

**Medical University of South Carolina  
Department of Public Health Sciences**

Master of Public Health (MPH)  
Student Handbook

Academic Year 2019-2020



## Table of Contents

<b>Program Overview</b> .....	5
Program Goals.....	5
Program Competencies.....	6
Concentration-Specific Competencies for the MPH Degree .....	7
<b>MPH Program Requirements</b> .....	9
<b>Course Descriptions for MPH Degree Program</b> .....	10
BMTRY 700 Biostatistics Methods I: Introduction to Clinical Biostatistics (4 credits).....	10
BMTRY 701 Biostatistics Methods II: Regression Methods in Biology and Medicine (4 credits) .....	10
BMTRY 784 Biostatistics Methods III (3 credits).....	10
BMTRY 785 Probability and Statistical Inference (3 credits).....	10
BMTRY 722 Analysis of Survival Data (2 credits).....	11
BMTRY 724 Design and Conduct of Clinical Trials (3 credits) .....	11
BMTRY 781 Methods in Clinical Cancer Research (3 credits) .....	11
BMTRY 736 Foundations of Epidemiology (Epidemiology I) (3 credits).....	11
BMTRY 713 Infectious Disease Epidemiology (3 credits) .....	12
BMTRY 734 Cancer Epidemiology (3 credits).....	12
BMTRY 737 Epidemiology of Cardiovascular Diseases (3 credits) .....	12
PHGEN 708 Principles in Environmental Health Sciences (3 credits).....	12
BMTRY 738 Design and Conduct of Epidemiologic Studies (3 credits).....	12
BMTRY 745 Environmental Epidemiology (3 credits) .....	12
BMTRY 747 Foundations of Epidemiology II (3 credits) .....	13
BMTRY 748 Foundations of Epidemiology III (3 credits).....	13
PHHBP 700 Social and Behavioral Health Sciences (3 credits).....	13
PHGEN 710 Introduction to Health Systems and Policy (3 credits).....	13
PHHBP 704 Application of Health Behavior Theory (3 credits) .....	14
PHHBP 714 Health Promotion Research Methods (3 credits).....	14
PHHBP 712 Health Promotion Intervention Planning (3 credits).....	14
PHHBP 718 Health Psychology (3 credits).....	14
PHGEN 706 Introduction to Public Health (2 credits).....	15
PHGEN 750 MPH Seminar (1 credit).....	15

IP 711 IP Foundations and TeamSTEPPS .....	15
PHGEN 770 ILE Planning (1 credit) .....	15
BMTRY 789-24 Applied Practice Experience (Internship) (6 credits) .....	16
PHGEN 970 Integrative Learning Experience (Capstone Project) (3 credits) .....	16
<b>MPH Culminating Experience</b> .....	17
Applied Practice Experience (APE) in Public Health (Internship) .....	17
Integrative Learning Experience –ILE (Capstone) Project in Public Health .....	18
<b>Administrative Policies &amp; Procedures</b> .....	19
Tuition and Fees .....	19
Orientation .....	19
Academic Advisor .....	19
Program of Study .....	19
Criteria for Changing MPH Degree Program .....	20
Non-Departmental Courses .....	20
Transfer of Credit .....	20
Semester Course Registration .....	20
Incomplete Coursework .....	21
Withdrawal from a Course .....	21
Leave of Absence .....	22
Withdrawal from the MPH Program .....	22
Re-admission after Withdrawal from the Program .....	23
Professionalism .....	23
Substance Abuse .....	25
Reporting of Criminal Charges and Arrest .....	25
Photo/Video/Audio Consent: .....	25
<b>Academic Standing</b> .....	27
Academic Probation and Dismissal Policy .....	27
Progress Evaluation .....	28
MUSC Student Honor Code .....	28
<b>Additional Resources</b> .....	30
Housing .....	30
Personal Problems .....	30
Services for Students with Disabilities .....	30

Academic Problems .....	30
Computing Facilities.....	31
Copying Facilities .....	31
Laptop Standards.....	31
<b>Contact Information.....</b>	<b>33</b>

## Program Overview

The mission of the MPH program is to address the critical need for highly trained public health professionals by providing an academic and practice environment in which students of public health are trained through coursework and field learning experiences. The 16 Month program is designed for health professionals who wish to build a career in public health. The Master of Public Health (MPH) degree is administered through the Department of Public Health Sciences and the College of Medicine at MUSC.

This Student Handbook provides information about the program requirements and policies related to graduate training in the Department of Public Health Sciences' Master of Public Health degree programs in: Biostatistics, Epidemiology, and Health Behavior and Health Promotion.

Biostatistics is applications of statistical methods in biomedical and health-related fields. Biostatisticians are expected to provide expertise in data management and study design, and are trained in the appropriate analytic techniques and interpretation of all data types. Applied areas of interest in public health include non-chronic conditions, chronic conditions and other health behavior, management and policy.

Epidemiology is the systematic study of the distribution and determinants of health-related states or events in specified populations, and the application of knowledge for developing rational measures of prevention and control of deleterious outcomes. Specific areas of faculty expertise include cardiovascular disease, HIV, cancer, traumatic brain injury, environmental epidemiology, and molecular epidemiology.

Health Behavior and Health Promotion addresses the behavioral and social factors that influence individual and population health with an emphasis on eliminating health disparities. This field involves the application of theory to 1) understand the core causes of complex public health problems and 2) design multi-level interventions to optimize population health and well-being.

### Program Goals

The MPH program's goals, addressing instruction, research and service are as follows:

1. Provide an educational program for current and future public health professionals responsive to meeting needs in a changing environment, including skills to work in rural and disadvantaged communities, and skills for working with an interprofessional healthcare team.
2. Promote collaboration among academicians, community and governmental organizations, and students to enhance public health in disadvantaged communities.
3. Provide leadership and serve as a resource in addressing and communicating current and emerging public health problems and issues.

4. Prepare public health professionals to identify, prevent and solve community health problems in public health practice, in an effort to enhance the health of vulnerable populations in South Carolina.
5. Assist students with networking and job search skills to foster key opportunities in the public health workforce and desired additional graduate education.

### Program Competencies

The curriculum for the MPH program is competency-based. The foundational competencies for public health professionals are the knowledge, skills and abilities that prepare students for work in the public health sector. Students master the ‘foundational competencies’ by taking the five core MPH courses, by completing coursework in their program of study, and through their internship and capstone experiences. The competencies are derived from professional organizations that guide the field of public health. Examples of these organizations include: the Council on Education for Public Health; the Association of Schools and Programs of Public Health (ASPPH); the National Commission for Health Education Credentialing; the National Environmental Health Association; and the Association for Prevention Teaching and Research.

<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

### Concentration-Specific Competencies for the MPH Degree

<b>Biostatistics</b>
<ol style="list-style-type: none"> <li>1. Apply basic concepts of probability, measures of central tendency, variability and commonly used statistical probability distributions in public health applications</li> <li>2. Understand statistical hypotheses formulation, testing and making inference using real data</li> <li>3. Apply data collection, management and analysis</li> <li>4. Apply analyses of variance and regression methods in public health applications</li> <li>5. Develop data science skills</li> <li>6. Identify the similarities and differences between biomedical informatics sub-domains in public health, and learn the fundamental theories and concepts that guide biomedical informatics and problems in public health research or health care that informatics tools are attempting to solve</li> </ol>
<b>Epidemiology</b>
<ol style="list-style-type: none"> <li>1. Extract and analyze data from key sources for use in public health practice.</li> <li>2. Draw appropriate inferences and assess causality from exposure, medical and health data</li> <li>3. Draw appropriate inferences and assess attributable risk for exposures impacting health</li> <li>4. Design studies and appraise the methodologic quality of studies</li> </ol>

5. Communicate and explain epidemiological findings to health care professionals, public health workers and the lay public

### **Health Behavior & Health Promotion**

1. Define the role of theory and demonstrate the process of applying theory to planning, implementation and evaluation of health promotion programs.
2. Identify critical stakeholders for the planning, implementation and evaluation of public health interventions
3. Develop a logic model of a public health problem and a conceptual model of change to guide intervention planning targeting change in a public health problem at multiple levels
4. Explain the importance of process and outcome evaluation in intervention planning
5. Evaluate the adequacy and appropriateness of selected techniques of data collection commonly used in the study of the diversity of human responses to health and illness across cultures.
6. Communicate and explain social determinants of health, needs assessment findings and theory-driven intervention plans to healthcare professionals, public health workers and the lay public



## MPH Program Requirements

The MPH degree requires completion of at least 45 credit hours, of which 36 credit hours are didactic coursework. The degree completion plan will include the Applied Practice Experience (internship) and the culminating Integrative Learning Experience ‘capstone’ (with poster presentation) as detailed below.

Foundational Courses	Course Title	Credits
PHGEN 706	Introduction to Public Health	2
PHGEN 708	Environmental Health Sciences	3
PHGEN 710	Intro to Health Systems & Policy	3
PHHBP 700	Social & Behavioral Sciences	3
BMTRY 700	Biostatistics Methods I	4
BMTRY 736	Introduction to Epidemiology	3
	<b>Total Hours</b>	<b>18</b>
Concentration Courses	<b>Total Hours</b>	<b>8</b>
APE Internship & ILE Capstone		
PHGEN 770	ILE Planning	1
PHGEN 780	Applied Practice Experience (Internship)	6
PHGEN 970	Capstone	3
	<b>Total Hours</b>	<b>10</b>
Interprofessional Course		
IP 711	IP Foundations & Team STEPPS	1
PHGEN 750	MPH Seminar	1
	<b>Total Hours</b>	<b>2</b>
Elective Courses	<b>Total Hours</b>	<b>7</b>
	<b>TOTAL PROGRAM HOURS</b>	<b>45</b>

## Course Descriptions for MPH Degree Program

### [BMTRY 700 Biostatistics Methods I: Introduction to Clinical Biostatistics \(4 credits\)](#)

This course introduces basic applied descriptive and inferential statistics. Topics include elementary probability concepts, an introduction to statistical distributions, point and interval estimation, hypothesis testing, and simple linear regression and correlation. Basic data management and analysis techniques will be introduced using the SAS system for personal computers (includes 1 semester hour laboratory session). Prerequisites: College Algebra. (MPH core course)

### [BMTRY 701 Biostatistics Methods II: Regression Methods in Biology and Medicine \(4 credits\)](#)

The objective of this course is to provide basic and intermediate skills necessary to apply regression methods to clinical and basic science research data. Topics include regression issues such as least squares estimation, hypothesis testing, diagnostics, model building and variable selection, and indicator variables. Simple and multiple linear regression, logistic regression, Poisson regression, and modeling of time-to-event (survival) data will be covered. The course uses a problem-based approach and applications to clinical and basic science problems are provided. Prerequisites: BMTRY 700. (Required BIOS, EPID; Elective HBHP)

### [BMTRY 784 Biostatistics Methods III \(3 credits\)](#)

This course is intended for biostatistics MPH and Epidemiology PhD and MS students interested in applied statistical methods for analysis of categorical and correlated data. The categorical data analysis sessions include methods for stratified 2x2 and  $r \times c$  contingency table data, ordinal data, matched pair dichotomous data, and count data. The correlated data analysis section covers random and mixed effects models and generalized linear mixed models. The didactic classes are augmented by SAS and R sessions led by the TA's. At the completion of this course, students will have the tools to analyze these data using SAS and R, and make appropriate inferences from the analyses. Prerequisites: BMTRY 700, BMTRY 701 and Probability and Statistical Inference. (Required BIOS; Elective EPID, HBHP)

### [BMTRY 785 Probability and Statistical Inference \(3 credits\)](#)

This one-semester course provides an introduction to fundamental principles of probability and inference including: laws of probability, discrete and continuous random variables and their probability distributions, select multivariate probability distributions, sampling distributions and the central limit theorem, point and interval estimation including maximum likelihood, an overview of the hypothesis testing framework, and common hypothesis tests including the likelihood ratio, Wald, and score tests. Prerequisites: At least one semester of Calculus. (Required BIOS; Elective EPID, HBHP)

### BMTRY 722 Analysis of Survival Data (2 credits)

This is an introductory course in theory and application of analytic methods for time-to-event data. The methods covered include nonparametric, parametric, and semi-parametric (Cox model) approaches. The topics covered will also include types of censoring and truncation, sample size and power estimation, and a brief introduction to counting process method. Extensive use of SAS procedures for survival analysis is incorporated into the course. Prerequisites: BMTRY 700, BMTRY 701, and Probability and Statistical Inference. (Elective BIOS, EPID, HBHP)

### BMTRY 724 Design and Conduct of Clinical Trials (3 credits)

This is a comprehensive course providing an overview in the design and conduct of clinical trials. The course covers the types of clinical trials; study design (including sample size estimation); randomization methods and implementation; project and data management; ethics; and issues in data analysis (e.g., intent-to-treat; handling of missing data; interim analyses). The course is designed primarily for the students in the Department of Biostatistics, Bioinformatics, and Epidemiology; however, both clinical and basic science investigators can benefit from this course provided they have the required background in basic statistics. Prerequisites: BMTRY 700. (Elective BIOS, EPID, HBHP)

### BMTRY 781 Methods in Clinical Cancer Research (3 credits)

Didactic lectures will cover the following areas in oncology research: (1) clinical and statistical design of phase I, II and III trials; (2) incorporation of correlative and biomarkers in clinical trials, (3) considerations in chemotherapy, surgery, radiation and multimodality trials, (4) quality of life and other patient reported outcomes in cancer research, (5) the protocol review and IRB process, (6) informed consent, (7) data collection, trial monitoring and investigator responsibilities, (8) the grants process and mentoring. In addition to the didactic portions of the training, each trainee will have a clinical research proposal which will be developed into a "letter of intent" (LOI) for a clinical trial. Other contact hours will take the form of a journal club where clinical research papers from journals such as Clinical Cancer Research or Journal of Clinical Oncology are discussed, and protocols that are being undertaken at HCC are reviewed and discussed. Students will be required to attend and take part in the HCC Protocol Review Committee's monthly meetings. (Elective BIOS, EPID, HBHP)

### BMTRY 736 Foundations of Epidemiology (Epidemiology I) (3 credits)

This course provides an introduction to basic epidemiologic principles including measurements of disease occurrence, study designs (cohort, case-control, randomized clinical trials) and calculation of risk. Lecture material is supplemented with exercises and discussion of examples from the epidemiologic literature and presentations of epidemiologic studies by guest speakers. Prerequisites: None. (MPH core course)

### BMTRY 713 Infectious Disease Epidemiology (3 credits)

This course provides an overview of the salient methods of infectious disease epidemiology with an emphasis on the application of epidemiologic techniques to various diseases caused by a microbial agent. Specifically the course emphasizes the contributions of individual, environmental, and sociodemographic factors in the occurrence of infectious disease in a population. Lectures will describe the role of biological, environmental, social, and behavioral factors in determining the transmission of infectious diseases and their prevention. The course employs common statistical tests and epidemiological techniques to assess the transmission index of infectious agents. (Elective BIOS, EPID, HBHP)

### BMTRY 734 Cancer Epidemiology (3 credits)

This survey course will introduce students to the major cancer risk factors. For the major cancers the most important epidemiological studies will be reviewed. The issue of genetic susceptibility and the use of biomarkers in cancer epidemiology will be studied as well as cancer screening. Prerequisites: BMTRY 736 or permission of the instructor. (Elective BIOS, EPID, HBHP)

### BMTRY 737 Epidemiology of Cardiovascular Diseases (3 credits)

This is an advanced course designed to acquaint students with the use of epidemiology in the study and investigation of cardiovascular diseases. Prerequisites: BMTRY 736 or permission of instructor. (Elective BIOS, EPID, HBHP)

### PHGEN 708 Principles in Environmental Health Sciences (3 credits)

This course is designed for public health students interested in studying the relationships between people and their environment and how it affects their wellbeing. This course offers a general introduction to environmental health, addressing fundamental topics and current debates. The first part of the course covers core topics intended to prepare students to more fully understand and address environmental health issues: environmental epidemiology; toxicology; and, environmental policy and regulation. The second part of the course presents agents of environmental disease and applications of environmental health. Emphasis will be placed on air quality and environmental exposure assessment. (MPH core course)

### BMTRY 738 Design and Conduct of Epidemiologic Studies (3 credits)

An emphasis will be placed on procedures used in the implementation of epidemiological research studies. Prerequisites: BMTRY 736 or permission of instructor. (Required EPID; Elective BIOS, HBHP)

### BMTRY 745 Environmental Epidemiology (3 credits)

The field of Environmental Epidemiology encompasses the investigation of environmental factors and how they affect human health. Environmental epidemiologists study health effects in populations resulting from exposure to physical, chemical, and biological agents. This includes the contribution of social, economic, and cultural factors that are related to these exposures. Occupational Epidemiology provides an

introduction to clinical and epidemiologic aspects of occupational health and recognition and prevention of occupational diseases and injury. Case study approaches are used to learn about epidemiologic applications to occupational health. This course helps to address some of the 15 learning competencies of the doctoral program in Epidemiology and is intended for advanced epidemiology students to become familiar with applications of epidemiology to environmental and occupational problems.

Prerequisites: BMTRY 736 or concurrent registration in 736, or permission of instructor. (Elective BIOS, EPID, HBHP)

#### **BMTRY 747 Foundations of Epidemiology II (3 credits)**

This course will provide a comprehensive and quantitative view of the design, conduct, analysis, and interpretation of epidemiological studies and use of EGRET software.

There is a more in-depth coverage of topics than in Epi I. Prerequisites: BMTRY 700, concurrent registration with BMTRY 701, and BMTRY 736. (Required EPID; Elective BIOS, HBHP)

#### **BMTRY 748 Foundations of Epidemiology III (3 credits)**

This course will provide an in-depth quantitative view of advanced statistical analysis of epidemiological studies. The use of epidemiological analysis software (Epicure) will be taught. Builds on techniques developed in Epi II. Prerequisites: BMTRY 700, 701, 747. (Elective BIOS, EPID, HBHP)

#### **PHHBP 700 Social and Behavioral Health Sciences (3 credits)**

This course introduces MPH students to the principles and practices of the social and behavioral sciences in public health. The overall goal of the course is to provide a broad overview of social and behavioral science principles that can be used to guide the process of identifying, characterizing and resolving public health problems to improve the health of individuals and populations. Students will examine the role of behavioral and social factors as determinants of health outcomes and introduce key individual, organizational and community factors to consider when planning social and behavioral science interventions. This course provides a broad introduction to the basic theories, concepts and models from the social and behavioral sciences that are used in public health research and practice. Prerequisites: None. (MPH core course)

#### **PHGEN 710 Introduction to Health Systems and Policy (3 credits)**

This course aims to identify the main components and issues of the organization, financing and delivery of health services within the various domains of public health in the US, describe the legal and ethical bases for public health and health services, identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US, discuss the policy processes for improving the health of populations as well as how to evaluate and describe the performance of the U.S. health systems in terms of cost, quality, effectiveness, and access. The course includes evaluation of several case studies of public health policy decisions and their implications. Prerequisites: None. (MPH core course)

### PHHBP 704 Application of Health Behavior Theory (3 credits)

Successful completion of this course will enable the student to describe the role of social and community factors in both the onset and solution of public health problems; identify the causes of social and behavioral factors that affect health of individuals and populations; identify basic theories, concepts and models; apply ethical principles to public health program planning, implementation and evaluation; specify multiple targets and levels of intervention; identify individual, organizational and community concerns, assets, resources and deficits; apply evidence-based approaches in the development and evaluation of interventions; describe the merits of social and behavioral science interventions and policies; describe steps and procedures for the planning, implementation and evaluation of public health programs; and identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions. Prerequisites: PHHBP 700. (Required for HBHP; Elective for BIO and EPI)

### PHHBP 714 Health Promotion Research Methods (3 credits)

This course introduces students to research methods in health promotion and allows them to understand and evaluate common research methods used in health promotion research. Students learn techniques related to data collection by observation, interview and questionnaire, and adapt research techniques to vulnerable and medically underserved populations. Prerequisites: PHHBP 700. (Required for HBHP, Elective for BIO and EPI)

### PHHBP 712 Health Promotion Intervention Planning (3 credits)

In this course, students will critically examine models and processes for the systematic planning of public health interventions in a variety of settings (e.g., medical, community). Students will gain skills in needs assessment, the identification of behavioral and environmental determinants of public health problems, and using theory to guide the selection of public health intervention strategies. Students will apply evidence-based approaches in the development of social and behavioral science interventions and become familiar with practical and ethical principles underlying public health program planning, implementation and evaluation. Prerequisites: PHHBP 700, PHHBP 704, PHHBP 714. (Required for HBHP; Elective for BIO and EPI with permission of instructor)

### PHHBP 718 Health Psychology (3 credits)

This course introduces MPH students to the principles and practices of Health Psychology. The first half of the class is focused on learning theories of behavior change, discussing the case formulation process in single unrelated cases, and an introduction to the fundamental aspects of health psychology treatments. The second half of the class will center on related and increasingly complicated cases and students will be urged to see connections between symptom classes and complementary treatment models and techniques. By the end of this class students will be able to have a health psychology patient case presented and be able to describe the case in terms of

a theory of health behavior or psychological intervention model and to describe how to intervene with an appropriate psychological treatment. Prerequisites: None. (Elective for BIOS, EPID, and HBHP)

#### [PHGEN 706 Introduction to Public Health \(2 credits\)](#)

The overall purpose of this course is to introduce students to the principles and core functions of public health in keeping with the 2002 recommendation of the Institute of Medicine. Materials presented in the course will enable students to understand the role of public health and its core functions to better understand patterns of diseases, global threats to health, and factors contributing to disparate health outcomes in population groups. (Required EPID, HBHP; Elective BIOS)

#### [PHGEN 750 MPH Seminar \(1 credit\)](#)

MPH Seminar is a 1 credit hour course for Master of Public Health students in the Department of Public Health Sciences (DPHS) offered in the fall and spring semesters. Students are required to complete both the fall and spring semesters of the course (total of 2 credit hours). Students attend DPHS-sponsored seminars every other Monday throughout the semester to gain exposure to contemporary topics in public health research. Seminar speakers are invited guests to the department and represent a diversity of research topics that are complementary to the research interests of DPHS faculty. On alternating Mondays, the department sponsors a professional Public Health seminar series featuring guest speakers from local public health agencies, MUSC departments, and local non-profits. This valuable exposure helps first-year students identify potential mentors and projects for internship and volunteer hours, provides an overview of potential career paths for graduates, and introduces the pressing public health concerns that impact our region, nation and global communities. (Required BIOS, EPID, HBHP fall semester)

#### [IP 711 IP Foundations and TeamSTEPPS](#)

This course provides the foundation for beginning health professions students to develop competency in interprofessional collaborative practice. The goal of the course is to help prepare future health professionals for enhanced team-based care of patients and improved patient and population health outcomes through evidence-based team strategies and understanding of professional roles and responsibilities (Required for all students)

#### [PHGEN 770 ILE Planning \(1 credit\)](#)

This course is designed to help students and faculty jointly prepare for the Integrative Learning Experience (ILE) and Applied Practice Experience (APE). The ILE or Capstone, as the culminating experience of the MPH program, requires students to synthesize and integrate knowledge acquired in coursework and other learning experiences and apply it to analyzing and addressing a public health practice and/or research challenge. The APE or internship is a 180 hour practicum which requires students to gain professional work experience in the public health workforce. This planning course is a required 1-hour course available to all MPH students. It is designed



to help students understand ILE and APE requirements, gain skills necessary for successful completion of these requirements, and develop a proposal for their ILE and APE experiences with faculty and other mentors. This course will also allow students to garner professional skills prior to starting their internship including resume building, interviewing tips, and workforce performance standards, along with internship and career exploration. At the end of the course, students will have developed a finalized ILE and APE plan and gained skills to assure completion. (Required BIOS, EPID, HBHP)

#### **BMTRY 789-24 Applied Practice Experience (Internship) (6 credits)**

MPH students complete a 180-hour field placement in an appropriate public health setting, graded P/F. Sites include, but are not limited to, hospitals, not for profit organizations, governmental agencies, and worksite/for profit companies. The site is chosen based on student interest and competencies that students need to achieve. Each site must have a mentor who is credentialed in biostatistics or who has experience in these areas. The site must have a major project that addresses the educational needs of the student, and the amount of work available for the student must fill at least 180 contact hours.

Each site must have an affiliation agreement with the College of Medicine at MUSC before any field placement work is approved. After meeting with the academic advisor, Practice Coordinator, and site supervisor to discuss possible sites and availability of an affiliation agreement, students will submit the required paperwork for the field placement site and identify competencies and learning objectives to be achieved during the 180 hours. Students must have a sufficient number of credit hours of coursework in the MPH program before beginning the field placement; within those 18 credits must be the five MPH core courses. Students must have approval from the academic advisor to apply for the field placement. (Required BIOS, EPID, HBHP)

#### **PHGEN 970 Integrative Learning Experience (Capstone Project) (3 credits)**

All MPH students will participate in a culminating experience which is required for graduation from the program. It is completed in the final semester in the MPH program and is graded P/F. The capstone project will reflect the student's assimilation of theories and skills from didactic and experiential learning courses. Under the supervision of a faculty Capstone Advisor, the student executes a research plan and produces a final document for the capstone project, and also participates in the MPH Capstone Symposium- presenting their capstone project research in a public poster session. (Required BIOS, EPID, HBHP)



## MPH Culminating Experience

### Applied Practice Experience (APE) in Public Health (Internship)

MPH students complete a field placement in an appropriate public health setting (6 credit hours of PHGEN 780), grades H/P/F. Sites include, but are not limited to, hospitals, not for profit organizations, governmental agencies, and worksite/ for profit companies. The site is chosen based on student interest and competencies that the student needs to achieve. Each site must have a mentor who is credentialed in their area of interest (BIOS, EPI, and HBHP) or who has experience in these areas. The site must have a major project or projects that address the educational needs of the student, and the amount of work available for the student to fill a minimum of 180 contact hours.

Each site must enter into a Memorandum of Understanding (MOU) with the Medical University of South Carolina before any field placement work is approved. After meeting with their academic advisor and the internship coordinator to discuss possible sites and availability of an MOU, students will submit the required paperwork for the field placement site and identify learning objectives to be achieved during the 180 hour internship.

Evaluation of the APE experience will be in the form of a written report in which students will detail how they have accomplished each learning objective by the duties, experiences, and tasks they have performed at the site. For details, read the Student Field Placement Manual. If a conflict arises regarding the selection of the field placement site among the student, the academic advisor and the internship coordinator, the parties in conflict should send a one page letter to the MPH Curriculum Committee explaining the situation. This committee will make the final decision.

Students must have a sufficient number of credit hours of coursework in the MPH program before beginning the field placement; within those 18 credits must be the five MPH core courses. Students must have approval from the academic advisor to apply for the field placement. Please read the complete Student Field Placement Manual included in the handbook.

1. Internship experience for an individual student must be planned in terms of his/her abilities and needs and interests as an integral part of the total training experiences in which he/she is participating.
2. The student must be an active participant in planning his/her field placement training experience –making sure that their projects and activities are a quality contribution to the agency.
3. The experiences offered the student should meet real needs of the agency in their particular missions, goals and objectives. If at all possible, the student should be given the opportunity to function as a full-fledged staff member of the agency.

4. The field placement experience should be so designed that the student has an opportunity for responsible participation in a significant project common to the activities of public health professionals. The resources available must be adequate for this purpose.
5. Field placement training must be under the guidance and supervision of an individual who is able to make a learning experience out of a work situation and who is professionally competent in the student's area of specialization.
6. The agency provides experiential learning to improve student competencies.
7. Evaluation of the field placement experience must be in terms of:
  - a. The student's growth in understandings and abilities needed in situations faced by public health professionals.
  - b. The student's contributions to the agency's program.

**During the APE Internship the student should be able to:**

1. Develop an understanding of the structure and functions of the participating public health agency.
2. Learn to function effectively in a work environment with existing staff members and administrators.
3. Develop a field placement experience project which is consistent with the goals and objectives of the host agency and with the learning objectives set forth by the student
4. Gain an understanding of the process of multi-program coordination.
5. Utilize basic related applied research and data gathering techniques as they apply to public health.

**Integrative Learning Experience –ILE (Capstone) Project in Public Health**

All MPH students will participate in a culminating experience which is required for graduation from the program. It is completed in the final semester in the MPH program and is graded P/F. The capstone project will reflect the student's assimilation of theories and skills from didactic and experiential learning courses. Under the supervision of a faculty Capstone Advisor, the student executes a research plan and produces a final document for the capstone project, and also participates in the MPH Capstone Symposium- presenting their capstone project research in a public poster session.

## Administrative Policies & Procedures

### Tuition and Fees

The tuition and fee schedule for full and part-time students is published annually and is available in June. The schedule is posted on the University website. It is also available from the Office of Enrollment Services. Part-time students (including unclassified students) and visiting students also pay any applicable university, health, or student activity fees. Fulltime and part-time students are eligible to apply for student loans through the MUSC Office of Financial Aid. The Financial Aid contact for MPH students is Ms. Nora Siwarski at (843) 792-3669 or [siwarski@musc.edu](mailto:siwarski@musc.edu)

### Orientation

In addition to the University and the College of Medicine orientation at the beginning of fall semester, a departmental orientation for new students is held during Orientation Week. At the meeting, students are introduced to members of the faculty and staff. They are also given current information about the Department, degree requirements, and research projects. MPH students will also be required to participate in computer software uploading on personal laptops prior to starting the program.

### Academic Advisor

Upon entrance to the program, each student is appointed an Academic Advisor by the program-specific Graduate Training Director, selected from the student's chosen area of emphasis. Selections are made with consideration of: student and faculty interests; specialized fellowship support, and faculty commitments. Any request for change of the initially assigned advisor should be directed to the program-specific Graduate Training Director.

The primary responsibilities of the Academic Advisor are to provide guidance in the academic program, especially with respect to course work, and to carry out selected academic functions related to completion of academic program requirements. Students must confer with their advisors when selecting courses (after automatic enrollment in the first semester) and should meet with their advisors for approval of the course plans before online registration in subsequent semesters. Additionally, students are required to consult with their advisors and obtain necessary signatures prior to adding or dropping courses once the semester has started.

### Program of Study

The Program of Study is a list of courses and other requirements that the student must complete in order to satisfy requirements for the MPH degree. It lists transfer courses (as appropriate) as well as courses that are to be taken at MUSC. Decisions to remove, substitute, or add courses to the Program of Study must be approved by the student's Academic Advisor with concurrence from the program-specific Graduate Training Director.

### Criteria for Changing MPH Degree Program

Students may request a change in MPH degree program (any time prior to commencing the Capstone Planning course) by formal written petition to the Graduate Training Director of the program to which the change is requested. Students must be in good academic standing at the time of the request. The written petition must be prepared as an updated Personal Statement that includes a strong rationale for changing disciplines and a statement of how the program change will match the student's short- and long-term career objectives and interests. In addition to the student's written petition, the student must submit letters of support from both the Vice Chair of Academic Programs as well as the Graduate Training Director of the program in which the student currently resides. The Graduate Training Director to whom the petition is directed will forward all materials to the appropriate MPH Program Committee for review and final decision. Students will not be charged an additional fee for applying to a different MPH program. Students who change to a new degree program may take longer to complete the program to complete all required courses.

### Non-Departmental Courses

All MPH students may take course work outside the Department with the approval of their Academic Advisor. Non-Departmental courses must be at a graduate level that corresponds to the MUSC courses at or above the 600 level.

### Transfer of Credit

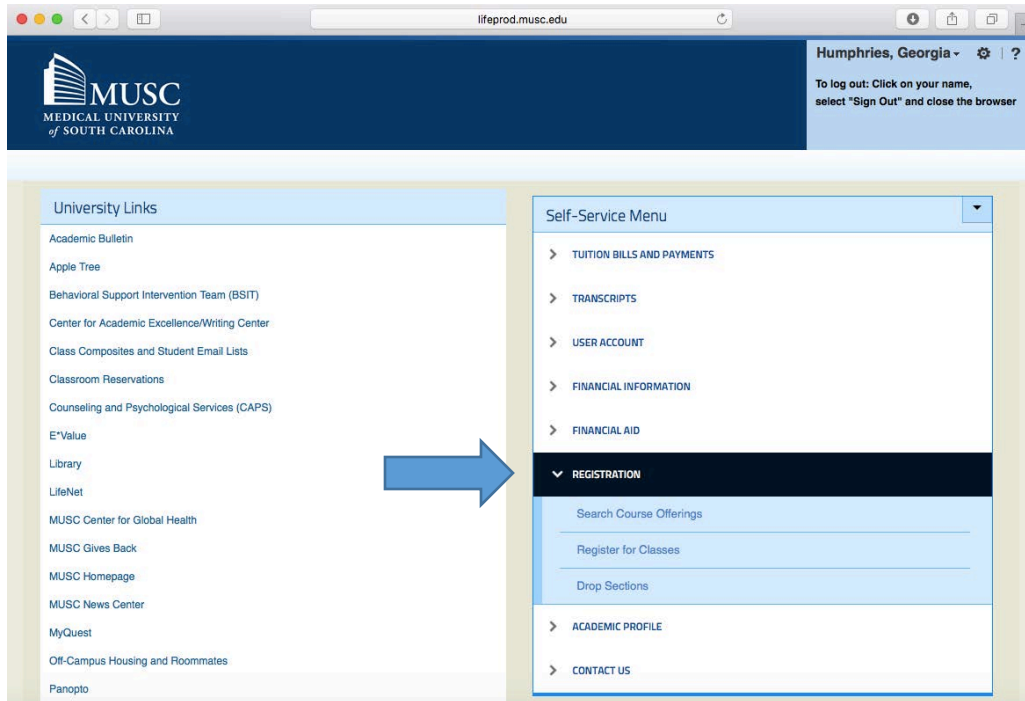
MPH students may transfer up to fifteen (15) credit hours from other institutions. Core courses taken at CEPH accredited schools or programs are automatically accepted. If a student wishes to transfer in a course from a non-CEPH accredited school or program, he/she must submit the syllabus of that course to the appropriate division within DPHS for approval. No grade below "C" will be accepted.

If a student has taken more than fifteen (15) hours at another institution and feels as though he/she has sufficient knowledge in a particular course required for their core or concentration, he/she may petition to waive that course and substitute it for an upper level course in that same area.

Please remember that it is generally advisable to limit transfer credits. Any questions should be directed to your academic advisor first, and then to the MPH coordinator.

### Semester Course Registration

- First year students are pre-registered for their first fall term via the MPH Coordinator.
- All students who are enrolled beyond the first semester, full and part-time, are required to register online using WebAdvisor (see below)



- At the time of registration, a schedule of courses for the upcoming semester will be given to each student. Courses may be chosen from this list, and students should discuss their course choices with their academic advisor.
- Only officially registered students may obtain credit for courses and/or research. In order to maintain an 'active' status, one must be registered each semester or be on an approved leave of absence.
- Any student who is not registered for coursework in a given semester is considered to be 'inactive'.
- Any student who is not on an approved leave of absence and who does not register for any coursework for three consecutive semesters will be notified that they have been dropped from the rolls of the College of Medicine for the Master of Public Health degree program and will have to reapply through the Admissions Committee for readmission to complete their degree.

### Incomplete Coursework

The incomplete grade should be finalized by the end of the following semester. The instructor can choose to defer beyond that date if agreeable under special circumstances. Additional information regarding MUSC's grading policy can be found at <https://education.musc.edu/students/enrollment/bulletin/policies-and-guidelines/grading-system>

### Withdrawal from a Course

MUSC Enrollment Services records the following grades on a student's transcript to indicate a withdrawal from a course.

**WD:** indicates the student withdrew from course after the drop/add period but before the end of the first third of the course. This requires prior approval of the dean upon recommendation of the instructor. There is no academic impact on the grade point average, but the student's progress may be affected.

**WP:** indicates the student withdrew from a course, for reasons beyond his/her control, after the first third of the course was completed. The student was performing at a satisfactory level. This requires prior approval of the dean upon recommendation of the instructor. There is no academic impact on the grade point average, but the student's progress may be affected.

**WF:** indicates the student withdrew from a course after the first third of the course was completed. The student was performing at an unsatisfactory level. This requires prior approval of the dean upon recommendation of the instructor. There is no academic impact on the grade point average, but the student's progress may be affected.

**WR:** indicates the student withdrew after the drop/add period from all courses at the University with permission to take a leave of absence. This requires the prior approval of the dean and may result in dismissal if the terms of the leave of absence are not met.

**Please Note: It is the student's responsibility to acquire, complete and file a Request for Add and/or Drop form when he/she wants to request permission to withdraw from a course. These forms are available from the MPH Student Services Manager.**

#### Leave of Absence

After the completion of the first semester, any student in good academic standing may elect to take a leave of absence for no longer than one year, provided the Vice Chair for Academic Programs is notified in writing. Such a student shall be automatically entitled to register for the semester immediately following the leave of absence. The student must complete and file the necessary paperwork with the Office of Enrollment Management. If a student is not in good academic standing and wishes to request a leave of absence, he/she must obtain approval from the Vice Chair of Academic Programs. Additional information regarding MUSC's policy for leave of absence can be found at <https://education.musc.edu/students/enrollment/bulletin/policies-and-guidelines/leaving-the-university>

#### Withdrawal from the MPH Program

A petition for withdrawal shall contain the following:

1. The reason(s) the student wishes to withdraw. If the withdrawal is sought because of medical reasons, the student should be prepared to present documentation of the medical problem upon request of the Vice Chair of Academic Programs.

2. A statement of when the student would like to return to the program if the student intends to do so.
  
3. Completion of the University's Withdrawal form.

The acquisition of approval from the department for withdrawal is considered when the student's departure is in good standing and would weigh substantially in re-admission consideration.

#### Re-admission after Withdrawal from the Program

A petition for re-admission after withdrawal shall contain an explanation by the student of how the circumstances that led to the student's withdrawal have changed. Petitions for re-admission after withdrawal shall be granted if the Vice Chair of Academic Programs finds that the circumstances leading to withdrawal have been alleviated so that the student's education can continue.

#### Professionalism

**PR 1** Demonstrate honesty, integrity, respect, and compassion in all interactions with community participants, peers, faculty, staff, and other health care professionals in all settings.

**PR 2** Demonstrate ethical, patient-centered decision-making, informed consent, and respect for autonomy and confidentiality of community participant information in all settings (i.e., clinical, academic, electronic or web-based.)

**PR 3** Demonstrate sensitivity and responsiveness to the personhood of the public health participant inclusive of culture, race, ethnicity, spirituality, gender, sexual orientation, age, physical characteristics, medical condition, disabilities, socioeconomic status, family-context and other aspects of personal and health beliefs, practices and decisions.

**PR 4** Demonstrate accountability for academic, community involvement and professional responsibilities including concern for societal needs.

**PR 5** Demonstrate responsiveness to public health needs that supersedes self-interest.

Just as it is expected that faculty, staff and other program stakeholders (e.g., preceptors) will interact with students in a professional and respectful manner, it is expected that all students interact with others in a professional manner.

Professional values include:

- Maintaining a commitment to scholarship
- Assuming responsibility and being dutiful
- Interacting with peers, faculty, residents, staff and community based preceptors with courtesy and respect



- Helping colleagues meet their responsibilities
- Exhibiting a high standard of moral and ethical behavior

An incident that raises significant concerns about a Master of Public Health student's behavior should be documented using:

- E\*Value Concern card
- Email notification to Dr. Mulugeta Gebregziabher at [gebregz@musc.edu](mailto:gebregz@musc.edu)

E\*Value concern cards may be submitted anonymously by College of Medicine faculty, residents, staff or students. It is expected that forms will be submitted in good faith and will not be utilized to resolve personal disputes.

The Vice Chair for Academic Programs and the MPH Program Manager in the Department of Public Health Sciences will monitor the system, review all submissions and take the appropriate steps to address any concerns.

In cases of professionalism infractions, and E\*Value Concern card, or an email notification will be issued to the DPHS Vice Chair of Academic Programs.

### **Responding to Concerns of Mistreatment**

- Every effort is made to respond to concerns of mistreatment in a timely and professional manner to minimize the risk of harm including retaliation.
- All complaints will be fully investigated and measures will be taken to reach an appropriate resolution.
- Except in cases of an anonymous complaint, students will be provided with clear and timely feedback concerning the status and resolution of their complaint.
- Notification should be directed to Dr. Mulugeta Gebregziabher at [gebregz@musc.edu](mailto:gebregz@musc.edu) or Jacketta R. Cobbs at [cobbsj@musc.edu](mailto:cobbsj@musc.edu) as soon as possible after the event of mistreatment.
- The student will be notified when a report of unprofessional conduct is filed.
- If an incident is determined to be egregious, the Chair of the Department of Public Health Sciences should be informed immediately; at which point the Vice Chair for Academic Programs will meet with the student and/or conduct a review of the incident. The severity of the infraction will be determined by the Chair and Vice Chair and may result in a referral to the MPH Graduate Training Committee.
- The Graduate Training Committee will discuss the issue and will determine the most appropriate course of action. Potential consequences include, but are not limited to, no action, supportive intervention, or adverse actions (i.e., professionalism probation, suspension, or dismissal).
- Alcohol and drug misuse and abuse can be detrimental to one's overall physical and emotional health, as well as academic and/or professional performance.



- The College of Medicine complies with and upholds all federal, state, and local laws that regulate or prohibit the possession, use or distribution of alcoholic beverages or illicit drugs.
- College of Medicine students are expected to act as professionals at all times (both on and off campus). Students are seen by the public as not only representatives of themselves but MUSC as well.

### Substance Abuse

The Department of Public Health Sciences uses the following standard process for dealing with issues related to substance use, abuse, or dependence.

- The student will meet with the MPH Graduate Training Committee.
- A Behavioral Monitoring plan will be established during the meeting.
- Behavioral Monitoring plans may include, but are not limited to:
  - Mandated treatment at Counseling and Psychological Services
  - Required random drug and alcohol screening
  - Other required treatments as stipulated by clinicians caring for the student
- The student will not be able to participate in the Applied Practice Experience (internship) coursework until his/her drug and alcohol screens are negative.

For more information, please refer to the College of Medicine Student Handbook <https://medicine.musc.edu/education/medical-students/com-policies>

### Reporting of Criminal Charges and Arrest

Upon matriculation and thereafter, any student who is charged with a crime, arrested or convicted must report the occurrence to the DPHS Vice Chair for Academic Programs within 72 hours. Such matters may have implications for placement in internship sites and or professional licensure. Failure to report the criminal charge, arrest or conviction may result in a referral to the MPH Graduate Training Committee regardless if the process is ongoing or finalized in the legal system.

### Photo/Video/Audio Consent:

When a signed consent form is not necessary:

- Consent is implied for faculty and employees of the Medical University. If faculty and staff wish not to appear in photos/videos/audio, it is that person's responsibility to inform the appropriate faculty or staff member at the time of the recording or photography that they wish not to appear.
- Any event to which the public is welcome (i.e. graduation, most fund raisers).
- Anyone appearing in any outdoor spaces on campus or places in which permission is not needed to enter.
- Non-subjects appearing unintentionally in the background or any person whose identity is unclear or obscured.
- When a signed consent form is necessary:

- In general, signed consent forms are required if a student can be identified in publicly accessible photos/videos/audio, including photos/videos/audio shown or displayed in educational settings in which the student did not participate.
- During college orientation, all COM students are given the opportunity to sign the "Photograph/Video consent/Waiver form". It is explained to students during this time the purposes for which COM requests their permission to produce photos/videos/audio (e.g., educational purposes, promotion of program, recruitment, annual report, college newsletters). Students may choose at this time to opt out of signing the form.
- Students are informed that, if he/she opts out of signing a photos/videos/audio consent form, it is the student's responsibility to inform faculty or staff at the time of video-recordings or photography that they do not consent to be recorded or photographed.
- If a student has signed a consent form and later opts to withhold the public release of directory information as defined by FERPA, it is the student's responsibility to inform the appropriate faculty or staff member at the time of the recording or photography that they wish not to appear.
- Hard-copies of signed consent forms or a record of the student's opting out of signing the consent form are held in the student's file and retained according to program needs/processes.

## Academic Standing

### Academic Probation and Dismissal Policy

To maintain good academic standing, at the end of each semester students must:

- Maintain a minimum 3.0 cumulative grade point average (GPA) based on the combined performance in all merit-graded courses.
- Maintain a minimum 3.0 GPA based on the combined performance in the four core concentration specific courses (see list below).
- Earn a minimum merit grade of 2.5 in each of the four key concentration essential courses (see Appendices for Curriculum Grids).
- Earn a minimum merit grade of 2.0 or higher in all non-core but concentration essential required courses
- Earn a passing grade in all required pass/fail graded courses.

**For part-time MPH students**, academic standing will be evaluated after completion of a minimum of 9 credit hours. Failure to adhere to these standards will result in the student being placed on academic probation. Students who unsuccessfully transition off of probationary status (as described below) will be dismissed from the program. Students may request review of a dismissal decision by appealing in writing to the concentration-specific MPH Program Committee and, if desired, to the Chair of the Department of Public Health Sciences. The following items describe required actions by which students can transition off of academic probation:

- Any full-time MPH student with a deficient overall GPA (<3.0) has one semester from the date of academic probation to raise the overall GPA to a 3.0 or higher.
- Any Part-time student with a deficient overall GPA (<3.0) must raise the overall GPA to a minimum GPA of 3.0 or higher after 9 credit hours of coursework are completed from the date of academic probation.
- An MPH student (full or part-time) with a deficient concentration essential core course GPA (<3.0) is required to retake core courses as needed (and in consultation with their program advisor) at the first available opportunity to raise the concentration-essential core course GPA to a 3.0 or higher. Courses may only be retaken once, with the higher grade replacing the lower grade.
- An MPH student (full or part-time) who earns a deficient merit grade in any of the four concentration essential core courses (<2.5) is required to retake the course (in consultation with their program advisor) at the first available opportunity and achieve a merit grade of 2.5 or higher. Courses may only be retaken once, with the higher grade replacing the lower grade.
- An MPH student (full or part-time) who earns a deficient merit grade in any of the non-core concentration essential courses (<2.0) is required to retake the course (in consultation with their program advisor) at the first available opportunity and achieve a merit grade of 2.0 or higher. Courses may only be retaken once, with the higher grade replacing the lower grade.

- An MPH student (full or part-time) who earns a failing grade in any pass/fail graded course is required to retake the course (in consultation with their program advisor) at the first available opportunity and achieve a passing grade. Courses may only be retaken once, with the higher grade replacing the lower grade.
- More information regarding MUSC's grading system can be found here, <https://education.musc.edu/students/enrollment/bulletin/policies-and-guidelines/grading-system>

### Progress Evaluation

Graduate Training Committee will evaluate students on the basis of performance in the above criteria after final grades are posted each semester. If, in the opinion of the Graduate Training Committee, a student is not making normal progress toward his or her degree, the student may be placed on Academic Probation or dismissed from the program.

### MUSC Student Honor Code

All MUSC students are expected to abide by the Student Honor Code. The full document can be viewed at <https://education.musc.edu/students/enrollment/bulletin/honor-code>

Violations of the Honor Code include, but are not limited to, the following acts that violate academic integrity:

1. **Lying:** Lying is the statement of an untruth with the intent to mislead fellow students, faculty, patients, hospital staff, or administrative officials. Lying includes "lies of omission" or failure to divulge voluntarily the whole and complete truth. Fabrication or falsification of information (verbal or written) in any academic or clinical exercise is in violation of the Honor Code. Lying also includes any false testimony presented during Preliminary or Formal Hearings.
2. **Cheating:** All tests, quizzes, written work, laboratory work, research, and examinations at the Medical University of South Carolina are conducted under the Honor Code. Cheating is defined as using or attempting to use unauthorized assistance, devices, material, or study aids in or prior to examinations or any other academic work; or cheating or attempting to prevent others from using authorized assistance, material or study aids.
  - a. **Plagiarism:** using the ideas, information, work, or writings of another person and accepting credit for the work as one's own without proper acknowledgment on any paper, test, essay, lab work, research, or similar course activity.
  - b. **Altering records:** misrepresenting or tampering with transcripts, academic records, research data, or computer programs; obtaining or using another's ID code, social security number, or electronic password.
  - c. **Knowingly using, buying, selling, transporting, or soliciting,** any or all of or in part of the contents of an examination or other assignment not

- authorized for release, including the use of previously administered exams without the permission of the instructor.
3. **Stealing:** Possession of MUSC property or another individual's private property without permission or knowledge.
  4. Any of the following also constitute a violation of the Honor Code, but this list should not be interpreted as all-inclusive.
    - a. **Facilitating academic dishonesty:** colluding with another in the violation of any provision of this code.
    - b. **Breach of appropriate standards of behavior** in the presence of patients.
    - c. **Breach of confidentiality** with respect to information about patients.
    - d. **The use of pressure, threat, abuse, bribery, or other practices that results in harassment.**
    - e. The **failure to report any violation** of this Honor Code or the withholding of evidence pertinent to any case under investigation.
  5. Unauthorized entry or presence in any office, laboratory, clinic, or other location is a violation of the Honor Code. Likewise, the abuse or destruction of any instruments, equipment, supplies, property, or books constitutes an offense of the Honor Code.

## Additional Resources

### Housing

The University does not provide on-campus dormitory housing. However, the University is located in downtown Charleston and private housing facilities are readily available, with cost varying according to individual needs. The Off-Campus Housing Office at MUSC assists students in finding suitable housing in the Charleston area.

Further information is available from the website or by contacting the Student Programs office at 843-792-2693.

<https://education.musc.edu/students/spsd/housing>

### Personal Problems

Various offices on campus are available to assist students with personal problems that may arise during their stay at MUSC. The Interschool Council publishes a Student Guide which can be helpful in areas of housing, financial assistance, personal counseling, and student activities. A copy is mailed to each entering student. More information is available from the Student Activities Office located in the MUSC Wellness Center. The CAPS (Counseling and Psychological Services) Office is available to support current students at their location next to student health. Their number is 843-792-4930.

### Services for Students with Disabilities

The university is fully committed to complying with all requirements of the Americans with Disabilities Act of 1990 and its amendments (the “ADA”) and the Rehabilitation Act of 1973 (“Section 504”) and to providing equal educational opportunities to otherwise qualified students with disabilities. Disability support services are available to otherwise qualified students with disabilities to ensure equal access to the University’s programs and services. Services may include making academic and/or non-academic accommodations for students. For more information, contact Stephanie Price at [pricstep@musc.edu](mailto:pricstep@musc.edu) or 843-792-5733, or visit <https://education.musc.edu/leadership/diversity/ada-resources>

### Academic Problems

Students may consult their Academic Advisor, the Graduate Training Director, or any member of the faculty for advice concerning academic problems. The Departmental Student Grievances Committee (see Section VII.G) can be called into session by contacting the Graduate Training Director in writing, stating the nature, circumstances, and principals involved in the problem. All efforts will be made to resolve the grievance within the Department. The formal academic review process for graduate students in the Department comes under the purview of guidelines stated in the Bulletin of the Medical University of South Carolina at the following site: <https://education.musc.edu/students/enrollment/bulletin/policies-and-guidelines/academic-standards>

## Computing Facilities

Research and teaching activities in the Department of Public Health Sciences are supported by an array of computer systems including high-end PC's, Unix-based workstations, and departmental file/application server. Further computational facilities are provided through a cluster of computers (high-end Silicon Graphics workstations) maintained at the University's Data Center by the Office of the Chief Information Officer (OCIO). Various application software packages and a comprehensive program development environment offer users easy access and means to analyze large scientific databases. The Department is fully networked through its own LAN and the university communication backbone. Future and current innovations include advanced virtualization of servers and desktops for rapid deployment. These technologies will allow the user universal access to resources; single user login to systems managed by the Department and centralized administration of all hardware, software and peripherals.

Students are required to have a laptop that meets the specifications of the Department for use during their course of study. For current specifications, please contact the Information Technology staff of the Department of Public Health Sciences. Students may purchase systems at a discounted rate through the Medical University of South Carolina recommended list of vendors.

## Copying Facilities

Students will have access to a printer in the department for reasonable use, as determined by the Department IT staff. A four-digit copy code is assigned upon matriculation for copying and scanning purposes.

## Laptop Standards

The Department of Public Health Sciences (DPHS) requires that all incoming students purchase a portable or laptop computer. Our buildings are all wireless-enabled, and you will be able to access your campus email, student-related information, course materials, and other important web-based resources at any time using your laptop. To ensure compatibility with the existing campus technology infrastructure, DPHS has identified hardware and software standards for student laptops (see below). Students must bring to campus a laptop that meets or exceeds these standards. Students with laptops that do not meet the minimum standards will receive limited software support by DPHS. IT will not be able to offer hardware support or repair for any student-owned laptops.

Please note that the Department of Public Health Sciences laptop hardware and software standards are different from university standards.

It is imperative that you adhere to the Department of Public Health Sciences standards, as you will be required to complete complex statistical modeling in the MPH program.

## **STUDENT LAPTOP MINIMUM HARDWARE AND SOFTWARE REQUIREMENTS**

Students who need to purchase software may be able to do so through Compusult (<http://www.compusult.com/> or **1-800-992-6058**). Compusult is a local software retail company located two blocks from the college that offers students discounted prices.

DELL Recommended: MUSC has a Premier Partnership with Dell, Inc. The Department of Public Health Sciences is a DELL SHOP.

Processor: Minimum of iCore 7

Memory: Minimum of 8 GB RAM

Hard Drive: Minimum of 250 GB (a solid state drive is recommended for faster read/write speeds)

Operating System: Windows 10 Professional (NO Home Editions)

Antivirus: The Department of Public Health Sciences will provide Antivirus software.

Warranty: Due to the critical nature of system availability, the Department recommends the Dell 3 year GOLD W



## Contact Information

### Vice Chair for Academic Programs

Dr. Mulugeta Gebregziabher

Email: [gebregz@musc.edu](mailto:gebregz@musc.edu)

### Graduate Training Directors

Biostatistics: Dr. Viswanathan Ramakrishnan

Email: [ramakris@musc.edu](mailto:ramakris@musc.edu)

Epidemiology: Dr. Kelly Hunt

Email: [huntke@musc.edu](mailto:huntke@musc.edu)

Health Behavior and Health Promotion: Dr. Katie Sterba

Email: [sterba@musc.edu](mailto:sterba@musc.edu)

### MPH Student Services Manager

Jacketta R. Cobbs, MPH

Office: 843-876-1891

Email: [cobbsj@musc.edu](mailto:cobbsj@musc.edu)

**Appendix B: Biostatistics Full-Time (4 Semesters)**

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall I</b>		<b>Spring I</b>		<b>Summer I</b>	
Biostatistics Methods I** (BMTRY 700)	4	Biostatistics Methods II* (BMTRY 701)	4	Intro to Health Systems and Policy** (PHGEN 710)	3
Introduction to Public Health* (PHGEN 706)	2	Environmental Health Sciences** (PHGEN 708)	3	ILE Planning (PHGEN 770)	1
MPH Seminar* (PHGEN 750)	1	Foundations of Epidemiology* II (BMTRY 747)	3	Biostatistics Methods III* (BMTRY 784)	3
Foundations of Epidemiology I** (BMTRY 736)	3	IP Foundations & Team STEPPS* (IP 711)	1	Probability and Statistical Inference (BMTRY 710)	3
Social & Behavioral Sciences** (PHHBP 700)	3			Elective Coursework	2
<b>Total Semester Hours</b>	<b>13</b>	<b>Total Semester Hours</b>	<b>11</b>	<b>Total Semester Hours</b>	<b>12</b>
<b>Year 2</b>					
<b>Fall II</b>					
Applied Practice Experience (internship) (PHGEN 780)	6				
ILE Integrated Learning Experience (Capstone) (PHGEN 970)	3				
<b>Total Semester Hours</b>	<b>9</b>				

\*Required Courses for MPH in Biostatistics

\*\* Core Courses for All MPH Students

Paragraph Version of Curriculum: The MPH in Epidemiology requires a total of 45 credit hours of which 36 credit hours will be didactic coursework, including 16 credit hours in five core courses required by the Council of Education for Public Health: biostatistics, epidemiology, environmental health science, health systems and policy, and social and behavioral sciences. Students will be required to fulfill 14 credit hours of biostatistics coursework in addition to the core social sciences and behavioral course, a 2 hour introduction to public health course, a 1 hour MPH seminar course, and 2 hours of non-specified elective courses, and a one hour interprofessional course. Additionally, students will complete an internship (for 6 credit hours) and demonstrate their knowledge in a capstone project (3 credit hours).

**Appendix B: Epidemiology Full-Time (4 Semesters)**

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall I</b>		<b>Spring I</b>		<b>Summer I</b>	
Biostatistics Methods I** (BMTRY 700)	4	Biostatistics Methods II* (BMTRY 701)	4	Intro to Health Systems and Policy** (PHGEN 710)	3
Introduction to Public Health* (PHGEN 706)	2	Environmental Health Sciences** (PHGEN 708)	3	ILE Planning (PHGEN 770)	1
MPH Seminar* (PHGEN 750)	1	Foundations of Epidemiology* II (BMTRY 747)	3	Field Epidemiology* (BMTRY 738)	3
Foundations of Epidemiology I** (BMTRY 736)	3	IP Foundations & Team STEPPS* (IP 711)	1	Elective Coursework	3
Social & Behavioral Sciences** (PHHBP 700)	3	Elective Coursework	2		
<b>Total Semester Hours</b>	<b>13</b>	<b>Total Semester Hours</b>	<b>13</b>	<b>Total Semester Hours</b>	<b>10</b>
<b>Year 2</b>					
<b>Fall II</b>					
Internship (PHGEN 780)	6				
Capstone (PHGEN 970)	3				
<b>Total Semester Hours</b>	<b>9</b>				

\*Required Courses for MPH in Epidemiology

\*\* Core Courses for All MPH Students

Paragraph Version of Curriculum: The MPH in Epidemiology requires a total of 45 credit hours of which 36 credit hours will be didactic coursework, including fifteen credit hours in five core courses required by the Council of Education for Public Health: biostatistics, epidemiology, environmental health science, health systems and policy, and social and behavioral sciences. Students will be required to fulfill 6 credit hours of epidemiology coursework and 8 credit hours of biostatistics coursework, a 3 hour design and conduct of field epidemiology course, a 2 hour introduction to public health course, a 1 hour MPH seminar course, and 7 hours of non-specified elective courses, and one semester of a one hour interprofessional course. Additionally, students will complete an internship (for 6 credit hours) and demonstrate their knowledge in a capstone project (3 credit hours).

Bulleted Version of Curriculum: The MPH in Epidemiology requires a total of 45 credit hours of which 36 credit hours will be didactic coursework, including

**Appendix B: Health Behavior Health Promotion Full-Time (4 Semesters)**

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall I</b>		<b>Spring I</b>		<b>Summer I</b>	
Social & Behavioral Sciences** (PHHBP 700)	3	Health Promotion Research Methods (PHHBP 714)	3	Intro to Health Systems and Policy** (PHGEN 710)	3
Introduction to Public Health* (PHGEN 706)	2	Intro to Health Behavior Theory ( PHHBP 704)	3	ILE Planning (PHGEN 770)	1
MPH Seminar* (PHGEN 750)	1	Environmental Health (PHGEN 706)	3	Health Promotion Intervention Planning (PHHBP 712)	3
Foundations of Epidemiology I** (BMTRY 736)	3	IP Foundations & Team STEPPS* (IP 711)	1	Elective Coursework	3
Biostatistics Methods I** (BMTRY 700)	4	Elective Coursework	3		
<b>Total Semester Hours</b>	<b>13</b>	<b>Total Semester Hours</b>	<b>13</b>	<b>Total Semester Hours</b>	<b>10</b>
<b>Year 2</b>					
<b>Fall II</b>					
Internship (PHGEN 780)	6				
Capstone (PHGEN 970)	3				
<b>Total Semester Hours</b>	<b>9</b>				

\*Required Courses for MPH in Health Behavior Health Promotion

\*\* Core Courses for All MPH Students

Paragraph Version of Curriculum: The MPH in Health Behavior and Health Promotion requires a total of 45 credit hours of which 36 credit hours will be didactic coursework, including fifteen credit hours in five core courses required by the Council of Education for Public Health: biostatistics, epidemiology, environmental health science, health systems and policy, and social and behavioral sciences. Students will be required to fulfill 6 credit hours of health behavior and health promotion coursework in addition to the core social sciences and behavioral course, a 2 hour introduction to public health course, one semester of a 1 hour MPH seminar course, one semester of a one hour interprofessional course and 6 hours of non-specified elective courses. During their second year, students will complete an internship (for 6 credit hours) and demonstrate their knowledge in a capstone project (3 credit hours).

Bulleted Version of Curriculum: The MPH in Health Behavior and Health Promotion requires a total of 45 credit hours of which 36 credit hours will be didactic coursework, including

