Michigan State University
College of Human Medicine
Charles Stewart Mott Department of Public Health

Master of Public Health
Integrative Learning Experience Handbook

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Master of Public Health
College of Human Medicine
MICHIGAN STATE UNIVERSITY

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What is PH 893: Public Health Integrative Learning Experience?

The Integrative Learning Experience (ILE) is designed to allow students to demonstrate their abilities in written form and to synthesize and integrate knowledge acquired from their coursework and competencies developed during the program of study. The ILE is a requirement of the Michigan State University Master of Public Health program, and each student is required to enroll in a 3-credit hour course, PH 893 , to complete the ILE requirements. PH 893 is usually completed during the student's last semester and after completion of all foundational courses, all core courses, concentration courses, and the Applied Practicum Experience (APE) (with the exception of concurrent enrollment with the APE).

All students will complete a high-quality written paper which demonstrates synthesis of select competencies. ILE paper options are determined by a student's concentration: (1) Generalist, (2) Rural Public Health, or (3) Data Management.

1. The online Generalist concentration is a traditional MPH program that prepares students for the practice of public health in many different settings. Courses provide students with knowledge, skills, and abilities to successfully perform in a range of public health careers, including program and intervention design, implementation and evaluation, health promotion, disease prevention, and other community health roles.
2. The online Rural Public Health concentration equips students with the skills and knowledge to work effectively as public health leaders and practitioners in rural communities, both locally and globally. Students will gain an understanding of how unique social, cultural, political, and environmental characteristics of rural communities, as well as structural, systemic, and historical influences, impact rural health and well-being, public health and healthcare delivery, policy development, collaborative opportunities, and advocacy strategies.
3. The online Public Health Data Management and Analytics concentration equips students with the skills to use various public health and health care data sources for applied public health practice. A data equity framework is integrated into this program to ensure fairness and equality. Graduates of this program will access, manage, assess, analyze, and report findings from different data sources commonly used in public health, such as vital records, surveys, and surveillance, as well as health care delivery settings, such as administrative claims and electronic medical records data.

A student discusses ILE options and ideas with faculty mentors, course faculty, and the CE coordinator throughout their course of study. Once a student is ready to begin their ILE, they consult with the CE coordinator to discuss the pre-enrollment requirements for PH 893. ILE topics may be based on student interests or work and should coincide with topics explored in PH 843 and their concentration-specific courses. The selected topic can also overlap with a student's APE project. The semester before the student intends to enroll in PH 893, they should contact the CE coordinator and complete the pre-enrollment requirement. For example, if a student wants to enroll in PH 893 in the Spring, they should complete the pre-enrollment requirements in the Fall by the date set by the CE coordinator. After all pre-enrollment requirements are met, the program advisor will enroll the student in the course.

Capstone Paper Topic Selection

An ILE student is often challenged to select a capstone paper topic and option. The student should conduct preliminary research into subjects that interest them. Scholarly articles can be informative and can provide additional insights such as existing research limitations or suggestions for future research. Similarly, literature references can lead to other publications, references, and topics of interest. It is highly recommended the student start considering capstone paper topics as early as possible during their MPH studies.

The student is encouraged to explore capstone paper topics that reflect their interests with the CE coordinator one to two semesters prior to enrolling in PH 893. The topic of the capstone may be based on a student's professional interests, a topic explored during their APE or during their concentration-specific courses.

Institutional Review Board Approval

The Data Management Concentration ILE paper options *may* require Institutional Review Board (IRB) approval. Research Study Option 1: Conduct a new study using (primary data analysis) and Research Study Option 2: Conduct a new study (secondary data analysis).

A student interested in pursuing either of these options will need to work with the CE coordinator and the IRB faculty coordinator to determine if an application to MSU's Institutional Review Board is required to prior to enrolling in PH 893. If IRB review is required, then approval and data collection must be completed ***prior*** to enrollment in PH 893. Thus, these options often require advance planning and coordination efforts on behalf of the student. (See the section "Michigan State University Policies on Research Involving Human Subjects" on page 11 of this handbook.) More information about MSU's Policies on Research Involving Human Subjects can be found on the website of the Human Research Protection Program from the Office of Research Regulatory Support.

Capstone Paper Options

The capstone paper is a research paper that focuses on a specific public health topic area and is of sufficient depth and detail to inform the practice community. The paper should be based on a current public health problem or issue that involves an interdisciplinary approach to address a public health problem. The ILE paper are determined by students' concentration track (1) Generalist, (2) Rural Public Health, or (3) Data Management and Analytics, which are outlined in the introduction of the ILE Handbook.

Competency Selection

The ILE paper options have been designed to allow the student to demonstrate their ability to synthesize the following competencies which are determined by the student's concentration: (1) Generalist, (2) Rural Public Health, or (3) Data Management and Analytics:

1. Generalist Competencies synthesized: GC1, FC2, FC 11 (evaluation of a current program) or GC2, FC7 or FC8, FC9 (implement a new program)
2. Rural Public Health Competencies synthesized: RH5, RH6, FC7, FC8
3. Data Management and Analytics Competencies synthesized: DM 2, DM 4, DM 5, FC 4.

ILE Paper Options

1. Generalist Concentration students must complete all core courses, foundational courses, PH 353 and we highly recommend they complete the two electives (one from group 1 and one from group 2) prior to enrollment in PH 893.

   ILE Paper Option - Research Proposal
   - Proposal to implement new program intervention/policy
     - Competencies synthesized: GC2, FC7 or FC8, FC9

   or
   - Proposal to evaluate existing program intervention/policy
     - Competencies synthesized: GC1, FC2, FC 11

2. Rural Public Health Concentration students must complete all core courses, foundational courses, PH 843, PH 830, PH 834, and PH 839 prior to PH 893 enrollment.

   ILE Paper Option - Research Proposal
   - Develop policy proposal and advocacy plan addressing a rural health issue
     - Competencies synthesized: RH5, RH6, FC7, FC8

3. Data Management and Analytics Concentration students must complete all core courses, foundational courses, PH 843, PH 826, PH 878, and PH 829 prior to PH 893 enrollment.

   ILE Paper Option - Research Study
   - Conduct a new study using primary data analysis or conduct a new study using secondary data analysis
     - Competencies synthesized: DM 2, DM 4, DM 5, FC 4

MSU MPH Concentration-Specific Courses

The MPH program requires all students to successfully complete PH 843: Public Health Research Methods and the following concentration-specific courses prior to enrolling in the ILE. It is strongly encouraged that the student discusses their capstone interests and ideas with the MPH faculty who teach the concentration-specific courses, MPH faculty mentor, and when needed, the CE coordinator. This allows a more informed program of study to be developed to align with their preferred capstone paper option.

The MPH concentration-specific courses are as follows:

1. Generalist Concentration: PH 853 and 2 MPH electives
2. Rural Public Health Concentration: PH 830, PH 834, and PH 839
3. Public Health Data Management and Analysist Concentration: PH 826, PH 878, and PH 829

Integrative Learning Experience Course Expectations

The timeline and approach for the ILE are detailed in the PH 893 Course Syllabus. For all ILE options, the student is required to produce a high-quality written product which demonstrates the synthesis of each concentration-specific competencies.

During the PH 893 course, the student develops their ILE using templates and rubrics provided for each ILE option. Within the first week of the course, the student is paired with a faculty member (ILE mentor) to begin work on their ILE product. Each student is required to submit iterative drafts to the assigned course faculty member at weeks three and weeks six of the course. Week six drafts are assessed using the option-specific rubric. A student who does not meet criteria for advancement will be asked to drop the course or be dropped via an administrative drop; the student is then referred to an academic adviser to discuss alternate timing for the ILE course.

A student will continue editing and improving their paper until their ILE mentor is satisfied with the quality of the ILE written paper. Final ILE written papers must be approved by the ILE mentor and are due by week thirteen. ILE papers are assessed by the ILE course faculty (at weeks six and thirteen) using the appropriate ILE option-specific rubric. For each option, a minimum of 85% of the rubric elements must be met to earn a passing grade; each student is provided a revision week to make minor revisions, if required.

Roles and Responsibilities

Several resources are available to help a student successfully plan for and complete their ILE. The roles and responsibilities of the student and the various resources available to the student are all summarized in Appendix A: Roles and Responsibilities.

Pre-Capstone Library Guide for MPH Students

The MPH librarian has created a library guide specific to MPH students working toward the completion of their ILE. It is highly recommended that a student access the *Pre-Capstone Guide for MPH Students* library guide prior to beginning their capstone paper proposal. This library guide provides resources based on the capstone paper option the student has selected. A student is welcome to reach out to the MPH librarian (Chana Kraus-Friedberg, krausfri@lib.msu.edu) at any point with questions regarding the library guide.

Integrative Learning Experience Deliverables

1. Each student will produce a final written paper and abstract as deliverables which demonstrate their ability to synthesize the planned course competencies.

Capstone Paper Templates

Templates (Appendix D) and rubrics (Appendix E) have been designed for each capstone option. Capstone papers are assessed by ILE course faculty using the option-specific rubric which is designed to assess the student's ability to successfully synthesize these competencies.

Templates are meant as conceptual guides and subject to change. Final templates will be available in the PH 893 course. A student who wishes to review the capstone paper templates prior to enrollment in PH 893 can contact the Culminating Experience coordinator.

Forms and Rubrics

The student will reference the following forms and rubrics to aid in completion of the ILE.

Appendix C: PH 893 Override Forms

- This form is to be used by the student to request enrollment into PH 893. Once completed, the form is submitted to the CE coordinator along with a draft of their paper option for review. An override is finalized once the PH 893 course faculty signs the form and returns it to the CE coordinator and the academic advisor for processing. Deadlines for this form are announced each semester by the CE coordinator.

Appendix E: Capstone Paper Rubrics

- These rubrics (4) are used by the PH 893 course faculty during the week six draft assessment and the week thirteen final draft assessment.

Completing PH 893: Public Health Integrative Learning Experience

Prior to Enrollment in the Integrative Learning Experience

Enrollment in PH 893 requires a student to have received a passing grade of at least a 3.0 in each of the foundational, core, and concentration-specific courses. Because the completion of the ILE provides evidence of the student's ability to synthesize and integrate knowledge acquired during the degree program, a student ***may not enroll*** in the ILE while taking foundational courses, core, or concentration-specific courses. It is highly recommended the student complete the APE prior to enrollment in the ILE; however, some students may find it necessary to enroll in both concurrently.

Before enrolling in the Integrative Learning Experience, the student must:

- contact their academic advisor to discuss their intent to enroll in PH 893;
- meet with the available resources (e.g., MPH faculty mentor, Culminating Experience coordinator, PH 893 course faculty, etc.) to discuss potential capstone paper topics and options;
- prepare the override form and submit it along with the draft of the paper option to the CE coordinator for review. Forms need final approval from the PH 893 course faculty by the deadline set each semester; and

- complete any additional requirements as needed (e.g., IRB application). The student should contact the CE coordinator for assistance, when necessary.

<u>During the Integrative Learning Experience</u>

While enrolled in PH 893, the student must:

- research the approved capstone paper topic;
- attend the required Zoom meetings throughout the course;
- complete and submit the ILE mentor-reviewed sectional draft via the appropriate PH 893 course assignment box;
- complete first and second drafts of the capstone paper and submit them to the ILE mentor and the course faculty via the appropriate PH 893 course assignment boxes;
- submit the reviewed final capstone paper to the PH 893 course assignment box in the course for grading as soon as possible, but no later than the posted due date; and
- make all submissions according to the timing as defined in the course syllabus.

<u>Integrative Learning Experience Paper Evaluation Process:</u>

<u>Capstone Paper Evaluation</u>

- At the beginning of the semester, the student is assigned an ILE mentor to work with a student as they prepare a complete first draft
- The student submits a completed draft at week six; evaluation of the draft capstone paper is done by the ILE mentor using the capstone option rubric. Areas for improvement are identified on the rubric
- Students with a successful week 6 draft will work with the ILE Mentor who will assist them as they work to address feedback from the week six assessment and finalize the capstone paper. At week thirteen, the student will submit their completed capstone paper for final assessment. Final papers will be assessed by course faculty using the capstone option rubric. A minimum grade of 3.0 (defined as a minimum of 85% of the rubric elements are met) is required for successful completion of the ILE. Any capstone paper not meeting the 3.0 requirement will be discussed by course faculty. ILE mentors may be included in this discussion, if needed. A student with a paper that is deemed to require minimal revisions to achieve the 3.0 threshold will be given one week to make requested revisions. The subsequently submitted capstone paper will be assessed a final time using the corresponding capstone option rubric.

Michigan State University Policies on Research Involving Human Subjects

Responsible Conduct of Research and Scholarship

The College of Human Medicine supports responsible conduct of research for all students in the college who perform research. Education and training are provided to assist students. Please reference the *Master of Public Health Student Handbook* for more information.

University Committee on Research Involving Human Subjects (UCRIHS)

The University Committee on Research Involving Human Subjects is an Institutional Review Board (IRB). Federal and University regulations require that all research projects involving human subjects be reviewed and approved by an IRB **before initiation**. All projects must receive UCRIHS approval, even those that do not have direct contact with human subjects (such as secondary data sources). Under the regulations, research is defined as a formal investigation designed to develop or contribute to generalizable knowledge. A human subject of research is an individual (1) from whom an investigator obtains data or (2) about whom the researcher obtains confidential information.

Faculty and the student must submit the proper forms when the research undertaken by the student will include actively gathering data from human subjects as described above and/or use of either current or established data of human subjects gathered at a previous time. Before a student begins any research project, the student must consult with the PH 893 Course faculty for help determining if an IRB review is required and, if needed, contact the CE coordinator for help with the IRB application. For more information about the review process, contact the Human Research and Protection Program office at (517) 355-2180, irb@ora.msu.edu, or go to 4000 Collins Road, Suite 136, Lansing, MI 48910. Information is also available at Human Research Protection Program through the Office of Research and Regulatory Support.

Integrity and Safety in Research and Creative Activities

This information and more can be found by visiting the website of the Research Integrity Office.

The conduct of research and creative activities by faculty, staff, and students is central to the mission of Michigan State University and is an institutional priority. Faculty, staff, and students work in a rich and competitive environment for the common purpose of learning, creating new knowledge, and disseminating information and ideas for the benefit of their peers and the general public. The stature and reputation of MSU as a research university are based on the commitment of its faculty, staff, and students to excellence in scholarly and creative activities and to the highest standards of professional integrity. As a partner in scholarly endeavors, MSU is committed to creating an environment that promotes ethical conduct and integrity in research and creative activities.

Innovative ideas and advances in research and creative activities have the potential to generate professional and public recognition and, in some instances, commercial interest and financial gain. In rare cases, such benefits may become motivating factors to violate professional ethics. Pressures to publish, to obtain research grants, or to complete academic requirements may also lead to an erosion of professional integrity.

Breaches in professional ethics range from questionable research practices to misconduct. The primary responsibility for adhering to professional standards lies with the individual scholar. It is, however, also the responsibility of advisors and of the disciplinary community at large. Passive acceptance of improper practices lowers inhibitions to violate professional ethics.

Integrity in research and creative activities is based not only on sound disciplinary practice but also on a commitment to basic personal values such as fairness, equity, honesty, and respect. These guidelines are intended to promote high professional standards by everyone - faculty, staff, and students alike.

Integrity in research and creative activities embodies a range of practices that includes the following:

- honesty in proposing, performing, and reporting research
- recognition of prior work
- confidentiality in peer review
- disclosure of potential conflicts of interest
- compliance with institutional and sponsor requirements
- protection of human subjects and humane care of animals in the conduct of research
- collegiality in scholarly interactions and sharing of resources
- adherence to fair and open relationships between senior scholars and their coworker(s)

Appendix A: Roles and Responsibilities

Resource	Role	Prior to ILE	During ILE
Student		• Utilizes provided resources to discuss, identify, and develop potential capstone paper topics. • Works with the Culminating Experience coordinator (in addition to the MPH faculty mentor) to identify competencies to be addressed in the capstone paper. • Once a capstone paper topic and competencies are determined, discusses the capstone paper topic, option, thesis statement, research questions, expected outcomes (option dependent), and selected competencies with the CE coordinator. • Drafts and submits the capstone paper option template for iterative review to the CE coordinator *by the due date set each semester*. • Submits capstone paper option template for final approval to the course faculty. • Initiates contact with the ILE mentor as soon as one is assigned. • Discusses the capstone paper topic, option, thesis statement, research questions, expected outcomes (option dependent), and selected competencies with the faculty mentor and refines them as necessary. • Conducts a *preliminary* literature review to substantiate the identified public health concern.	• Regular, ongoing communication with the course faculty and ILE mentor is required for successful completion of the ILE. • Accesses the course in D2L as soon as it opens and reviews course syllabus. • Attends all Zoom meetings. • Completes all assignments according to schedule. • Requests advanced permission from the course faculty if assignments cannot be completed or Zoom meetings cannot be attended according to schedule. • Allows the ILE mentor adequate time to review and comment on all “mentor-reviewed” assignments prior to due dates. • Continues to work on the capstone paper while the ILE mentor and the course faculty evaluate and prepare feedback to submissions. • Implements suggestions from ILE mentor and PH 893 course faculty.

Resource	Role	Prior to ILE	During ILE
MPH Faculty Mentor	The MPH faculty mentor is an MPH resource assigned to the student at the beginning of the program. The faculty mentor is an MPH program faculty member who has a background in various areas of the public health field. The MPH faculty mentor is intended to help the student develop professionally throughout their studies.	• From the beginning of the program, works with the student to help identify their public health interests and goals and how they relate to the chosen concentration-specific courses and subsequently the capstone paper option pursued. • Works with the student (in addition to the CE coordinator) to select competencies to be addressed in addition to the required competencies.	• No specific role.
Culminating Experience Coordinator	The CE coordinator is an MPH resource who works with the student throughout their Integrative Learning Experience.	• Acts as a resource to the student (in addition to the MPH faculty mentor) to ensure concentration alignment with course completion and ILE paper option and competencies. • Works with the student to discuss capstone paper topics and options as determined by their concentration and reviews the capstone paper template prior to submission to the course faculty. • When necessary, works with the student to obtain IRB approval prior to the student beginning work on their capstone paper.	• Provides ongoing support to students during the ILE.

Resource	Role	Prior to ILE	During ILE
Integrative Learning Experience Mentor	ILE mentors are MPH faculty who have expertise with the selected capstone paper topics and methodologies.	• Guides the student during weeks 6 through 12 of ILE in addressing week 6 rubric feedback and iterating to a final completed paper.	• Participates in regular, ongoing communication with the student. • Meets with students during week 4 to review progress to date and provide feedback. • Reviews ILE papers at week six and prior to week 13 (final submission). • Reviews capstone paper drafts and provides topical expertise and substantive feedback to the student. • Provides advice and guidance to the student regarding week 6 rubric feedback. • ILE papers must be approved by the ILE mentor prior to the week 13 deadline.
PH 893 Course Faculty	The PH 893 course faculty is an MPH program faculty member responsible for the curriculum, who has a background in various areas of the public health field as well as the practical experience necessary to effectively guide the student through the multiple aspects of their Integrative Learning Experience.	• Design of paper templates, rubrics, and course offering. • When needed, provides advice and guidance (in addition to the CE coordinator) to students on the selected paper option as determined by their concentration. • Reviews and approves the Capstone Course Override form. • Submits approved Capstone Paper Proposal form to CE coordinator via CPH.MPH_Overrides@msu.edu. • Prepares the student for what they should expect during the capstone paper process.	• Assigns ILE mentor. • Participates in regular, ongoing communication with the student. • Monitors student progress through submission of required documents according to the course syllabus. • Maintains periodic communication with ILE mentors, as needed. • Provides timely and substantive feedback throughout the writing process leading up to the week 6 draft. • Assesses week 6 draft using capstone option rubric and provides feedback for improving paper. • Publishes week 6 rubric to student and ILE mentor. • Assesses final paper at week 13 using capstone option rubric.

Resource	Role	Prior to ILE	During ILE
			• Informs the student of the final grade; facilitates rewrite opportunity, if needed.
Academic Advisor	The academic advisor is assigned to the student at the beginning of the MPH experience. The academic advisor plays a limited role in a student's ILE but is available to help the student resolve uncertain situations.	• Processes faculty-approved override forms to enroll the student into PH 893. • Discusses any further curriculum planning outside of the Integrative Learning Experience.	• Informs the course faculty of any circumstances that may impede the student's ability to complete assignments on time. • Receives Early Alert Forms for a student who will be required to drop course at week 6. • Reviews the student's completed curriculum in preparation for the student submitting an application for graduation.

Appendix B: Competencies

MPH Foundational Competencies

Evidence-based Approaches to Public Health

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

Public Health & Health Care Systems

5. Compare the organization, structure and function of healthcare, 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 systemic levels.

Planning & Management to Promote Health

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

Policy in Public Health

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

Leadership

16. Apply leadership and/or management principles to address a relevant issue.
17. Apply negotiation and mediation skills to address organizational or community challenges.

Communication

18. Select communication strategies for different audiences and sectors.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy.
20. Describe the importance of cultural humility in communicating public health content.

Interprofessional Practice

21. Integrate perspectives from other sectors and/or professions to promote and advance population health.

Systems Thinking

22. Apply a systems-thinking tool to visually represent a public health issue in a format other than a standard narrative.

MSU MPH Generalist Concentration Competencies

The competencies noted below are specific to the MSU MPH Generalist concentration.

1. Design a program evaluation to address a public health issue.
2. Conceptualize a public health intervention using a health equity framework.
3. Propose principles of community engagement and associated methodologies to public health practice.
4. Investigate the relationship between environmental agents and adverse health outcomes with consideration of the social determinants of health.
5. Analyze the ethical assumptions and implications underlying decisions in public health practice.

MSU MPH Rural Public Health Concentration Competencies

The competencies noted below are specific to the MSU MPH Rural Public Health concentration.

1. Describe conditions of rural life (e.g., social, cultural, political factors) that affect health, health systems, and healthcare delivery in rural communities.
2. Evaluate how the shared environment (e.g., the interconnection between people, animals, and plants) impacts population health in rural communities.
3. Analyze root causes of morbidity or mortality in rural communities.
4. Explain the influence of key stakeholders (e.g., formal or informal leaders, resident voice, or others) on rural health delivery and outcomes.
5. Propose a policy that impacts issues related to rural health and well-being that is informed by community-level data (e.g., community needs assessments, census data, vital statistics, etc.)
6. Advocate for a policy that impacts issues related to rural health and well-being.

MSU MPH Public Health Data Management and Analytics Concentration Competencies

The competencies noted below are specific to the MSU MPH Public Health Data Management and Analytics concentration.

1. Create data management processes for public health practice.
2. Construct visual representations of data using software to explore a public health dataset.
3. Develop a statistical analysis plan to describe and analyze public health data.
4. Implement a statistical analysis plan to describe and analyze public health data.
5. Report insights from output of data analyses to the lay public health policy makers.
6. Integrate concepts of a data equity framework into statistical analysis planning, presentation, and interpretation of results.

Appendix C: PH 893 Override Request Forms

PH 893 Generalist Concentration Override Request Form

Complete form and sent to the Culminating Experience coordinator for enrollment approval.

PH 893 Override Request			
Student Name:			
Advisor Name:		**PID:**	
Planned Semester/Year of Enrollment:			
Capstone Paper Topic - Required:			
Thesis Statement - Required:			
Does your capstone topic/thesis come from or relate to your Applied Practicum Experience? ◯ **Yes** ◯ **No**			
Capstone Paper Option – Required (Select only 1 Research Proposal Option below): **Research Proposal Options:** ◯ Proposal of a new public health program, intervention, policy, etc. ◯ Proposal to evaluate an existing public health program, intervention, policy, etc.			

Student Signature

I understand that if I do not produce an acceptable capstone draft by **week 6** of the enrolled semester, I will not be able to complete the course. Specifically, I will be instructed to drop the course prior to the final drop deadline. If I do not drop the course, the MSU MPH program will submit an administrative drop form to the MSU Registrar's Office on my behalf.

Student Signature: ____________________________________Date: ____________

Instructor Approval

I approve of this student's request to enroll in PH 893 for the semester/year listed above.

Instructor Signature: ____________________________________**Date:** ____________

Email approved form with PH 893 instructor's signature to: CHM.MPH_Overrides@msu.edu

Office Use Only:

Program Office	Date Completed	Initials
Override/Enrollment Completed		
Student and Instructor Notified		
Override Form Saved in Student File		

PH 893 Rural Public Health Concentration Override Request Form

Complete form and send to the Culminating Experience coordinator for enrollment approval.

PH 893 Override Request			
Student Name:			
Advisor Name:		**PID:**	
Planned Semester/Year of Enrollment:			
Capstone Paper Topic - Required:			
Thesis Statement - Required:			
Does your capstone topic/thesis come from or relate to your Applied Practicum Experience? ◯ **Yes** ◯ **No**			
Capstone Paper Option for the Rural Public Health Concentration - **Research Proposal** Develop a policy proposal and advocacy plan addressing a rural health issue.			

Student Signature

I understand that if I do not produce an acceptable capstone draft by **week 6** of the enrolled semester, I will not be able to complete the course. Specifically, I will be instructed to drop the course prior to the final drop deadline. If I do not drop the course, the MSU MPH program will submit an administrative drop form to the MSU Registrar's Office on my behalf.

Student Signature: ____Date: ____________

Instructor Approval

I approve of this student's request to enroll in PH 893 for the semester/year listed above.

Instructor Signature: ______________________________________Date: ____________

Email approved form with PH 893 instructor's signature to: CHM.MPH_Overrides@msu.edu

Office Use Only:

Program Office	Date Completed	Initials
Override/Enrollment Completed		
Student and Instructor Notified		
Override Form Saved in Student File		

PH 893 Public Health Data Management and Analytics Override Request Form

Complete form and send it to the Culminating Experience coordinator for enrollment approval.

PH 893 Override Request			
Student Name:			
Advisor Name:		**PID:**	
Planned Semester/Year of Enrollment:			
Capstone Paper Topic - Required:			
Thesis Statement - Required:			
Does your capstone topic/thesis come from or relate to your Applied Practicum Experience? ◯ **Yes** ◯ **No**			
Capstone Paper Option – Required (select only 1 Research Study Option below): **Research Study Options:** ◯ Conduct a study which collects and analyzes primary (new) data [requires IRB approval] ◯ Analysis of secondary data (previously collected)			

Student Signature

I understand that if I do not produce an acceptable capstone draft by **week 6** of the enrolled semester, I will not be able to complete the course. Specifically, I will be instructed to drop the course prior to the final drop deadline. If I do not drop the course, the MSU MPH program will submit an administrative drop form to the MSU Registrar's Office on my behalf.

Student Signature: ____________________________________Date: __________

Instructor Approval

I approve of this student's request to enroll in PH 893 for the semester/year listed above.

Instructor Signature: __________________________________Date: ___________

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Office Use Only:

Program Office	Date Completed	Initials
Override/Enrollment Completed		
Student and Instructor Notified		
Override Form Saved in Student File		

Appendix D: Integrative Learning Experience Templates

Templates are meant as conceptual guides and subject to change. Final templates will be available in the PH 893 course. A student who wishes to review the most up-to-date capstone paper templates prior to enrollment in PH 893, should contact the Culminating Experience coordinator.

Program Proposal Option: Proposal to Implement a New Program/Intervention/Policy

(Generalist: New Program/Intervention/Policy Proposal Template)

[Title]

[Student Name]

PH893

[Date]

Note: You are provided *recommended* page lengths per section to guide your writing efforts. Your entire paper should be a maximum of 30 pages (including Title Page, Abstract, References, and Appendices)

Abstract (150 to 250 words maximum)
The abstract should contain the following information:

1. What is the problem that the proposed program/intervention/policy will address?
2. Who is the intended target population?
3. What is/are the primary goal(s) and objective(s) of the program/intervention/policy?
4. Where and when will the program/intervention/policy be implemented?
5. What are the expected outcomes of this new program/intervention/policy?
6. What methods will you use to assess whether the program/intervention/policy is successful in meeting its objective(s)?

Note: The abstract should be on a separate page after the title page and before Section 1.

Section 1. Background/Rationale for the Proposed Program/Intervention/Policy
This section should address the following elements: (2-3 double-spaced pages):

1. What is the public health problem and/or issue that the program/intervention/policy aims to address?
2. Why is this problem important?
3. What evidence from published literature demonstrates that this problem is an important public health concern? Use statistics from credible sources and peer-reviewed references.
4. What population(s) is affected by this public health problem?
5. Are there previous programs/interventions/policies that address this public health problem? What gaps exist in previous research? What are the strengths and weaknesses of previous programs?
6. How does your program/intervention/policy aim to address these gaps? What is the rationale for your proposed intervention/program/policy?
7. Conclude this section by stating the specific purpose/aim of the proposed program/intervention/policy. Be sure to clarify how your program/intervention/policy will expand on extant literature and aligns with proposed methods that will be used to assess your work.

Section 2. Program/Intervention/Policy Design

This section provides detailed information about the program/intervention/policy you are proposing. This section should include the following elements: (3-4 double-spaced pages):

1. Program or Policy Purpose (Goals and Objectives)
    a) What are the goals and objectives of the program/intervention/policy? Goals are broad statements of what you want to achieve with the proposed program/intervention/policy. Objectives are specific steps that establish how the goal will be achieved. Objectives should be specific, measurable, achievable, relevant, and time-based (i.e., SMART). **Example of Goal and SMART Objective**

        Goal 1: Increase health educator knowledge about obesity among Hispanic youth.

        Objective 1.1: Conduct obesity training classes resulting in 80% of health educators completing the course "Obesity in among Hispanic adolescents" by May 31, 2021.

        Note: Repeat this format if you have more goals/objectives.
2. Need
    a) What is the need for your program/intervention/policy?
    b) How do you expect it to contribute to public health?

3. Program/Intervention/Policy Context
    a) What social, cultural, and political context/environment exists for the public health problem/issue that you propose to address? What contextual/environmental factors may influence or affect the success of your program/intervention/policy?

4. What is the theoretical basis of your program/intervention/policy? What evidence exists that this work will address the identified need?

5. Target Population
    a) What population(s) does the program/intervention/policy target? Be specific.

6. Duration
    a) How long will the program/intervention/policy be implemented?
    b) If there are specific sub-activities planned, discuss the timing, frequency, and duration of such activities (e.g., media campaign – is this one message displayed in one location for a specific time amount?).

7. Outcomes
    a) What are the intended outcomes (short term, immediate, and long term). How do they align with the overall program/policy/intervention goals?

8. Logic Model -- This is a graphical depiction of the components that will be included in your program/intervention/policy and how they align with anticipated outcomes. [**There is an example at end of document and template is provided in the course**] A logic model includes the following elements:
    a) Inputs: the resources that are invested in a program/policy/intervention (e.g., staffing, training resources, equipment, monetary resources, location of program delivery)
    b. Activities: events that a program/intervention/policy undertakes to produce desired outcomes (e.g., holding meetings, training providers, creating a communications campaign)
    c. Outputs: the direct results of activities that reflect the delivery of a program (e.g., number of staff train, number of media campaigns created)

d. Outcomes (short-term, intermediate, and long-term): the desired results of a program/intervention/policy (e.g., change in knowledge or skills, reduction in health disparity)

Section 3. Action Plan

1. This section identifies the strategies and activities that will be implemented to accomplish the goals and objectives of the proposed program/intervention/policy. (1-3 double-spaced pages). Provide a narrative summary of the action plan and create a table that includes the following information:
    a. The goal, objective, and strategy of each program/intervention/policy activity
    b. The individual(s) or group(s) responsible for performing each activity
    c. The timeframe for performing each activity
2. Recreate the table on the next page. Note: there should be a separate table for each proposed goal and objective.

Example Action Plan
Table Number

Table Title

Goal 1: Reduce deaths and injuries from unintentional falls among older adults

Objective 1. Reduce by 25% the death rate for unintentional falls among persons 65 years of age and older			
Strategies	Action Steps	Responsible Entities	Time Frame
1. Develop a public education campaign to increase awareness of the risk factors for falls among older adults	1. Create a statewide common message about factors that increase the risk of falls and injuries among older adults 2. Develop a communications plan targeting high-risk populations 3. Develop culturally sensitive information on ways to reduce fall risks 4. Incorporate common fall and injury messages across Stage agencies that provide services for older adults	Governor's Advisory Council on Aging; State Health Care Cost Containment System; State Department of Economic Services, Division of Adults & Aging; Tribal Councils; Senior centers; Academic institutions	1. By 8/31/2024 2. By 12/31/2025 3. By 3/31/2026 4. By 3/31/2026
2. Promote evidence-based healthy living practices that lower the risk of falls (e.g., physical activity, medication management, annual vision assessment)	1. Identify existing best practice programs 2. Develop guidelines and criteria for best practice programs that promote healthy living and lower fall risk, targeting high-risk populations 3. Distribute medical forms at pharmacies, senior centers and community health	Home Safety Council; State Agencies; Local Health Departments; Fall Prevention Coalition; Senior Centers; Community Health Centers; Osteoporosis Prevention Coalition; Pharmacies	1. By 9/30/2027 2. By 2/28/2028 3. By 6/30/2028 4. By 12/31/2028

centers throughout the state

4. Market existing fall prevention programs

Section 4. Budget

This section provides a detailed breakdown of the budget for the proposed program/intervention/policy. (1-2 double-spaced pages). Provide a narrative explanation of the budget (i.e., rationale/reasoning for each budget item) as well as a line-by-line budget table (this table can be included in the appendix section). Some things to consider when developing a budget include:

1. Describe the funding source. Where will you get the funds to implement the program/intervention/policy?
2. Costs to consider (not an exhaustive list):
    a) Salaries for professional and non-professional personnel. What are their roles/responsibilities?
    b) Costs for materials (e.g., education materials, surveys)
    c) Travel costs
    d) Data management costs (e.g., transcription of interviews, data collection tools, analysis software)
    e) Marketing costs
    f) Special equipment costs
    g) Incentive costs
    h) Research setting

Note: There are many ways to format the budget table. Be sure to include clear headings. These headings may include salary and wages (personnel); travel; equipment; supplies; incentives; and service (e.g., transcription, statistical consultations). This is not an exhaustive list.

Section 5. Evaluation Focus
This section briefly describes how you plan to evaluate the proposed program/intervention policy (one-page maximum). Do not provide a complete evaluation design. Rather, provide a succinct summary of how you plan to evaluate the program/intervention/policy.

Address the following questions in narrative format and fill out the table below.

1. In what activities will you engage to evaluate the implementation and potential impact(s) of the new program/intervention/policy?
2. How will you know if the program is being delivered as designed (process metrics)?
3. What outcomes do you plan to monitor and assess?
4. How will you eventually know if your program/intervention/policy worked (outcome metrics)?
5. Add a table with the following column headings: Evaluation Question, Criterion or Indicator, and Standards (i.e., what constitutes a success?). Following APA 7th edition table style guidelines.

Tip: Ensure alignment of each question to proposed goals and objectives (i.e., we should see no new proposed outcomes in this section if not previously articulated in the logic model)

Section 6. Conclusion
Briefly summarize the proposed program/intervention/policy and its aims. Discuss anticipated strengths, limitations, and expected outcomes of this work. (1 double-spaced page)

1. Brief Summary: Summary of proposed program (be sure to include one or two sentences about the relevance/significance of the program/intervention/policy to public health).
2. Strengths:
   a) What are the anticipated strengths of this program/intervention/policy? Does it have a unique design? Is the target population unique?
   b) Are you proposing a new program/intervention/policy to an address an existing and/or new public health issue?
3. Limitations
   a) What are the anticipated weaknesses or limitations of this program/intervention/policy?
   b) Are there biases in the program design? Are there barriers to participation?
4. Expected Outcomes
5. What are the potential implications of the anticipated results? How do you expect that findings will help to inform public health policy and practice, more broadly?

References: APA (7th Edition formatting)

Some APA Examples:

Print Article

Scruton, R. (1996). The eclipse of listening. *The New Criterion, 15*(3), 5–13.

Electronic Article

Baniya, S., & Weech, S. (2019). Data and experience design: Negotiating community-oriented digital research with service-learning. *Purdue Journal of Service-Learning and International Engagement, 6*(1), 11–16. https://doi.org/10.5703/1288284316979

Website (with author's name)

Price, D. (2018, March 23). *Laziness does not exist*. Medium. https://humanparts.medium.com /laziness-does-not-exist-3af27e312d01

Website (from an organization)

American Society for the Prevention of Cruelty to Animals. (2019, November 21). *Justice served: Case closed for over 40 dogfighting victims*. https://www.aspca.org/news/justice-served-case-closed-over-40-dogfighting-victims

Website (with no author name)

Benefits of Quitting. SmokeFree.gov. Retrieved March 1, 2020, from, https://smokefree.gov /quit-smoking/why-you-should-quit/benefits-of-quitting

Appendix: Include additional tables and/or survey/interview tools, if needed.

Example Logic Model

Inputs	Activities	Outputs	Outcomes		
			Short-Term	***Intermediate***	***Long-Term***

Research Proposal Option: Proposal to Conduct an Evaluation

(Generalist: Program/Policy Evaluation Template)

[Title]

[Student Name]

PH893

[Date]

Note: You are provided *recommended* page lengths per section to guide your writing efforts. Your entire paper should be a maximum of 30 pages (including Title Page, Abstract, References, and Appendices)

Abstract (150 to 250 words maximum)
The abstract should contain the following information:

7. What is the public health problem addressed? What is the program/policy you plan to evaluate? What is/are the main evaluation question(s)?
8. Who is the target population?
9. What is the evaluation design? What data will be collected and used to conduct the evaluation?
10. Where and when will the evaluation be conducted?
11. What are the expected implications of the evaluation?

Note: The abstract should be on a separate page after the title page and before Section 1.

Section 1: Background/Rationale for Proposed Evaluation

This section should address the following elements (2-3 double spaced pages):

8. What public health problem and/or issue does the program/policy address?
9. Why is this problem or issue important?
10. What does existing data demonstrate about the magnitude and potential health impacts of this problem or issue?
11. What population(s) is affected by this public health problem/ issue?
12. What has previous *evaluation literature* found regarding this problem? Use peer-reviewed references to summarize the findings from evaluations of similar programs or policies. Address the following elements:
    a. Describe your search methods, inclusion criteria, and studies that you reviewed
    b. Describe the overall evaluation findings, including the strengths and weaknesses of this work
13. What are the gaps or limitations in the evaluation literature? How does your proposed evaluation address these issues?

Section 2: Program or Policy Description
This section provides detailed information about the program/policy that you are evaluating. This section should include the following elements: (4-8 double spaced pages):

1. Program or Policy Purpose (Goals and Objectives)
   a) What are the goals and objectives of the program/policy that you are evaluating? What are the goals and objectives of your evaluation? Goals are broad statements of what you want to achieve with the proposed evaluation. Objectives are specific steps that establish how the goal will be achieved. Objectives should be specific, measurable, achievable, relevant, and time-based (i.e., SMART). *Both goals and objectives should be aligned with the main evaluation question(s).*

   Example of Goal and SMART Objective

   Goal 1: Increase health educator knowledge about obesity among Hispanic

   youth.

   Objective 1.1: Conduct obesity training classes resulting in 80% of health educators completing the course "Obesity in among Hispanic adolescents" by May 31, 2021.

   Note: Repeat this format if you have more goals/objectives.

2. Need
   a) What is the need for your evaluation? How do you expect it to contribute to public health?

3. Target population
   a) What population does the program/policy target?

4. Program/Policy Context
   a) What social, cultural, and political context/environment exists for the public health problem/issue that you propose to evaluate? What contextual/environmental factors may influence or affect your evaluation?

5. Stage of Program or Policy
   a) How long has the program/policy been in place?
   b) Is it in the planning or implementation stage?

6. Resources/Inputs
   a) What resources are available to support your evaluation (e.g., staff, space, technology, money)?

7. Outputs
   a) What products/outputs will you produce as a result of the planned evaluation?

8. Outcomes
   a) What are the evaluation's intended outcomes (short-term, immediate, and long-term)?
   b) How do these intended outcomes align with the overall program's or policy's goal(s)?

9. Logic Model -- This is a graphical depiction of the components that you are evaluating and how they align with anticipated outcomes. [**There is an example at end of document and template provided in the course**] A logic model includes the following elements:
    a) Inputs
    b) Activities
    c) Expected Outputs
    d) Outcomes (short-term, intermediate, and long-term)

Section 3: Evaluation Focus

This section provides information on how you will design your evaluation. This section should include the following elements (1-2 double spaced pages):

1. Evaluation Question(s):
   a) What specific questions do you intend to answer through your evaluation?

2. Stakeholders:
   a) Who are the stakeholders? Who will use the evaluation findings?
   b) What role will stakeholders play in developing this evaluation proposal?
   c) How do you plan to engage these stakeholders when implementing this evaluation proposal (e.g., participating in data collection, interpretation of findings)?

3. Evaluation Design:
   a) What is the design for this evaluation (e.g., experimental, pre-post with comparison group, time series, case-study, post-test only)?
   b) Why was this design selected? What are the strengths and limitations of this design?

Section 4: Data Collection

This section provides information on how you will collect/compile data for your evaluation. It should provide information on the methods that you will use to collect data and how these methods, and the data that will be compiled, are related to the evaluation question(s) you are trying to answer. This section should include the following elements: (1-2 double spaced pages):

Data Collection Methods:

1. Will you collect new data to answer the evaluation questions, or will you use secondary data?
2. How will the data align with relevant program/policy performance measures?
3. What methods will be used to collect or acquire the data? From whom or from what will data be collected? What is the source of the data? Address ethical considerations (e.g., participant informed consent, confidentiality, IRB approval). Will you collect data from a sample of participants? If so, how will the sample be selected? How will the data be stored, managed, and protected?
4. How will data collection instruments be identified and tested? If you are using a previously validated instrument, include this detail and cite the corresponding source(s).
5. How will the quality and utility of data be determined? Reference a tool or methodology that you will use.
6. A table is required with the following column headings: Evaluation Question, Data Collection Method, Source of Data, and Timeline for Data Collection. Follow table style guides for APA 7th Edition. This table links the evaluation question to its data collection method, source, and then describes the timeline and answers this question: How does each data collection method relate to the evaluation question(s) proposed?

Table Number

Title of Table

Evaluation Question	Data Collection Method	Source of Data	Timeline for Data Collection

Section 5: Data Analysis and Interpretation

In this section, you will provide information on the standards you will use to judge the performance and/or outcomes of the program or policy that you evaluate. You should describe how you will analyze your evaluation findings and interpret and justify your conclusions. (1-2 double spaced pages):

1. Indicators and Standards:
    1. What are the measurable or observable elements that can tell you about the performance or outcomes of the program or policy that you are evaluating?
    2. What constitutes "success" (i.e., by what standards will you compare your evaluation findings?) Suggested table:

Evaluation Question	Criterion or Indicator	Standards (i.e., what constitutes success?)

2. Analysis of Data:
    1. What methods will you use to analyze your data (e.g., descriptive statistics, inferential statistics)?
    2. Provide example data table templates, if applicable.
3. Interpretation of Findings:
    1. Which stakeholders will you involve in drawing, interpreting, and justifying conclusions from your findings?
    2. What are your plans for involving them in this process?

Section 6: Disseminating Findings
This section should include the following elements: (1 double spaced page):

1. What are the target audience(s) for reporting evaluation findings? What is the purpose of communicating with this audience?
2. What is the most appropriate communication type (e.g., report, presentation, audio-visual) for this audience? When will evaluation results be disseminated?

Section 7: Evaluation Project Activities/Timeframe
This section provides a detailed timeline (i.e., month by month or year by year) of the specific activities involved in starting, implementing, and concluding your evaluation. You can include a list of these activities (bullet points) or summarize them in a table. These activities should provide information about how the evaluation goals/objectives will be achieved. (1 double spaced page):

Timeline: Present your evaluation tasks along a timeline (use a GANTT chart -example provided at the end of the template)

1. Planning and administrative tasks
2. Data collection tasks
3. Data analysis
4. Report writing
5. Information dissemination
6. Any anticipated challenges regarding the feasibility of your timeline \?

Section 8: Budget

This section provides a detailed breakdown of the budget for the proposed evaluation. Provide a narrative explanation of the budget (i.e., rationale/reasoning for budget items) as well as a line-by-line budget table (this table can be included in the appendix section). Some things to consider when developing a budget include: (1-2 double spaced pages):

1. Describe the funding source. Where will you get the funds to conduct this evaluation?
2. Salaries for professional and non-professional personnel. What are their roles/responsibilities?
3. What are the costs associated with data collection and analysis (e.g., transcription of interviews, statistical software)?
4. Are they any travel-related costs?
5. Are there any marketing-related costs?
6. Do you need special equipment?
7. Will you provide incentives for participation?
8. Are there any transportation-related costs?

Note: There are many ways to format the budget table. Be sure to include identifiable headings. Major headings to consider are: salary and wages (personnel); travel; equipment; supplies; incentives; service (e.g., transcription, statistical consultations). This is not an exhaustive list.

Section 9: Conclusions
Briefly summarize the primarily goal(s) and objectives of the proposed evaluation. Discuss its potential strengths, limitations, and how it is expected to contribute to public health. (1 double spaced page):

1. *Brief summary* of proposed evaluation (be sure to include one or two sentences about the relevance/significance of the evaluation).
2. *Strengths*
    a. What are the anticipated strengths of this proposed evaluation? Is it addressing an important gap or limitation in the literature? Is the target population unique?
3. *Limitations*
    a. What are the anticipated weaknesses or limitations of this proposed evaluation? Are there biases in the evaluation design? Are there barriers to participation? Is your target population not representative of the larger population? Does something limit your ability to generalize findings from the proposed evaluation to other populations? Explain how these limitations may pose threats to the integrity of the evaluation design.
4. *Expected Outcomes*
    a. What are the implications of the potential evaluation findings? How will this evaluation be useful for policy makers or the broader community?
5. *Future research:*
    a. What are potential implications for future research?

References: APA (7th Edition Format)

APA Examples from 7th edition:

Journal article with a DOI

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. *Psychological Review, 126*(1), 1–51. https://doi.org/10.1037/rev0000126

Journal, magazine, or newspaper article without a DOI, from most academic research databases or print version

Anderson, M. (2018). Getting consistent with consequences. *Educational Leadership, 76*(1), 26–33.

Authored book without a DOI, from most academic research databases or print version

Burgess, R. (2019). Rethinking global health: Frameworks of power. Routledge.

Chapter in an edited book without a DOI, from most academic research databases or print version

Weinstock, R., Leong, G. B., & Silva, J. A. (2003). Defining forensic psychiatry: Roles and responsibilities. In R. Rosner (Ed.), Principles and practice of forensic psychiatry (2nd ed., pp. 7–13). CRC Press.

Webpage on a website with a group author

Centers for Disease Control and Prevention. (2018, January 23). People at high risk of developing flu-related complications. https://www.cdc.gov/flu/about/disease/high_risk.htm

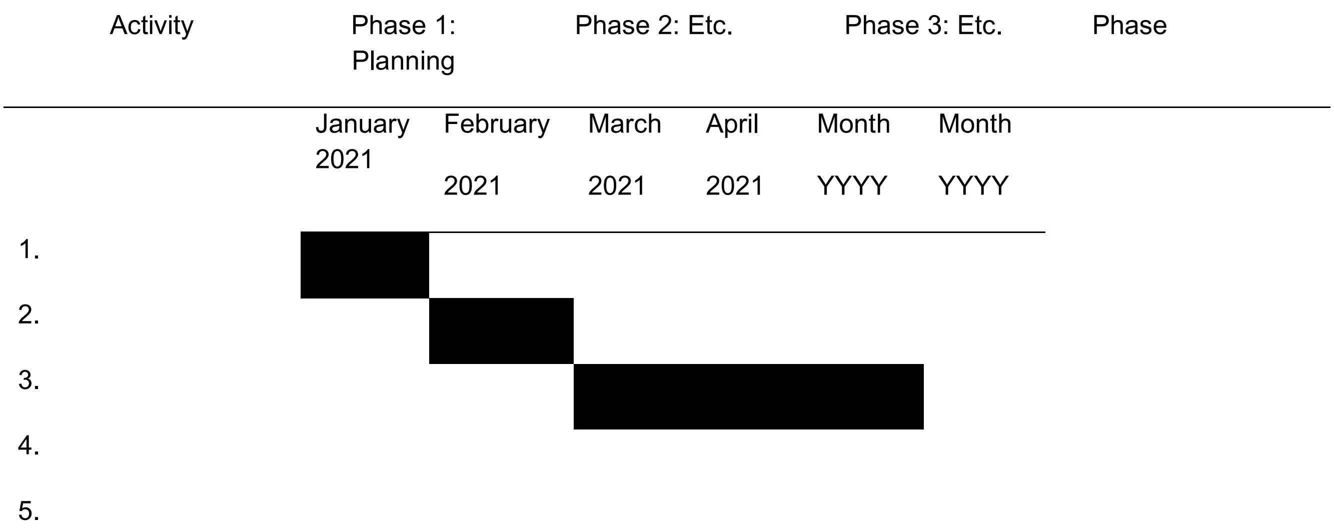
World Health Organization. (2018, March). Questions and answers on immunization and vaccine safety. https://www.who.int/features/qa/84/en/

Webpage on a website with no date

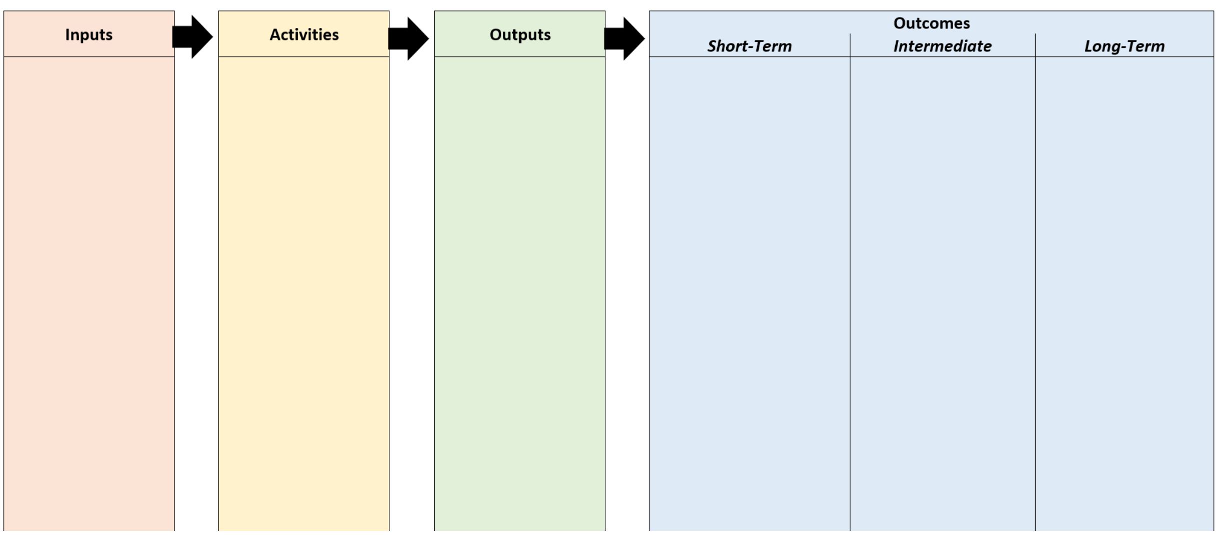
National Nurses United. (n.d.). What employers should do to protect nurses from Zika. https://www.nationalnursesunited.org/pages/what-employers-should-do-to-protect-rns-from-zika

Appendix: Include additional tables and/or survey/interview tools, if needed.

GANNT Chart Example:



Example Logic Model:



Rural Public Health Policy Proposal Option

(New Policy Proposal Template: Propose a policy that impacts issues related to rural health)

[Title]

[Student Name]

PH893

[Date]

Note: You are provided *recommended* page lengths per section to guide your writing efforts. Your entire paper should be a maximum of 30 pages (including Title Page, Abstract, References, and Appendices)

Abstract (150 to 250 words maximum)

The abstract should contain the following information:

1. What is the rural health problem that the proposed policy will address?
2. What is/are the primary goal(s) and objective(s) of the policy?
    a. Include what data type will be used
3. What are the expected outcomes of this new policy?
4. Who is the intended target population?
5. Where and when will the policy be implemented?
6. What methods will you use to assess whether the policy is successful in meeting its objective(s)?

Note: The abstract should be on a separate page after the title page and before Section 1.

Section 1. Background/Rationale for the Proposed Policy

This section should address the following elements: (2-3 double-spaced pages):

14. What is the public health problem and/or issue that the policy aims to address?
15. Why is this problem important?
16. What evidence from published literature demonstrates that this problem is an important public health concern? Use statistics from credible sources and peer-reviewed references.
17. What population(s) is affected by this public health problem?
    a. Describe in the context of health equity, disparities of access, and issues specific to rural health
18. Are there previous programs/interventions/policies that address this public health problem? What gaps exist in previous research? What are the strengths and weaknesses of previous programs?
19. How does your policy aim to address these gaps? What is the rationale for your proposed intervention/program/policy?
20. Conclude this section by stating the specific purpose/aim of the proposed policy. Be sure to clarify how your policy will expand on extant literature and aligns with proposed methods that will be used to assess your work.

Section 2. Policy Design

This section provides detailed information about the policy you are proposing. This section should include the following elements: (3-4 double-spaced pages):

1) Program or Policy Purpose (Goals and Objectives)
2) What are the goals and objectives of the policy? Goals are broad statements of what you want to achieve with the proposed policy. Objectives are specific steps that establish how the goal will be achieved. Objectives should be specific, measurable, achievable, relevant, and time-based (i.e., SMART).
3) Need
   a) What is the need for your policy?
   b) Has this need been identified by the rural community? If so, present that evidence and identify the data source of that evidence.
4) How do you expect it to contribute to public health?
5) Policy Context
   a) What social, cultural, and political context/environment exists for the public health problem/issue that you propose to address? What contextual/environmental factors may influence or affect the success of your policy?
6) What is the theoretical basis of your policy? What *evidence* exists that this work will address the identified need?
7) Community engagement
   a) What is the plan to engage the rural community at the stage of policy design?
8) Target Population
   a) What population(s) does the policy target? Be specific.
9) Duration
   a) How long will the policy be implemented?
10) Logic Model -- This is a graphical depiction of the components that will be included in your policy and how they align with anticipated outcomes. [**There is an example at end of document and template is provided in the course**] A logic model includes the following elements:
    a) Inputs: the resources that are invested in a policy (e.g., staffing, training resources, equipment, monetary resources, location of program delivery)
    b) Activities: events that a policy undertakes to produce desired outcomes (e.g., holding meetings, training providers, creating a communications campaign)
    c) Outputs: the direct results of activities that reflect the delivery of a program (e.g., number of staff train, number of media campaigns created)
11) Outcomes (short-term, intermediate, and long-term): the desired results of a policy (e.g., change in knowledge or skills, reduction in health disparity)

Section 3. Advocacy Plan

This section identifies the strategies, activities, and tools that will be implemented and used to advocate for the policy change. (1-3 double-spaced pages). Provide a narrative summary answering the following questions:

1. What is the overall strategy of the advocacy plan?
2. What are activities of the advocacy plan? Use a Gannt chart or table to list and describe activities to organize activities over a specific timeline.
3. What are the tools for advocacy for this policy change? Pick at least 3 of the following audience categories and include at least 1 tool per audience group.
    - Policymakers
    - Rural residents
    - Educators
    - Researchers
    - Parents and guardians
    - Funders of research
    - Funders of non-profits
    - Public health program managers
4. For each tool, include a description of the following, include a justification for your decisions:
    - Type (e.g., press release, infographic, social media campaign)
    - Content: include data, statistics, and evidence and highlight the potential benefits of the policy
    - Messaging and tone
    - Visual design (if applicable)

Section 4. Budget
This section provides a detailed breakdown of the budget for the proposed policy. (1-2 double-spaced pages). Provide a narrative explanation of the budget (i.e., rationale/reasoning for each budget item) as well as a line-by-line budget table (this table can be included in the appendix section). Some things to consider when developing a budget include:

1. Describe the funding source. Where will you get the funds to implement the policy?
2. Costs to consider (not an exhaustive list):
    a) Salaries for professional and non-professional personnel. What are their roles/responsibilities?
    b) Costs for materials (e.g., education materials, surveys)
    c) Travel costs
    d) Data management costs (e.g., transcription of interviews, data collection tools, analysis software)
    e) Marketing costs
    f) Special equipment costs
    g) Incentive costs
    h) Research setting

Note: There are many ways to format the budget table. Be sure to include clear headings. These headings may include salary and wages (personnel); travel; equipment; supplies; incentives; and service (e.g., transcription, statistical consultations). This is not an exhaustive list.

Section 5. Evaluation Plan
This section briefly describes how you plan to evaluate the proposed policy (one-page maximum).

Address the following questions in narrative format and fill out the table below.

1. In what activities will you engage to evaluate the implementation and potential impact(s) of the new policy?
2. What data will be used to evaluate the outcomes of your policy? Use community-level data sources relevant to rural health and well-being.
3. How will you know if the program is being delivered as designed (process metrics)?
4. What outcomes do you plan to monitor and assess?
5. How will you eventually know if your policy worked (outcome metrics)?

Table Number

Title of Table

Evaluation Question	Criterion or Indicator	Standards (i.e., what constitutes success?)

Tip: Ensure alignment of each question to proposed goals and objectives (i.e., we should see no new proposed outcomes in this section if not previously articulated in the logic model)

Section 6. Conclusion
Briefly summarize the proposed policy and its aims. Discuss anticipated strengths, limitations, and expected outcomes of this work. (1 double-spaced page)

Brief summary of proposed program (be sure to include one or two sentences about the relevance/significance of the policy to public health).

1) *Strengths:* What are the anticipated strengths of this policy? Does it have a unique design? Is the target population unique? Are you proposing a new policy to address an existing and/or new public health issue?
2) *Limitations:* What are the anticipated weaknesses or limitations of this policy? Are there biases in the program design? Are there barriers to participation?
3) *Expected Outcomes:* What are the potential implications of the anticipated results? How do you expect that findings will help to inform public health policy and practice, more broadly?

References: APA (7th Edition formatting)

Some APA Examples:

Print Article

Scruton, R. (1996). The eclipse of listening. *The New Criterion, 15*(3), 5–13.

Electronic Article

Baniya, S., & Weech, S. (2019). Data and experience design: Negotiating community-oriented digital research with service-learning. *Purdue Journal of Service-Learning and International Engagement, 6*(1), 11–16. https://doi.org/10.5703/1288284316979

Website (with author's name)

Price, D. (2018, March 23). *Laziness does not exist*. Medium. https://humanparts.medium.com /laziness-does-not-exist-3af27e312d01

Website (from an organization)

American Society for the Prevention of Cruelty to Animals. (2019, November 21). *Justice served: Case closed for over 40 dogfighting victims*. https://www.aspca.org/news/justice-served-case-closed-over-40-dogfighting-victims

Website (with no author name)

Benefits of Quitting. SmokeFree.gov. Retrieved March 1, 2020, from, https://smokefree.gov /quit-smoking/why-you-should-quit/benefits-of-quitting

Appendix: Include additional tables and/or survey/interview tools, if needed.

Example Logic Model:

Inputs	Activities	Outputs	Outcomes		
			Short-Term	*Intermediate*	*Long-Term*

Research Study Option: Data Management and Analytics Study
(Data Management: Conduct a New Study with Primary/Secondary Data Analysis)

[Title]

[Student Name]

PH893

[Date]

Note: You are provided *recommended* page lengths per section to guide your writing efforts. Your entire paper should be a maximum of 30 pages (including Title Page, Abstract, References, and Appendices)

Abstract (150 to 250 words maximum)
The abstract should contain the following information:

1. **Aim/Purpose/Objective:** What was the purpose of this study (i.e., what is the main research question(s))?
2. **Data/methods:** What type of data did you use? How was the data analyzed?
3. **Results:** What were the major findings?
4. **Conclusion:** What are the implications and/or conclusion of this study?
5. **Keywords:** Three keywords representing the main content of the article. Use keywords that would help other researchers find your study.
6. **Length:** Should be between 150-200 words

Note: The abstract should be on a separate page after the title page and before Section 1.

Section 1. Introduction/Background

The introduction/background should focus on your topical/therapeutic area and less on your data source. The introduction should answer the following questions (1-2 double-spaced pages):

1. What is the problem and/or public health issue along with a thorough description?
2. Why is this problem important?
3. Is there statistical evidence from published peer-reviewed literature that this is a problem (the magnitude and potential health impacts of the problem or issue)?
4. What population(s) is affected by this problem/public health issue? Describe the population in the context of concepts of health equity.
5. What are the previous research findings regarding this problem? (Provide a *brief* answer here; more in-depth discussion occurs in the subsequent literature review section.)
6. What are the gaps or limitations in previous studies and how does your proposed study address these gaps?
7. End this section with the specific purpose, research question(s), objectives and/or hypotheses. Make sure there is alignment with the gap in the literature (i.e., how your research question fills the gap in the literature).

Section 2. Literature Review on Data Source

This literature review focuses on the data source you have selected for your study. This should be a summary of your data source (recap of important information) as well as a synthesis (reorganizing that information to demonstrate how you plan to examine your topic) of the previous published peer-reviewed literature or other publications that used your data source (2 double-spaced pages).

Things to consider:

1. Description of data source
2. How are data collected?
    a. How are the data updated?
3. What are the sources of bias?
    a. Describe the data set in the context of data equity.
4. How is the data source currently being used in public health?
5. How does your work build on previous studies utilizing this data source?
    a. If your data source has not been used to study your topic before, what is the value of utilizing this data source for a new topic?
6. What other areas of research or policy work utilize this data source? (e.g., Clinical medicine? Policymaking?)
7. Why is this data source appropriate for answering your research question(s)? Provide a thoughtful justification. Consider references specific variables. Consider weighing other data source options.
    a. Describe the data set in the context of data equity.

Section 3. Methods

The methods section describes how the study was conducted; it should be detailed enough that it could be replicated with the same data by another researcher. Information that needs to be addressed in the methods section includes (2-3 double-spaced pages):

a. What is the structure of the dataset? (i.e., Rows and columns and how time is incorporated or not incorporated)
b. What are the related tools? Examples: data dictionary, data collection tools
c. What are the data standards?
d. What years of data are included in your study?
e. Describe study variables (e.g., dependent variable, independent variable, covariates).
f. Ethical considerations (i.e., IRB approval for study/use of data) and issues and process of access, distribution, and sharing
g. How did you analyze the data?
    i. Statistical software (e.g., SAS, STATA, R, Excel etc.)
    ii. What data analytics methods were used?

Note: Where applicable be sure to explain study-design decisions (e.g., why you conducted interviews; why you used a particular statistical technique, etc.)

Section 4. Results
Present the study findings. Do not interpret the findings here. The Results section should state the findings, but it should not interpret them for the reader (1-3 double-spaced pages).

1. Use tables, figures, and graphs, and quotes for qualitative work to help convey findings. Follow APA 7th edition guidelines.
2. Each table/figure/chart/graph included needs to have its findings described, in words, in the Results section.
3. Provide a detailed title for each table/figure/graph. Each table/figure/graph should be “stand alone,” in that the reader should be able to understand each one without reading the Results section.

Note: Include a descriptive table that provides information about the study sample (Table 1 in most manuscripts is a summary of the study population. For example, what percentage of the sample is male/female; racial/ethnic breakdown; provide means and standard deviations for education, age, income (i.e., continuous variables).

Section 5. Discussion

The discussion provides an interpretation of the findings presented in the Results section. Address the following (2-3 double-spaced pages):

Overall Findings

1. Did the data support your research question and/or hypothesis?
2. What do the findings mean within the context of the overall purpose of the paper (interpret findings)?
3. Are the findings consistent with previous research (cite a few studies that support your findings)? Were there any unexpected findings? Are the findings new and/or inconsistent with previous research?
4. How were the results communicated to the public, especially to community members involved in the study?
5. How was or will be the community involved in dissemination of the results?

Section 6. Conclusion
Briefly summarize the paper. Discuss study limitations, implications of the study, and suggestions for future research (1 double-spaced page).

Summary

1. Provide a brief summary of the proposal and relevance/significance of the study.

Strengths

1. What were the strengths of this study? For example, was it the first of its kind? Was it a large sample size? Were you able to study variables, populations, or subpopulations that others were not able to? Was your study population unique?

Limitations

2. What were the weaknesses or limitations of this study? Was there missing or incomplete data? Were there biases in the study population? Were you unable to study variables that most/all other studies that were part of the literature on the topic have studied? Was your study population potentially not representative of larger population? Does something limit your ability to generalize the findings you report here to other populations?

Implications

3. Short description (1-3 sentences) of the overall implications of your findings.

References: APA formatting (7th edition format)

APA Examples from 7th edition:

Journal article with a DOI

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. *Psychological Review, 126*(1), 1–51. https://doi.org/10.1037/rev0000126

Journal, magazine, or newspaper article without a DOI, from most academic research databases or print version

Anderson, M. (2018). Getting consistent with consequences. *Educational Leadership, 76*(1), 26–33.

Authored book without a DOI, from most academic research databases or print version

Burgess, R. (2019). Rethinking global health: Frameworks of power. Routledge.

Chapter in an edited book without a DOI, from most academic research databases or print version

Weinstock, R., Leong, G. B., & Silva, J. A. (2003). Defining forensic psychiatry: Roles and responsibilities. In R. Rosner (Ed.), Principles and practice of forensic psychiatry (2nd ed., pp. 7–13). CRC Press.

Webpage on a website with a group author

Centers for Disease Control and Prevention. (2018, January 23). People at high risk of

developing flu-related complications. https://www.cdc.gov/flu/about/disease/high_risk.htm

World Health Organization. (2018, March). Questions and answers on immunization and vaccine safety. https://www.who.int/features/qa/84/en/

Webpage on a website with no date

National Nurses United. (n.d.). What employers should do to protect nurses from Zika.

https://www.nationalnursesunited.org/pages/what-employers-should-do-to-protect-rns-from-zika

Appendix: Include additional tables and/or survey/interview tools, if needed.

Appendix E: Integrative Learning Experience Rubrics

MPH General Concentration Rubrics

Research Proposal of a New Program/Intervention/Policy Rubric (100 points)

Outline	Required Elements	Met	Not Met	Feedback
Abstract	1. Describes the problem that the proposed program/intervention/policy will address.			
	2. Describes the target population.			
	3. Describes the main objective of the program/intervention/policy.			
	4. Describes when and where the program/intervention/policy will be implemented.			
	5. Describes the expected outcomes of the of the program/intervention/policy.			
	6. Discuss the method(s) used to assess success of the program/intervention/policy.			
	7. 150 to 250 words			
Section 1: Background/ Rationale	1. Describes the public health problem and/or issue that the proposed program/intervention/policy will address.			
	2. Explains why the problem/issue is important.			
	3. Provides data/statistical evidence that reveals the magnitude and potential health impacts of the problem or issue.			
	4. Describes the population(s) affected by the public health problem/issue.			

Outline	Required Elements	Met	Not Met	Feedback
	5. Discusses the findings from previous programs/interventions/policies related to the problem/issue. Uses peer reviewed references to explain and justify the problem the proposed program/intervention/policy will address.			
	6. Discusses the gaps or limitations in previous programs/interventions/policies and discusses how the proposed program/intervention/policy addresses these gaps.			
	7. Provides a specific purpose/aim of the proposed program/intervention/policy that is aligned with the gap in the literature and proposed program/intervention/policy design.			
Section 2: Program, Intervention, or Policy Design	1. Provides SMART goals and objectives of the proposed program/intervention/policy.			
	2. Describes why the proposed program/intervention/policy is needed and how it contributes to public health.			
	3. Describes the social, cultural and political context/environment that exists for the health problem being addressed and discuss how these factors may influence program/intervention/policy success.			
	4. Discusses the theoretical basis of the planned program/intervention/policy.			

Outline	Required Elements	Met	Not Met	Feedback
	5. Describes the target population of the program/policy.			
	6. Describes how long the program/intervention/policy will be in place.			
	7. Describes the program/intervention/policy intended outcomes (short-term, immediate and long-term) and discusses how intended outcomes align with overall program/intervention/policy goals.			
	8. Provides a logic model that depicts how the components evaluated align with anticipated outcomes.			
Section 3: Action Plan	1. Provides an action plan that discusses the goals, objectives and strategy of each activity, describes activities and changes that will take place, discusses who will perform each activity and provides a timeframe for the activity.			
	2. Provides a detailed action plan table for each proposed goals and objectives.			
Section 4: Budget	1. Provides a budget narrative and line by line budget table that describes the funding source, salaries and roles/responsibilities for professional and on-professional personnel, costs associated with data collection and analysis, travel-related costs, marketing-			

Outline	Required Elements	Met	Not Met	Feedback
	related costs, special equipment, participant incentives and transportation-related costs, if applicable.			
Section 5: Evaluation Focus	1. Provides a narrative and table that describes the activities used to evaluate the implementation and impact of the new program/intervention/policy; process metrics about program/intervention/policy delivery; outcomes to assess and monitor; and outcome metrics about program/intervention/policy success.			
Section 6: Conclusion	1. Provides a brief summary of the proposed study and the relevance/significance of the program/intervention/policy.			
	2. Discusses the anticipated strengths of the proposed program/intervention/policy.			
	3. Discusses the anticipated weaknesses or limitations of the proposed program/intervention/policy.			
	4. Discusses the implications of the proposed program/intervention/policy.			
Organization and Mechanics	1. The paper is scholarly, of high quality and professionally prepared (i.e., it has a neat and orderly appearance and is devoid of grammatical and spelling errors).			

Outline	Required Elements	Met	Not Met	Feedback
References	1. APA formatting 7th edition (correct in-text citations and reference page)			
	2. At least six scholarly, peer-reviewed sources that are recent and relevant.			
Appendix	1. Include additional tables and/or survey/interview tools, if needed.			
Additional Comments				

Program Evaluation Rubric (100 points)

Outline	Required Elements	Met	Not Met	Feedback
Abstract	1. Describes the public health problem being addressed, the program/policy evaluated and the main evaluation questions.			
	2. Describes the target population.			
	3. Describes the evaluation design and the data collected and used for the evaluation.			
	4. Describes when and where the evaluation will be conducted.			
	5. Describes the expected implications of the evaluation.			
	6. 150 to 250 words			
Section 1: Background/ Rationale	1. Describes the public health problem and/or issue that the proposed program/policy will address.			
	2. Explains why the problem/issue is important to address.			
	3. Provides data that reveals the magnitude and potential health impacts of the problem or issue.			
	4. Describes the population(s) affected by the public health problem/issue.			
	5. Discusses the findings from previous evaluation literature related to the problem/issue using peer reviewed references.			
	6. Discusses the gaps or limitations in the evaluation literature and discusses how the proposed evaluation addresses the issue.			

Outline	Required Elements	Met	Not Met	Feedback
Section 2: Program/Policy Description	1. Provides goals and objectives of the program/policy evaluated **and** the goals and objectives of the proposed evaluation (The goals and objectives of the proposed evaluation should be SMART).			
	2. Describes why the proposed evaluation is needed and how it contributes to public health.			
	3. Describes the target population of the program/policy.			
	4. Describes the social, cultural and political context/environment that exists for the health problem being evaluated and discuss how these factors may influence the proposed evaluation.			
	5. Describes the stage of the program or policy (i.e., how long has the policy/program been in place).			
	6. Describes resources that are available to support the evaluation (i.e., staff, space, technology, money etc.).			
	7. Describes products/outputs produced by the evaluation.			
	8. Discusses the proposed evaluation's intended outcomes (i.e., short-term, immediate and long-term) and describes how these intended outcomes align with the overall goals of the program or policy.			
	9. Provides a logic model that depicts how the components evaluated align with anticipated outcomes.			

Outline	Required Elements	Met	Not Met	Feedback
Section 3: Evaluation Focus	1. Provides specific question(s) that the proposed evaluation will answer.			
	2. Describes the stakeholders and their role in the development of the evaluation proposal. Discusses how stakeholders will be engaged with the implementation of the proposed evaluation.			
	3. Describes the proposed evaluation design and explains why this design was selected. Discusses the strengths and limitations of the design.			
Section 4: Data Collection	1. Describes how data will be collected to answer the proposed evaluation's questions and discuss the methods used to collect or acquire the data.			
	2. Discusses how the data will align with the relevant program/policy performance measures.			
	3. Describes the source of the data. If collecting data from participants, discuss how the sample will be selected. Discusses how the proposed evaluation will address ethical considerations.			
	4. Discusses how data collection instruments will be identified and tested.			
	5. Discusses how the quality and utility of the data will be determined and how the data will be stored, managed and protected.			
	6. Describes how each data collection method relates to the evaluation questions proposed.			

Outline	Required Elements	Met	Not Met	Feedback
Section 5: Data Analysis	1. Discusses the measurable or observable elements that provides information about the performance or outcomes of the program or policy being evaluated (indicators and standards). Discuss what constitutes success.			
	2. Discusses the methods used to analyze data (i.e., descriptive statistics, inferential statistics) and provide example data templates, if applicable.			
	3. Discusses the stakeholders involved in drawing, interpreting and justifying conclusions from the evaluation findings. Describes how stakeholders will be involved in this process.			
Section 6: Disseminating Findings	1. Describes the target audience(s) for reporting evaluation findings and explains the purpose of communicating with this audience.			
	2. Discusses the most appropriate communication type for this audience and provides information about when the evaluation will be disseminated.			
Section 7: Evaluation Project Activities	1. Provides a timeline of evaluation tasks using a GANTT chart that includes information on planning and administrative tasks, data collection tasks, data analysis, report writing, information dissemination and anticipated challenges regarding the feasibility of timeline.			

Outline	Required Elements	Met	Not Met	Feedback
Section 8: Budget	1. Provides a budget narrative and line by line budget table that describes the funding source, salaries and roles/responsibilities for professional and non-professional personnel, costs associated with data collection and analysis, travel-related costs, marketing-related costs, special equipment, participant incentives and transportation-related costs, if applicable.			
Section 9: Conclusions	1. Provides a brief summary of the proposed evaluation and the relevance/significance of the evaluation.			
	2. Discusses the anticipated strengths of the proposed evaluation.			
	3. Discusses the anticipated weaknesses or limitations of the proposed evaluation.			
	4. Discusses the implications of the potential evaluation findings and how this evaluation is useful for policy makers or the broader community.			
	5. Discusses the potential implications for future research.			
Organization and Mechanics	1. The paper is scholarly, of high quality and professionally prepared (i.e., it has a neat and orderly appearance and is devoid of grammatical and spelling errors).			
References	1. APA formatting 7th edition (correct in-text citations and reference page)			
	2. At least six scholarly, peer-reviewed sources that are recent and relevant.			

Outline	Required Elements	Met	Not Met	Feedback
Appendix	1. Include additional tables and/or survey/interview tools, if needed.			
Additional Comments				

MPH Rural Public Health Concentration Rubric

Proposal of a New Policy Rubric (100 points)

Outline	Required Elements	Met	Not Met	Feedback
Abstract	1. Describes the rural health problem that the proposed policy will address.			
	2. States goals and objectives			
	3. States data type to be utilized			
	4. Describes when and where the policy will be implemented and for what target population			
	5. Describes the expected outcomes of the of the policy.			
	6. Discuss the method(s) used to assess success of the policy.			
	7. 150 to 250 words			
Section 1: Background/ Rationale	1. Describes the public health problem and/or issue that the proposed policy will address.			
	2. Explains why the problem/issue is important.			
	3. Provides data/statistical evidence that reveals the magnitude and potential health impacts of the problem or issue.			
	4. Describes the population(s) affected by the public health problem/issue and contextualizes the problem in issues of rural health			
	5. Discusses the findings from previous programs/interventions/policies related to the problem/issue. Uses peer reviewed references to explain and justify the problem the proposed policy will address.			

Outline	Required Elements	Met	Not Met	Feedback
	6. Discusses the gaps or limitations in previous programs/interventions/policies and discusses how the proposed policy addresses these gaps.			
	7. Provides a specific purpose/aim of the proposed policy that is aligned with the gap in the literature and proposed policy design.			
Section 2: Policy Design	1. Provides SMART goals and objectives of the proposed policy.			
	2. Describes why the proposed policy is needed and how it contributes to public health.			
	3. Describes the social, cultural and political context/environment that exists for the health problem being addressed and discuss how these factors may influence policy success.			
	4. Discusses the theoretical basis of the planned policy.			
	5. Describes the target population of the program/policy and how long the policy will take place			
	6. Describes the community engagement plan			
	7. Describes the policy intended outcomes (short-term, immediate and long-term) and discusses how intended outcomes align with overall policy goals.			
	8. Provides a logic model that depicts how the components evaluated align with anticipated outcomes.			

Outline	Required Elements	Met	Not Met	Feedback
Section 3: Advocacy Plan	1. Provides an action plan that discusses the goals, objectives and strategy of each activity, describes activities and changes that will take place, discusses who will perform each activity and provides a timeframe for the activity.			
	2. Provides a detailed action plan table or timeline for each proposed goals and objectives.			
	3. Describes the tools for advocacy for at least 3 audience categories			
	4. Describes justification for tools for advocacy for at least 3 audience categories			
Section 4: Budget	1. Proposes funding source			
	2. Provides a budget narrative and line by line budget table that describes the funding source, salaries and roles/responsibilities for professional and on-professional personnel, costs associated with data collection and analysis, travel-related costs, marketing-related costs, special equipment, participant incentives and transportation-related costs, if applicable.			
Section 5: Evaluation Plan	1. Describes activities of evaluation			
	2. Describes data for evaluation			

Outline	Required Elements	Met	Not Met	Feedback
	3. Provides a narrative and table that describes the activities used to evaluate the implementation and impact of the new policy; process metrics about policy delivery; outcomes to assess and monitor; and outcome metrics about policy success.			
Section 6: Conclusion	1. Provides a brief summary of the proposed study and the relevance/significance of the policy.			
	2. Discusses the anticipated strengths of the proposed policy.			
	3. Discusses the anticipated weaknesses or limitations of the proposed policy.			
	4. Discusses the implications of the proposed policy.			
Organization and Mechanics	1. The paper is scholarly, of high quality and professionally prepared (i.e., it has a neat and orderly appearance and is devoid of grammatical and spelling errors).			
References	1. APA formatting 7th edition (correct in-text citations and reference page)			
	2. At least six scholarly, peer-reviewed sources that are recent and relevant.			
Appendix	1. Include additional tables and/or survey/interview tools, if needed.			

Outline	Required Elements	Met	Not Met	Feedback
Additional Comments				

MPH Public Health Data Management and Analytics Concentration Rubric

Conduct a New Study with Primary/Secondary Data Analysis Rubric (100 points)

Outline	Required Elements	Met	Not Met	Feedback
Abstract	1. Describes the purpose of the study (i.e., what is the main research question(s).			
	2. Describes the data used and how it is analyzed.			
	3. Describes the major study findings.			
	4. Describes the implications and/or conclusions of the study.			
	5. Provides three keywords representing the main content of the article.			
	6. 150 to 250 words			
Section 1: Introduction/ Background	1. Thorough description of the public health problem and/or issue.			
	2. Explains why the problem/issue is important.			
	3. Provides data/statistical evidence that reveals the magnitude and potential health impacts of the problem or issue.			
	4. Describes the population(s) affected by the public health problem/issue.			
	5. Brief discussion of the findings from previous research related to the problem/issue.			
	6. Discusses the gaps or limitations in previous studies and discusses how the proposed study addresses these gaps.			
	7. Provides a specific purpose/aim, research question(s), objectives and/or hypotheses that is aligned with the gap in the literature.			

Outline	Required Elements	Met	Not Met	Feedback
Section 2: Literature Review on Data Source	1. Detailed description of data source, including data collection			
	2. Discusses sources of bias and contextualizes data set in the context of data equity			
	3. Discusses use of data source in public health			
	4. Contextualizes current study in the utilization of data source			
	5. Discusses other uses of data source			
	6. Provides detailed justification for utilization of data source			
Section 3: Methods	1. Describes structure of the dataset, including rows, columns, and how time is incorporated			
	2. Describes at least 2 related tools			
	3. Describes data standards			
	4. Describes key study variables and years of data			
	5. Describes IRB relevance			
	6. Describes at least 1 ethical issue			
	7. Describes issues and process of access, distribution, and sharing			
	8. Describes how data were analyzed and statistical technique used to analyze the data.			

Outline	Required Elements	Met	Not Met	Feedback
Section 4: Results	1. Uses tables, figures, and graphs to convey findings. (Each table, figure, and graph are 'stand alone in that the reader can understand each one without reading the results text).			
	2. Provides narrative explanation for each table, figure, chart or graph used to convey findings.			
	3. Provides a detailed title for each table, figure or graph.			
Section 5: Discussion	1. Discusses whether the data supports the research question and/or hypotheses.			
	2. Describes what the findings mean within the context of the overall purpose of the paper (i.e., interprets findings).			
	3. Discusses if findings are consistent with previous research or if there are any unexpected, new or inconsistent findings.			
	4. Discusses how the results are communicated to the public, especially community members involved in the study, if applicable.			
	5. Discusses how the community will be involved in the dissemination of the results, if applicable.			
Section 6: Conclusion	1. Provides a brief summary of the proposed study and the relevance/significance of the study.			
	2. Discusses the anticipated strengths of the study.			

Outline	Required Elements	Met	Not Met	Feedback
	3. Discusses the anticipated weaknesses or limitations of the study.			
	4. Discusses the implications of the potential study findings.			
Organization and Mechanics	1. The paper is scholarly, of high quality and professionally prepared (i.e., it has a neat and orderly appearance and is devoid of grammatical and spelling errors).			
References	1. APA formatting 7th edition (correct in-text citations and reference page)			
	2. At least six scholarly, peer-reviewed sources that are recent and relevant.			
Appendix	1. Include additional tables and/or survey/interview tools, if needed.			
Additional Comments				