

2017 – 2018 MPH Handbook
Department of Health & Kinesiology

University Mission

Mississippi University for Women (MUW), a public institution since 1884, provides high-quality undergraduate and graduate education for women and men in a variety of liberal arts and professional programs, while maintaining its historic commitment to academic and leadership development for women. MUW emphasizes a personalized learning environment in all of its educational programs, which are offered through the College of Arts and Sciences, College of Business and Professional Studies, and College of Nursing and Health Sciences. MUW delivers selected programs and courses through distance education formats to provide educational opportunities throughout Mississippi and the United States, while addressing the unique educational and public service needs of northeast Mississippi and adjoining counties in northwest Alabama. MUW supports research, scholarship, and creativity to enhance faculty development and student learning and to advance knowledge in the disciplines offered by the university.

Introduction to the College of Nursing and Health Sciences

The College offers the following degree programs:

- Associate of Science in Nursing (ASN)
- Bachelor of Science in Nursing (BSN)
- Bachelor of Science in Speech-Language Pathology (BS)
- Bachelor of Science in Exercise Science (BS)
- Bachelor of Science in Public Health Education (BS)
- Bachelor of Applied Science in Public Health Education (BAS)
- Master of Science in Nursing (MS)
- Master of Science Speech Language Pathology (MS)
- **Master of Public Health in Public Health Education (MPH)**, and
- Doctor of Nursing Practice (DNP).

Programs within the college produce outstanding graduates who have historically achieved high pass rates on national exams, licensure exams and certification exams.

College Mission/Purpose

The purposes of the College of Nursing and Health Sciences are reflected in the philosophies and outcomes of each program. The college provides high quality undergraduate and graduate professional programs in nursing, speech-language pathology, exercise science, and public health education. Classes are small, emphasizing a personalized learning environment that prepares graduates for competitive professional careers or graduate school. These purposes are directly related to the University's mission to provide high quality undergraduate and graduate education in a variety of liberal arts and professional programs.

Program Mission Statement

The mission of the Public Health Education program at Mississippi University for Women is to prepare students to become professional health educators who can serve in all settings of practice and who are committed to life-long learning to ensure that they are meeting best practice guidelines throughout their professional careers. Preparation is offered at the master's level in a personalized and stimulating environment which encourages academic achievement, community engagement, and a dedication to promote health and the health education profession.

Program Goals

Education Goals

The MPH in Public Health Education will prepare public health educators with knowledge and skills consistent with CEPH public health competencies and CHES roles and responsibilities. These competencies and activities are summarized by the following:

- Assess Needs, Resources and Capacity for Health Education/Promotion
- Plan Health Education/Promotion
- Implement Health Education/Promotion
- Conduct Evaluation and Research Related to Health Education/Promotion
- Administer and Manage Health Education/Promotion
- Serve as a Health Education/Promotion Resource Person
- Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession

Service Goals

The MPH Program in Public Health Education will facilitate active involvement of faculty and students in public health-related service learning and community service experiences.

Research Goals

To partner with community agencies and public health stakeholders to design and conduct public health research.

Institution's Guiding Principles

1. MUW provides high-quality instructional programs that emphasize teaching and learning. With faculty and staff of the highest caliber, MUW is dedicated to providing a campus environment that encourages lifelong learning, strong career preparation, and personal growth. Graduates are expected to have skills in communication, technology, and critical thinking, as well as an awareness of self, gender-related issues, cultural diversity, and responsible citizenship.

2. MUW is student oriented. MUW provides small classes and emphasizes personalized student attention, so that each student will have the opportunity to succeed. MUW offers a student-life program that stimulates learning and leadership development.
3. MUW values research, scholarship, and creativity. While MUW is primarily a teaching institution, the university supports research, scholarship, and creativity to enhance the professional development of faculty and staff in order to better prepare students.
4. MUW is committed to diversity among its faculty, staff, and students. The faculty, staff, and students of MUW represent the global society in which we live. MUW believes that diversity allows students to grow in their understanding of self and others.
5. MUW endorses sound organizational principles and is committed to operational efficiency, collaborative strategic planning, institutional effectiveness, and creative problem solving.
6. MUW meets regional, state, and national needs for higher education. The University responds to the needs of the local community by providing cultural activities; programs for intellectual, professional, and social development; and by assisting in economic development. MUW extends its outreach to the state and nation using multiple delivery methods, including the internet and other advanced systems.
7. MUW is committed to public service. MUW forms partnerships with businesses, as well as with educational, governmental, public service, and charitable organizations, to create opportunities that provide economic and social advantages for the institution, community, and region.

Program's Guiding Principles

To the program's guiding principles reflect the mission and goals of the program. These principles guide the structure and content of the program's curriculum, as well as program activities and events

1. A comprehensive curriculum built on a foundation of traditional and emerging public health theory, rich in fundamental content and fulfilled through service- based scholarship.
2. Faculty and staff accessibility and responsiveness.
3. Enhancing critical thinking and solution-finding capacity.
4. Exposure to diverse and multidisciplinary collaborators.
5. Appreciative understanding of the value of health equity, social action, and ethical conduct.
6. The conviction that the most effective public health outcomes occur through the development of relationships over time.

7. Exposure to technologies that aid in establishing and maintaining communications with geographically dispersed communities and public health partners.

An Introduction to the Master of Public Health (MPH) in Public Health Program

A Master of Public Health degree is designed to prepare students to address the broad mission of public health, defined as “enhancing health in human populations through organized community effort,” utilizing education, research, and community service. Public health practitioners are prepared to identify and assess the health needs of different populations, and then to plan, implement and evaluate programs to meet those needs. It is the task of the public health practitioner to protect and promote the wellness of human-kind. A Master of Public Health degree requires education in knowledge basic to public health, including biostatistics, epidemiology, environmental health sciences, program administration, and social and behavioral sciences.

MPH Core Competencies

These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas.

Evidence-based Approaches to Public Health

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

Public Health & Health Care Systems

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

Planning & Management to Promote Health

- Assess population needs, assets and capacities that affect communities' health
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs

- Design a population-based policy, program, project or intervention
- Explain basic principles and tools of budget and resource management
- Select methods to evaluate public health programs

Policy in Public Health

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

Leadership

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

Communication

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

Inter-professional Practice

- Perform effectively on inter-professional teams

Systems Thinking

- Apply systems thinking tools to a public health issue

Public Health Education Concentration Competencies

In addition to the MPH Core Competencies, after completing the MPH in Public Health Education, students will be able to:

- Apply health behavior theories and concepts from interpersonal, intrapersonal, community, and policy levels to public health.
- Apply established steps and procedures to plan community-based health education and health promotion programs, policies and interventions.
- Use information from individual, organizational and community concerns, assets, resources and deficits to plan community-based public health programs, policies, and interventions.

- Use input from critical stakeholders to evaluate community-based public health programs, policies, and interventions.
- Apply established steps and procedures to evaluate community-based public health programs, policies and interventions.

NCHEC Health Education Competencies

Students completing the MPH in Public Health Education are prepared for and required to take the Certified Health Education Specialist (CHES) Examination. The seven areas of responsibility, verified by the 2015 Health Education Specialist Analysis (HESPA) project are summarized below

- Assess Needs, Resources and Capacity for Health Education/Promotion
- Plan Health Education/Promotion
- Implement Health Education/Promotion
- Conduct Evaluation and Research Related to Health Education/Promotion
- Administer and Manage Health Education/Promotion
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(https://www.nchec.org/assets/2251/hespa_competencies.pdf)

Plan of Study

Course Number	Course Title
	Core Courses (21 Hours):
HED 501	Foundations of Health Education (3)
HED 510	Theories of Health Behavior (3)
HED 511	Research Methods in Health Education (3)
HED 512	Health Program Planning & Implementation (3)
HED 513	Evaluation of Health Programs (3)
HED 515	Community Health Education Methods (3)
HED 570	Health Program Administration (3)
	Public Health Core Requirements (9 Hours):
HED 514	Introduction to Epidemiology (3)

HED 517	Introduction to Biostatistics (3)
HED 518	Environmental and Occupational Health(3)
	Electives (6 Hours):
HED 516	Survey of Human Disease (3)
HED 525	Gender Issues in Health (3)
HED 530	Stress Management (3)
HED 535	Nutrition for Health (3)
HED 542	Special Topics in Health Education (3)
	Thesis or Internship Requirements (3 Hours):
HED 599	MPH Thesis in Health Education (3)
HED 598	Internship in Health Education (3)
HED 597	Capstone Research Project in Health Education (3)
	TOTAL CREDITS 39

Advising

The Department of Health and Kinesiology staff and faculty make every effort to respond to student requests for support and provide academic advising tailored to each student's needs. Upon admission to the MPH program, students are assigned an academic advisor to aid in planning their academic career at Mississippi University for Women. All MPH students should see their advisor not only for program planning prior to each registration, but also for guidance and evaluation throughout the school year. An advising period is published during the fall and spring semesters. See the [academic calendar](#) for specific dates. To ensure successful and timely completion of the MPH curriculum, students need to schedule an advising session with their academic advisor as soon as the advising period begins. Before registration, students must consult with their advisors. At the time a student is advised, the advisor will give each student a unique Registration Access Pin (RAP). This RAP number changes every semester.

Service-based Learning

Service-based learning combines learning goals and community service in ways that can enhance both student growth and the common good. Community

engagement is incorporated into courses by way of projects have both learning and community action goals. These project are designed by means of collaboration between faculty and community partners, such as non-governmental organizations or government agencies. To complete the projects, students need to apply course content to community-based activities. This gives every MPH student experiential opportunities to learn in real world contexts and to develop skills of community engagement, while affording community partners opportunities to address significant needs.

Capstone Experiences

In the final semester of MPH training, students complete the Capstone: a culminating project conducted under the supervision of a Faculty Advisor. The purpose of the Capstone is to help each student integrate information and skills gained in coursework and the Practicum to address a public health issue or problem. A wide variety of projects may be appropriate, including projects related to research, program evaluation, training a public health workforce, and community interventions to improve health. Students who are ready to complete their capstone experience, will register for HED 597, HED 598, or HED 599. Students need to meet with their academic advisor to decide which capstone course is most suited for their culminating project. Below are possible approaches to the capstone experience. This is not an exhaustive list.

- Educational material Development
 - Develop educational materials that are appropriate for the target audience (e.g. develop age-appropriate educational brochures that explain the public health importance of the water and sanitation department)
- Program Design
 - Design a health-related program that could be implemented at the partner site, including instructions, procedures, manuals, and materials. (e.g. create a series of training session for case managers who work with clients living with HIV)
 - Participate in the design of a new program initiated by the community organization (e.g. assist a youth organization with designing a tobacco avoidance curriculum)
- Program Implementation
 - Participate in a substantive way towards implementation of a program already planned at the community organization (e.g. coordinate a health fair for an organization or agency)
- Data Analysis
 - Complete a substantial new analysis of existing data on a health-related topic of interest in the community organization and report on

the results. (e.g. analyze BRFSS data to help a community organization or agency with program planning)

- Community Intervention
 - Design and implement a community intervention supported by the community organization.
- Program Evaluation
 - Evaluate an existing program at the community organization to assess the effectiveness and outcomes of the program
- Health Policy Statement/Advocacy
 - Develop a health policy position paper related to the mission of the community organization and advocate for its approval.
 - A position paper may be written and presented on a health topic of local, state, regional, national, or international importance.
- Population Health Research
 - Research the determinants or distribution of a health problem identified by the community organization.
- Community Assessment
 - Undertake in-depth analysis of the health characteristics of a defined population or community of interest to the community organization.
- Public Health Services Research
 - Research the nature of access to health care, quality and cost of services, or evaluation of the provision and design of health services offered by the community organization (e.g. Perform an analysis of how a local health department can identify and meet local health needs
- Survey Research
 - Survey an identified population on a topic of mutual interest with the community organization or agency.
- Focus Group Research
 - Conduct a series of focus group interviews to help in the planning of a program or design of educational materials or messages, by providing feedback on what should be the content, delivery, and appeal of those program, materials, or messages.

Requirements for MPH completion and graduation

- Students must have an application for admission to degree candidacy form completed and on file with the registrar's office. This form is available in Canvas in the M.P.H. In Public Health Education Resource Center and should be completed after completing the first semester in the program.
- Students must apply for graduation with the registrar's office no later than deadlines specified in the Academic Calendar (<http://www.muw.edu/registrar/academiccalendar>). Instructions for completing the application for degree and graduation/commencement can be found at <http://www.muw.edu/registrar/students/degrees/graduationapp>

- Successful completion of all coursework (maintaining an overall GPA of 3.0 or higher and with no more than two grades of "C.")
- Successful completion of capstone experience
- Passing the Comprehensive Exam
- Taking the CHES examination (<https://www.nchec.org/>)
- Students must satisfy all financial obligations to the university

General Information

Information on general student policies and procedures, admissions, tuition, financial aid, academic policies and procedures (academic dishonest, plagiarism, academic grievances, etc.), academic resources, and graduate course descriptions can be found in the graduate bulletin. The graduate bulletin can be accessed online at <http://www.muw.edu/registrar>. Make sure that you select the appropriate academic year.