes plus two other outcomes (core or program-specific) and connect them to specific projects/tasks you will work on during your applied practical experience.

For each outcome chosen, write a minimum of one [SMART objective](#) outlining how you will meet that outcome.

**Outcome 1:** Choose an item.

**SMART Objective(s):** Click here to enter text.

**Outcome 2:** Choose an item.

**SMART Objective(s):** Click here to enter text.

**Outcome 3:** Choose an item.

**SMART Objective(s):** Click here to enter text.


**Outcome 4:** Choose an item.

**SMART Objective(s):** Click here to enter text.

**Outcome 5:** Choose an item.

**SMART Objective(s):** Click here to enter text.

## Appendix D: HS 609 Timeline for Preparation of APE

Timeline	To Be Done By Student	To Be Done By MPH-HP Coordinator
No later than the beginning of the semester prior to the applied practical experience (APE).	<b>Read through the entire Online MPH – Health Promotion folder in the course shell to get an overview of the APE process.</b>	
All of these steps must be completed by the following date. If completing APE in: <ul style="list-style-type: none"> <li>● Fall: April 15</li> <li>● Spring: October 15</li> <li>● Summer: February 15</li> </ul>	<b>Complete HS 609 preparation worksheet. Upload to BbLearn.</b>	Review worksheet submissions. Coordinate placement of students at partnering APE organizations. Determine if affiliate agreement exists or if one is needed. Start process, if necessary.
Project proposals are due by the following date: <ul style="list-style-type: none"> <li>● Fall: August 1</li> <li>● Spring: December 1</li> <li>● Summer: April 15</li> </ul>	<b>Working with the site supervisor, fill out the APE Proposal Form. Submit completed proposal to BbLearn.</b>	Review Project Proposals. If needed, return to students for revisions. If acceptable, forward to HS 609 instructor for final approval.
		
Student Fieldwork Agreement must be returned by the following date. If completing internship in: <ul style="list-style-type: none"> <li>● Fall: August 10</li> <li>● Spring: December 10</li> <li>● Summer: April 30</li> </ul>	<b>After receiving Student Fieldwork Agreement from MPH-HP Coordinator, obtain signature from supervisor and sign form. Return to the MPH-HP Advisor.</b>	After HS 609 instructor provides approval, send copy of Project Proposal and Student Fieldwork Agreement to APE supervisor and student for signature.
	<b>Enroll in HS 609.</b>	Issue permission number to student.