

**Appendix V.A.**

**COPH Course Catalog**

This appendix is in a separate folder on the CD, labeled “Course Catalog.”

## **Appendix V.B – Approved Guidelines for the MPH Preceptorship Placements and Integration Experience**

Throughout this document, the term “academic advisor” is used to refer to the faculty member assigned to each student to guide his/her entire MPH academic career; the term “course advisor” is used to refer to a faculty member who has agreed to guide the student through the Preceptorship or chair the Advisory Committee for a student’s Integration experience.

### **General Recommendations Related to Both Courses**

#### Sequencing and Linking of the Courses:

Students will be encouraged to think about and develop plans for their Preceptorship and Integration courses well before they actually take them.

The Preceptorship and Integration courses may be taken in the same semester, although that may not provide an optimal experience. Ideally, the two courses would be linked in content; however, they would not have to be (e.g., a student might want to undertake a Preceptorship that would give him/her exposure to an area of public health that is not familiar but would not be the focus of his/her integration project). Because the Integration project is the culminating experience, circumstances under which it would be reasonable to complete the Integration project before initiating the Preceptorship will be rare. Taking the Integration course either concurrently with (in the same semester) or before the Preceptorship requires the approval of the student’s academic advisor and department chair (or Associate Dean for Student and Academic Affairs, in the case of a generalist).

#### Course Content:

For students concentrating in a given area/discipline, the substantive focus of the Preceptorship and the Integration project and product should be related to the student’s discipline as well as to her/his career and/or academic goals.

#### Central Resources:

An up-to-date roster of approved preceptors will be maintained in the office of the Associate Dean for Students and Academic Affairs. The roster will include information on the preceptors’ range of interests and activities to guide students and faculty in identifying potentially appropriate preceptors. Copies of the roster will be sent to all academic advisors annually. (As noted under PBHL 5993, each department will compile a list of individuals who may serve as preceptors for students concentrating in the department’s discipline. Departments will have free rein to determine who makes an acceptable preceptor. Students doing a generalist MPH would choose their preceptors from the combined pool of departmental preceptors. Students may request that an appropriate individual not on their Department’s (or the pooled Departments’) list of preceptors be approved as the student’s preceptor. Department Chairs (or the Associate Dean for Student and Academic Affairs, in the case of a generalist MPH student) have final responsibility for approval of such requests, with input from the student’s academic advisor.)

A library of completed Preceptorship reports and Integration course products will be maintained in the Associate Dean’s office.

#### Student Orientation

Each of these courses is more complex and demanding than is likely to be intuitively apparent to students; each also requires substantial planning prior to the semester in which they begin in order to be optimally successful. Students need to be aware of the nature, requirements, and expectations of each of these courses well before they embark on either course. Many Integration projects may take longer than one semester to complete. To be certain they can graduate within their desired timeframe, students need to be thinking about their Integration projects and putting them in place well in advance of their final semester. Students will benefit from early and repeated orientation about the courses not only from their academic advisors, but in COPH functions as well. This is a topic that might be incorporated into the standard agenda for the students' first-semester orientation session, reiterated in the Introduction to Public Health course, and discussed in detail in the COPH Central Advisor's proposed "Orientation to Preceptorship and Integration Program" and pizza evenings each semester.

#### Program Review and Departmental Expectations:

The two components of the capstone experience (Preceptorship and Integration Project programs) should be evaluated annually. This evaluation would address the overall effectiveness and procedures of each of the two programs. (Evaluation of an individual student's experience with his/her Preceptorship or Integration Project is addressed in the course-specific sections that follow.) The Academic Standards Committee shall be responsible for the overall evaluation and may wish to establish a committee/working group to that end which includes at least one faculty member from each department as well as the Associate Dean for Students and Academic Affairs, or her delegate. It is essential that the proposed committee's role not be the responsibility of any single individual.

The annual evaluation of the Preceptorship should involve interviews with preceptors, preceptorship sites/agencies, and students. Site evaluations from students and preceptor evaluations of the utility of the student(s) contribution to the site should help with timely identification and interventions to address problems with weak preceptorship sites as well as sites and/or preceptors that may be "burning out" due to being overburdened.

A mechanism is needed to maintain cross-department equivalence in expectations of students in the Preceptorship and Integration courses. It is crucial that students not be indirectly encouraged to choose a concentration based on how easy it would be/how little work it would take to successfully complete the Preceptorship and Integration courses in that discipline. The Academic Standards Committee may wish to assign responsibility for annual review of students' products and of departmental expectations to minimize drift among departments to the Program Review Committee/Working Group.

#### Valuing Advisement

The recommendations outlined for the two courses, if accepted, will generate a relatively heavy burden of faculty advisement. If accepted, the proposed approach can only be successful if COPH systematically recognizes and values advisement for these two courses highly when evaluating faculty productivity in education and, especially, during Promotion and Tenure deliberations.

## **PBHL 5993 Preceptorship in Public Health**

**Current Catalogue Description:** 135 hours of field experience under the joint direction of a public health faculty member and a qualified specialist working in selected areas of public health. A written report specifying activities, products, and outcomes of the experience is required upon completion of the preceptorship.

### **Recommendations**

#### Objective:

The Preceptorship in Public Health is intended to provide students a broad, realistic and challenging experience in public health practice. Through placement in a public health setting, the student has an opportunity to apply the knowledge and skills acquired in the classroom in a real-world environment, to observe and participate in public health practice, and to better understand what is expected of a public health practitioner.

#### Prerequisites and Sequencing of Courses:

Normally students will have completed their core courses and about half of their specialty/generalist courses before undertaking a Preceptorship. This assures that they are well advanced in their program and have a handle on the scope of public health. However, the course and credit-hour requirements for this experience should be flexible enough to take into account specialty courses that are given infrequently and to allow students to take advantage of unique or seasonal/time-specific opportunities after a minimum of 18 credit-hours has been successfully completed. Under such special circumstances, the student's academic advisor is responsible for deciding whether a student is ready to undertake the Preceptorship; a student may appeal the advisor's decision to the Associate Dean for Student and Academic Affairs.

#### Requirements for Successful Completion

- The student should expect to spend approximately 160 hours on the Preceptorship. At a minimum, 135 hours must actually be spent in the field and the Preceptor must document that. The 135 field hours do not include preparation of the Preceptorship report; additional effort will be devoted to preparing the report. The Preceptorship report should include a list of meetings attended (with the preceptor and with others at and/or outside the preceptorship setting).

Shadowing the preceptor and/or others in the preceptorship setting is likely to make up part of Preceptorship activities; however, shadowing alone is not sufficient for successful completion of the preceptorship. The Preceptorship is a service-learning experience for which students should consider the contribution their activities will make to the Preceptorship setting as well as activities that will be undertaken to meet the student's learning objectives.

- Submission and approval of a written report specifying activities, products, and outcomes of the experience is required upon completion of the Preceptorship.

## Preceptors

Two individuals should be involved in the Preceptorship in addition to the student – a preceptor and the student’s course advisor. [WG members’ experience suggested that having a faculty member serve both roles was a potential academic and administrative disservice to both student and advisor.]

During the Preceptorship, the student is expected to meet at least once during the preceptorship-period with the course advisor as well as to meet regularly (at least bi-weekly) with the preceptor.

Each department will compile a list of individuals who may serve as preceptors for students concentrating in the department’s discipline. Departments will have free rein to determine who makes an acceptable preceptor. Students doing a generalist MPH would choose their preceptors from the combined pool of departmental preceptors.

Students may request that an appropriate individual not on their Department’s (or the pooled Departments’) list of preceptors be approved as the student’s preceptor. Department Chairs (or the Associate Dean for Student and Academic Affairs, in the case of a generalist MPH student) have final responsibility for approval of such requests, with input from the student’s course advisor.

Student evaluation of their preceptor will assist the Program Review Committee to identify individuals who are not appropriate preceptors or are appropriate only in specific circumstances.

## Identification of an Appropriate Setting

Although most placements are likely to be in government agencies (local, state or federal), academia, with industry/employers or with volunteer/advocacy/policy agencies, the program should be flexible enough to meet the needs of students.

Selection of a setting and preceptor should reflect the student’s career and academic interests, goals, and needs. The course advisor, academic advisor, and/or department may facilitate identifying an appropriate preceptor but it is ultimately the student’s responsibility to do so.

The Preceptorship requires 135 hours of experience in the field, one hour short of 17 8-hour days. While some preceptorship sites may have operations during evenings and/or weekends, many will operate solely during usual weekday business hours. Students who are employed will need to explore scheduling options that will accommodate the Preceptorship field experience with both their employers and potential preceptors/preceptorship sites. Among the options employed students may consider are (1) using vacation time for the Preceptorship field hours, (2) working with their employers to set up a flex-time work schedule during the Preceptorship, (3) selecting a site that offers on-site activities outside of the typical workday, (4) some combination of options (1)-(3). Advisors and preceptors may assist the student to identify scheduling options and find a preceptorship site compatible with the student’s schedule; however, it is ultimately the student’s responsibility to make the necessary arrangements.

### Relationship of Course Activities to Student's Employment:

Consistent with Guidelines for Directed Studies: "While the learning objectives of a directed study may closely align with a student's area of career direction, it is expected that work performed for credit should exceed those duties normally performed during the course of regular employment. For this reason, as a general rule, no credit will be provided for projects contained within the scope of the student's current work assignments."

Preceptorship activities must go beyond the regular demands of the student's job. It is important that the requirements of these courses not be construed to directly or indirectly require a student to quit or take leave from his/her job.

Students should be encouraged (but not required) to get a broad range of experience through their MPH program and so to choose topics outside the usual focus of their employment when selecting Preceptorship activities.

### Procedures and Forms:

The student will prepare a Preceptorship plan that must be approved by the student's course advisor and departmental chair (if the student has selected an area of concentration) or by the course advisor and a standing committee of COPH faculty advisors (if the student is pursuing a generalist MPH). The plan must be approved prior to initiating Preceptorship activities; activities undertaken prior to plan approval will not be counted toward the Preceptorship hours. Approval of the plan is also required before the COPH Registrar will permit a student to register for the Preceptorship in a given semester. Because of these requirements, students are encouraged to begin to develop a Preceptorship plan at least half-a-semester prior to the semester in which the student plans to enroll in the Preceptorship. (In the case of an unanticipated opportunity, once a plan is approved, the student may undertake Preceptorship field activities mid-semester and officially enroll in the Preceptorship during the following semester.)

The Preceptorship plan must outline (1) the student's learning objectives and the activities that he/she will undertake to assure that these objectives are met through the Preceptorship experience, as well as (2) what the student will do that makes a service contribution to the preceptorship site.

The preceptorship report will be graded by the student's course advisor with input from the preceptor regarding the student's performance.

At least initially, modified versions of the forms used for Directed Studies will be used for the Preceptorship.

### Exceptions:

Requests for waivers or exceptions to the standards laid out in this document for the Preceptorship may be taken by the student's academic advisor to the appropriate Department Chair and, as needed, the Academic Standards Committee.

Examples of Appropriate Preceptorship Activities (these are illustrative examples only and do not reflect the universe of appropriate activities):

1. Preceptorship with an agency involved in regulation enforcement (Health Dept., Labor Dept., Dept of Environmental Quality) where the student would follow one or several inspection cases from start to finish, including field inspections, and the student would write one or more case reports on the process and the findings.
2. Preceptorship with the environmental/occupational health compliance division of an employer (industry, hospital, etc.) in which the student would be given one or more tasks such as the investigation of a particular hazard (under supervision) and would then prepare a report of findings and recommendations.
3. Preceptorship with a community service agency (e.g., Home Town Health Improvement group/coalition, WIC program, free clinic, homeless shelter, Camp Quality for children with cancer) in which the student would spend time with and assess the service or program, producing an evaluative report of the service (e.g., patient-flow analysis for the WIC program).
4. Preceptorship in a satellite center on aging to assess health promotion activities.
5. Preceptorship in a community for which the student would work with community representatives to conduct a needs & services assessment, reviewing/obtaining community data around a specific issue and determining how the community's healthcare system is addressing that issue.
6. Preceptorship with a policy or advocacy group (e.g., Agency for Children and Families) in which the student would collaborate with agency personnel to identify a policy the agency is promoting and review/synthesize what others (e.g., states in the south-east) are doing with respect to the issue and policy.

## **PBHL 5983 Public Health Integration Project**

**Catalogue Description:** A culminating experience that requires students to synthesize and integrate knowledge and apply theory and principles learned to an area of public health practice, resulting in either preparation of a manuscript for publication or of a research proposal for submission.

### **Recommendations**

Prerequisites:

It is expected that the Integration course will usually be the last course taken and will be taken during the student's final semester. At a minimum, it is expected that students will have successfully completed all of their core courses and at least half of their specialty/generalist courses, including all the methodologic and/or substantive courses required to prepare the student to undertake the integrative experience.

Requirements for Successful Completion

- Participation in the Integration Seminar

The seminar will consist of:

- (1) Required participation in an initial on-campus kick-off session for all students registering for PBHL 5983 in a given semester. At that session faculty will discuss the process, resources and expectations of the Integration experience. This initial session will also allow students to meet students from their own and other disciplines who are beginning the integration process and to form support, study, or sharing groups to the extent desired.
- (2) Optional participation in an on-line "conference" of involved students which offers links to useful resources (e.g., tips on preparation of written materials, visuals, and presentations; FAQs) as well as an opportunity to share their experience with others and to post questions. The question component will be monitored at specified intervals by a faculty moderator to be certain that substantive questions do not remain unanswered. Students should be strongly encouraged to take part in this "conference."
- (3) Required participation in a mid-course on-campus session to assess student progress and problems, if any, with their integration project and experience.
- (4) Optional participation in additional group meetings organized, as desired, by students.
- (5) Required on-campus presentation of the integration project to all PBHL 5983 students and course advisors. The presentation "day" will be open to other students and faculty who wish to attend.

- Submission and approval of an appropriate “product” that reflects the student’s ability to integrate the core areas of public health knowledge as they apply to a public health problem.

The nature of the “product” must be such that it gives the IPAC the opportunity to evaluate the student’s competence in the following domains: the ability to (1) define a public health issue, (2) collect, summarize, and interpret information relevant to the issue, (3) integrate the core areas of public health knowledge in the context of the public health issue addressed, and (4) communicate effectively in writing as well as orally (organize and document the critical elements of the argument, accurately and clearly present critical information).

Examples of appropriate types of product of the Integration experience include:

- (1) Manuscript appropriate for submission to a peer-reviewed journal. Students who choose this “product” are encouraged to actually submit the manuscript with the course advisor as a co-author.
- (2) Technical report (narrative appropriate for submission by the grantee agency to the funding or oversight agency)
- (3) Research proposal (narrative appropriate for submission to a granting agency)
- (4) Public policy proposal (e.g., proposal and rationale for a new law or regulatory program to address a public health problem)
- (5) Other products that are roughly equivalent in scope and required effort to examples (1) – (4) and that allow faculty to assess the student’s competence in the domains outlined above may be submitted with the prior approval of the IPAC.

Students are encouraged to be creative in proposing Integration projects, especially if the proposed product would meet a need in the community or the setting in which the student has done his/her Preceptorship.

#### Course Registration and Timing:

The Integration Seminar will not be offered in the Summer semester. As a result, initial registration in the Integration course must be in either a Fall or Spring semester. Students who have enrolled in the Integration course in a Fall or Spring semester and have completed all requirements of the Integration other than the presentation, can complete the course during the Summer. A presentation opportunity will be scheduled for students who complete their project during the Summer semester.

#### Relationship of Course Activities to Student’s Employment:

Consistent with Guidelines for Directed Studies: “While the learning objectives of a directed study may closely align with a student’s area of career direction, it is expected that work performed for credit should exceed those duties normally performed during the course of regular employment. For this reason, as a general rule, no credit will be provided for projects contained within the scope of the student’s current work assignments.”

PBHL 5983-related activities must go beyond the regular demands of the student's job. It is important that the requirements of these courses not be construed to directly or indirectly require a student to quit or take leave from his/her job.

Students should be encouraged (but not required) to get a broad range of experience through their MPH program and so to choose topics outside the usual focus of their employment when selecting Integration projects.

#### Integration Project Advisor/Advisory Committee:

Each student will have an Integration Project Advisory Committee (IPAC) comprised of at least three individuals. The Advisory Committee chair (course advisor) does not have to be the student's academic advisor; selection of this individual should be based on the chair's interest or expertise in the area of the student's project. The other members of the Advisory Committee will collaborate with the Advisory Committee chair and the student to guide the Integration experience. At least two departments must be represented on the IPAC.

The student is expected to meet with the IPAC chair and/or full Committee at regular intervals throughout the project-period. The frequency of meetings will be determined by the chair and committee (e.g., bi-weekly); however, a minimum of 3 in-person meetings is required during the project-period.

#### Procedures and Forms

The student will prepare an Integration course plan that must be approved by the student's course advisor (IPAC chair) and departmental chair (if the student has selected an area of concentration) or by the course advisor and a standing committee of CPH course advisors (if the student is pursuing a generalist MPH). The plan must be approved prior to initiating Integration project activities. Approval of the plan is also required before the CPH Registrar will permit a student to register for the Integration Project or participate in the Integration Seminar. Because of these requirements, students are encouraged to begin to develop the Integration Project plan at least half-a-semester prior to the semester in which the student plans to enroll in the Integration Project.

The Integration product will be evaluated by the student's IPAC; the IPAC chair has final responsibility for assigning a grade.

At least initially, modified versions of the forms used for Directed Studies will be used for the Integration Project.

#### Exceptions:

Requests for waivers or exceptions to the standards laid out in this document for the Integration Project may be taken by the student's academic advisor to the appropriate Department Chair and, as needed, the Academic Standards Committee.

Recommendations developed and submitted by the MPH Preceptorship and Integration Project Working Group (E. Fischer, Chair; G. Curran, R. Guyton, T. Holmes, N. Kirsch, G. McClure, R. Nugent, D. Perry, A. Prychodko, T. Rimmer, P. Roberson, K.E. Stewart, S. Tak, J. Wayne).

## Appendix V.C – Checklists and Forms for Preceptorship Plans

### Student Checklist for PBHL 5993: Preceptorship

#### Preparation

- \_\_\_\_\_ Attend a preceptorship informational meeting held by the College (required).
- \_\_\_\_\_ Obtain a list of potential preceptors from your department chair or the COPH College Advisor.
- \_\_\_\_\_ Select a faculty member to serve as your preceptorship course advisor (make sure they agree to serve!).
- \_\_\_\_\_ Discuss career goals and identify related potential preceptorship activities and sites with your preceptorship course advisor.
- \_\_\_\_\_ Select a potential preceptor from the list of preceptors that are approved for your specialty department (if a generalist student, you may select an approved preceptor from any department).
- \_\_\_\_\_ If you wish to work at a site that is not on the list of approved preceptors, work with your course advisor to get the necessary approvals for your site, or, if necessary, identify a new site.
- \_\_\_\_\_ Contact the preceptor at your chosen site, meet with the preceptor, and work together to identify preceptorship activities that will meet your goals and the needs of the preceptorship site. Be sure you agree on expected work days and times, and inform preceptors as early as possible of any vacation or leave times.
- \_\_\_\_\_ Create a **preceptorship plan**.  
The participation of your course advisor and preceptor in the **creation** of the plan is vital. Include the following sections:
  - **Title of Preceptorship.**
  - **Learning objectives** for the preceptorship: What do you hope to learn or achieve as you complete the preceptorship?
  - **Preceptorship activities:** What, specifically, will you do as part of your preceptorship? In addition to activities that you will perform as the “meat” of your preceptorship, include **how often you will meet** with your preceptor at the site, and with your course advisor, and include a **description** of your required **preceptorship paper**. Be sure to describe how your activities will be a service to the preceptorship site.
  - **Timeline** (optional, depending on your course advisor): Outline what you expect that you will have accomplished at various points through the semester (this could be weekly or bi-weekly or monthly, for example).
  - Statement that you understand and will abide by the COPH **Honor Code**.

- **Statement of IRB review, showing how submission to IRB is part of the plan or showing IRB dispensation;** include copies of your training certification in your plan.
- Your current **unofficial COPH transcript**, obtained from the COPH Registrar, for the Course Advisor to see which classes you have taken thus far.
- If needed, a section describing why you need to begin your Preceptorship prior to completion of your Core courses and at least half of your specialty/generalist track courses.
- If needed, a section describing why you must begin accumulation of the 135 hours prior to officially registering for preceptorship.

\_\_\_\_\_ Obtain a copy of the MPH Preceptorship Registration Form from the COPH Registrar.

\_\_\_\_\_ Review your plan with your course advisor and your preceptor. In-person meetings of all parties are strongly recommended. Get their approval first, then get approval of your specialty department's Chair (or your advisory committee if you are a generalist student).

\_\_\_\_\_ Work with your course advisor to obtain **Institutional Review Board (IRB) review**. **Submit IRB applications AT LEAST TWO MONTHS prior to the start of the project; otherwise the project plan must describe in detail how IRB submission is a part of the project.** You should expect to complete the IRB forms with assistance from your course advisor. On IRB applications you will list your course advisor as the project PI and yourself as key personnel, so you **MUST** have completed UAMS trainings prior to IRB review. Determine with your advisor which human subjects' training is most appropriate for you: biomedical or behavioral.

See <http://www.uams.edu/ora/irb/> for more information. You must also complete the 'HIPPA' on-line training. See <http://www.uams.edu/ohr/trng.asp>.

**To register for the online training go to <http://www.uams.edu/orc/Training/Training.htm>.**

\_\_\_\_\_ If you have not completed all six CORE courses and at least half of the specialty track (only 27 hours), the plan **MUST** include a section to describe a sufficient why you need to enroll for the Preceptorship early (before having completed the recommended number of credit hours). **The Preceptorship Course Advisor determines whether this reason is adequate enough to allow deviation from the recommended guidelines for Preceptorships.**

\_\_\_\_\_ If you want to design and obtain approval for your Plan 'early' in order to begin accumulation of Preceptorship hours 'early', that is, before officially registering for Preceptorship, the Plan **MUST** include a section describing why there is time pressure significant enough for you to begin early.

**The Preceptorship Course Advisor determines whether this reason is adequate enough to allow deviation from the recommended guidelines for Preceptorships.**

\_\_\_\_\_ Once your plan has been approved by the appropriate persons, turn in your MPH Preceptorship Registration Form to the COPH Student Services office and register on-line for PBHL 5993: Preceptorship, for the semester in which you anticipate completing your preceptorship paper. Attach the **final completed, approved plan** to the completed form for registration with COPH Student Services. **You are not registered for PBHL 5993 until complete documentation is on file with the COPH Registrar.**

**NOTE: Incomplete portions of the required documentation will NOT be accepted by this office.**

### During the Preceptorship

\_\_\_\_\_ Perform preceptorship activities as outlined in your plan, and according to the time expectations agreed upon by you and your preceptor.

\_\_\_\_\_ Create a form that documents your work hours on preceptorship activities, and keep careful track of your hours worked. Be sure you and your preceptor on site sign to validate these hours. Count hours spent working on your preceptorship paper separately from hours spent working on preceptorship site activities.

\_\_\_\_\_ Meet with your preceptor and course advisor according to the schedule agreed upon in your preceptorship plan.

\_\_\_\_\_ Notify your preceptor and course advisor immediately if you realize that you will be unable to complete the agreed-upon tasks in a timely manner. You and your preceptor and advisor may agree on modifying the required preceptorship tasks, or may change the timeline, as appropriate.

\_\_\_\_\_ Write your preceptorship paper as described in your preceptorship plan. Be sure that it describes the activities, products, and outcomes associated with your experience. Your paper must be turned in to your course advisor (and your preceptor, if required by your plan) by the time outlined in your timeline.

\_\_\_\_\_ Toward the end of your preceptorship activities, request that your preceptor provide your course advisor with a review of your performance. The course advisor assigns a letter grade to your project. A grade cannot be assigned until your course advisor has reviewed your paper and received feedback from your preceptor.

### At the End of the Preceptorship

\_\_\_\_\_ Please provide your course advisor and specialty department chair (or, the Associate Dean for Student and Academic Affairs, if you are a generalist student) with feedback about your preceptorship. Is it something you would recommend to other students? What would improve it? What did you like best?

Provide a copy of your approved preceptorship report to the **Student Services Office** for the Associate Dean for Student and Academic Affairs (room 1210). Make sure the report is signed by your course advisor indicating that it is acceptable in meeting the expectations of the preceptorship plan.

## Appendix V.C – Checklists and Forms for Preceptorship Plans

### Faculty Advisor Checklist PBHL 5993: Preceptorship

#### Preparation

- \_\_\_\_\_ Obtain a list of potential preceptors/sites from your Department Chair or the COPH Administrative Advisor.
- \_\_\_\_\_ Notify your Department Chair that you have agreed to serve as a preceptorship course advisor for a particular student.
- \_\_\_\_\_ Meet and discuss career goals and identify related potential preceptorship activities and sites with your preceptorship student.
- \_\_\_\_\_ Assist the student with selection of a potential preceptor from the list of preceptors that are approved for your specialty department (a generalist student may select an approved preceptor from any department).
- \_\_\_\_\_ If the student wishes to work at a site that is not on the list of approved preceptors, work with her and your Department Chair to get the necessary approvals for the site, or, if necessary, identify a new site. Department chairs may approve non-listed sites for their department; the Associate Dean for Student and Academic Affairs may approve non-listed sites for generalist students.
- \_\_\_\_\_ Be certain that the student knows that he is to contact the preceptor at his chosen site, meet with the preceptor, and work together to identify preceptorship activities that will meet his defined goals and the needs of the preceptorship site. Be sure all three of you agree on expected work days, times and tasks.
- \_\_\_\_\_ If the student has not completed all six of the CORE courses and at least half of the specialty track (only 27 hours), the plan **MUST** include a section to describe why they need to enroll for the Preceptorship early (before having completed the recommended number of credit hours). **The Preceptorship Course Advisor determines whether this reason is adequate enough to allow deviation from the recommended guidelines for Preceptorships.**
- \_\_\_\_\_ If the student wants to design and obtain approval for their Plan ‘early’ in order to begin accumulation of Preceptorship hours ‘early’, that is before officially registering for Preceptorship, the Plan **MUST** include a section describing why there is time pressure significant enough to begin early. **The Preceptorship Course Advisor determines whether this reason is adequate enough to allow deviation from the recommended guidelines for Preceptorships.**
- \_\_\_\_\_ Assist the student in creating a preceptorship plan. The participation of you (the course advisor) and the preceptor in the **creation** of the plan is vital.  
Include the following sections:
- Title for the preceptorship.

- **Learning objectives** for the preceptorship: What does she hope to learn or achieve upon completion of the preceptorship?
- Preceptorship **activities**: What, specifically, will she do as part of the preceptorship? In addition to activities that she will perform as the “meat” of the preceptorship, she should include how often she will meet with the preceptor at the site, and with you (their course advisor), and include a description of the required preceptorship paper. Be sure she describes how their activities will be a service to the preceptorship site.
- **Timeline** (optional, depending on you, the course advisor): the student can outline what she expects to have accomplished at various points through the semester (this could be weekly or bi-weekly or monthly, for example).
- Student’s current unofficial **COPH transcript**, obtained from the COPH Registrar, in order for you to see what courses the student has taken.
- Statement that the student understands and will abide by the COPH **Honor Code**.
- **Statement of IRB review, showing how submission to IRB is part of plan or showing IRB dispensation**; including copies of student training certifications.
- If needed, a section describing why the student needs to begin Preceptorship prior to completion of their Core courses and at least half of their specialty/generalist track courses.
- If needed, a section describing why they must begin accumulation of the 135 hours prior to officially registering for preceptorship.

\_\_\_\_\_ Work with your student to obtain Institutional Review Board (IRB) review of the project. **Submit IRB applications AT LEAST TWO MONTHS prior to the start of the project; otherwise the project plan must describe in detail how IRB submission is a part of the project.** The student should expect to complete the IRB forms with assistance from you, the course advisor. On IRB applications you will list yourself as the project PI and the student as key personnel, so you both **MUST** have completed UAMS trainings prior to IRB review. Determine with your student which human subjects’ training is most appropriate for him/her: biomedical or behavioral. See <http://www.uams.edu/ora/irb/> for more information. Students must also complete the ‘HIPPA’ on-line training. See <http://www.uams.edu/ohr/trng.asp>.

\_\_\_\_\_ You may wish to discuss with the student your grading criteria: what will earn a grade of “A,” “B,” etc.? Under what circumstance will you or will you not assign a grade of “I” and allow the student to complete the preceptorship activities/paper during the next semester?

\_\_\_\_\_ Review the student’s plan with him and the site preceptor. In-person meetings of all parties are strongly recommended. The student should obtain your approval and approval from their site preceptor first, then get approval of his specialty department’s Chair (or his advisory committee members, if a generalist student).

\_\_\_\_\_ Sign the student’s completed copy of the MPH Preceptorship Registration Form. **All materials must be in the Registrar’s office before the student may register for PBHL 5993. It is the STUDENT’s responsibility to bring all documentation to the Office of Student Services (COPH room 1210).**

**NOTE: Incomplete portions of the required documentation will**

## NOT be accepted by this office.

### During the Preceptorship

- \_\_\_\_\_ Perform preceptorship advisory activities as outlined in the student's plan, and according to the time expectations agreed upon by you, the student, and the preceptor.
- \_\_\_\_\_ Assist the student with creation of a form or some way that documents work hours on preceptorship activities, and encourage her to keep careful track of hours worked. Be sure you and/or the preceptor on site sign to validate these hours. Hours spent working on the preceptorship paper must be documented separately from hours spent working on preceptorship site activities.
- \_\_\_\_\_ Meet with the student and site preceptor, according to the schedule agreed upon in the preceptorship plan.
- \_\_\_\_\_ Impress upon the student that he should notify their preceptor and you as the course advisor immediately if he realizes that he will be unable to complete the agreed-upon tasks in a timely manner. You, the site preceptor and your student may agree on modifying the required preceptorship tasks, or may change the timeline, as appropriate. A revised plan should be filed with the Office of Student Services.
- \_\_\_\_\_ Review the student's preceptorship paper as described in the preceptorship plan. Be sure that the paper accurately describes the activities, products, and outcomes associated with the student's experience. This paper must be turned in to you (the course advisor) [and to the preceptor, if required by the plan] by the time outlined in the timeline and agreed upon at the beginning of the semester.
- \_\_\_\_\_ Near the end of the student's preceptorship activities, she should request that the site preceptor provide you (the course advisor) with a performance review. A grade cannot be assigned until the course advisor has read and graded the course paper and received feedback from the site preceptor. **Report the grade for PBHL 5993 to the Copenhague Registrar.**

### At the End of the Preceptorship

- \_\_\_\_\_ Ask the student to provide you and your specialty department chair (or, the Associate Dean for Student and Academic Affairs, if he is a generalist student) with feedback about the preceptorship. Is it something he would recommend to other students? What would improve it? What did he like best?
- \_\_\_\_\_ Make certain that the student provides a copy of the approved preceptorship paper to the Office of Student Services for the Associate Dean for Student and Academic Affairs (these may be delivered to Copenhague room 1210). Make sure the paper is signed by you (the course advisor), noting that it is acceptable in meeting the expectations of the preceptorship plan.

# Appendix V.C – Checklists and Forms for Preceptorship Plans

## College of Public Health MPH Preceptorship Registration Form PBHL: 5993

### **USE THIS FORM ONLY.**

**(Must be submitted with Plan to the COPH Registrar prior to the close of the registration period)**

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

Student ID Number: \_\_\_\_\_ Date: \_\_\_\_\_

MPH Specialty: \_\_\_\_\_ Preceptorship Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Preceptorship Faculty Course Advisor (& Department): \_\_\_\_\_

Preceptorship Site: \_\_\_\_\_

Name of Preceptor at Site: \_\_\_\_\_

Title of Preceptorship: \_\_\_\_\_

Total Number of Successfully Completed Hours in the College of Public Health, to date: \_\_\_\_\_

Have you COMPLETED all six Core Courses? \_\_\_\_\_

How many courses in your specialty track have you COMPLETED? \_\_\_\_\_

Proposed enrollment hours for this registration term (excluding the preceptorship): \_\_\_\_\_

### **A PRECEPTORSHIP PLAN THAT INCLUDES THE FOLLOWING MUST BE ATTACHED TO THIS FORM:**

- Title of Preceptorship**
- Learning Objectives** for the Preceptorship
- Preceptorship **Activities** related to Objectives, including Preceptorship Paper
- Frequency of Meetings** with Preceptor and Course Advisor
- Description of how Preceptorship will be a **Service** to Site
- Timeline** of Activities, including Preceptorship Paper
- Unofficial **COPH Transcript** for Course Advisor to see prior to registration
- Statement of Understanding and Applicability of COPH **Honor Code**
- Statement of the **status of IRB** reviews required for the Preceptorship project
  - o HIPAA human subjects research training certificate
  - o IRB training certificate
- If needed, description of why early registration for Preceptorship is requested (if Core Courses not completed and total hours <27)
- If needed, description of why early accumulation of hours is requested (if beginning to accumulate preceptorship hours prior to semester of registration)

\_\_\_\_\_  
Student Signature/Date

### **SIGN AND DATE BELOW TO INDICATE APPROVAL OF THE ATTACHED PRECEPTORSHIP PLAN:**

\_\_\_\_\_  
Preceptor/Date (**REQUIRED**)

\_\_\_\_\_  
Faculty Course Advisor/Date (**REQUIRED**)

\_\_\_\_\_  
Specialty Department Chair/Date (**REQUIRED**)  
(or, Chair of Generalist Faculty Advisory Committee)

\_\_\_\_\_  
Generalist Faculty Advisory Committee  
Member (*required for generalist students only*)

\_\_\_\_\_  
Generalist Faculty Advisory Committee  
Member (*required for generalist students only*)

COPH Student Services

10/7/2006

**\*\*NOTE TO COPH REGISTRAR:**

**PLEASE PROVIDE A COPY OF THIS FORM TO THE OFFICE OF THE ASSOCIATE DEAN FOR STUDENT AND ACADEMIC AFFAIRS.**



## **Appendix V.D – Guidelines for MHA Administrative Residency/Directed Study**

### **Graduate Program in Health Services Administration**

**Department of Health Policy and Management  
Fay W. Boozman College of Public Health  
University of Arkansas for Medical Sciences**

#### **HSAD 7303 ADMINISTRATIVE RESIDENCY**

#### **GUIDELINES FOR THE SUMMER ADMINISTRATIVE RESIDENCY PROGRAM**

##### **1. Program of Study**

The Graduate Program in Health Services Administration, Department of Health Policy and Management, Fay W. Boozman College of Public Health, University of Arkansas for Medical Sciences prepares graduate students for careers as administrators or staff in a variety of health institutions and agencies. The two-year curriculum consists of fifty-one hours of graduate course work.

##### **2. Objectives of the Summer Residency Program Curriculum Objectives:**

The summer administrative residency experience is designed to provide content on the following HSAD curriculum objectives:

- 2.1.1 To identify administrative skills for managing the performance of health service organizations
- 2.1.2 To apply administrative skills to management challenges
- 2.1.3 To identify administrative skills for strategic positioning of health services organizations
- 2.1.4 To apply administrative skills for strategic positioning
- 2.2.3 To identify skills for the financial management of health services organizations
- 2.3.2 To apply leadership skills
- 2.3.4 To apply interpersonal and communication skills
- 2.3.6 To apply conflict management and negotiations skills
- 2.3.8 To apply human resources management skills
- 2.4.2 To analyze health information systems
- 2.6.4 To analyze ethical dilemmas associated with the delivery and administration of health services
- 2.9.1 To identify organizational forms for the delivery of health services
- 2.9.2 To identify issues of health service delivery
- 2.9.3 To identify performance indicators for a health service organization

- 2.10.1 To identify systems to assess the quality of care and service
- 2.10.2 To identify systems to improve the quality of care and services
- 2.11.1 To provide experiential opportunities to apply administrative skills in health organizations
- 2.12.1 To incorporate experiences that provides opportunities to integrate the curriculum content

**Course Objectives:**

The administrative residency has five general objectives:

1. To provide a “real world” experience against which a student can compare knowledge learned in the classroom.
2. To provide an appreciation for the complexity of health organizations and the individuals that comprise these organizations.
3. To provide an opportunity for students to observe and assess leadership skills.
4. To provide an opportunity for students to observe and assess communications skills.
5. To provide insights for further development of skills and knowledge acquired during the academic program.

**3. Student Preparation for the Residency**

All students will have completed at least the first twenty-four hours of the academic program in Health Services Administration before the summer residency. The preparation includes a series of courses and activities designed to provide a basic understanding of and exposure to administrative processes and management in health services organizations.

**4. Suggested Content of Residency**

The summer administrative residency experience is a three month opportunity to interact with an operating health institution. While each residency experience will be different, the objective and format are generally similar whether for institutions or agencies. The student should receive an orientation to the organization, meet the key members of the staff, become acquainted with the environment in which the organization functions, have an opportunity to observe the leadership behavior and communications skills of the administrative staff, and be assigned projects.

The residency should expose the student to the internal environment of the organization. An orientation to the organization’s mission, goals and objectives, technologies, task environments, people, organizational structure and performance criteria should be provided. This involves becoming acquainted with the physical aspects of the settings and receiving an introduction to the key people in the organization including board members, department heads, and physicians. The resident should have an opportunity to observe the leadership and communication skills of the administrators. In institutions, this orientation should include a brief departmental rotation. The depth of the rotation will be dependent upon the student’s previous experience, needs and interests. Where projects will bring the student back to a department, less time can be allocated. It is not necessary that the student spend time in every department; rather, adequate time in unique areas that provide good learning experiences should be selected.

A second aspect of the residency should be an exposure to those factors imposed upon the organization by its relevant external environment. The student should gain some appreciation for the technological, economic, political/legal and social/cultural forces likely to impact upon the organization.

A third aspect of the residency experience will be the assignment of specific projects selected for their educational value. Assignments will vary according to the student's background and interests. The level of administrative responsibility given to the student will vary, though as the student's tenure within the institution or agency increases, so should the amount of project responsibility. Some students will be able to handle assignments early in the residency, while students with limited experience may need time to become acquainted with the setting before they are assigned a project.

The Preceptor may assign the student one major project, a series of projects or several tasks simultaneously. The tasks should be projects the student can complete during the three month residency. The projects should require the student to clarify the problem, undertake a search for information, formulate a plan for action, examine alternatives, make a recommendation and present it to the decision group.

#### **5. Relationship of the Preceptor and Resident**

1. The relationship between the preceptor and the student is critical. The motivation of the preceptor to provide an environment conducive to a creative and constructive learning experience is very important.
2. The Program recommends that the preceptor schedule a regular meeting with the resident, perhaps on a weekly basis, to discuss the progress of the resident and the management decisions facing the organization.
3. The Program encourages the participation of members of the administrative staff, in varying degrees, in the training of the resident. To accelerate these relationships, the resident should have an opportunity to attend as many meetings of the administrative staff as time permits during the summer.

#### **6. Relationship of the Preceptor and the University**

1. The preceptor will be requested to submit a written evaluation of the resident's performance on forms provided by the Graduate Program in Health Services Administration.
2. A member of the faculty of the Program will be in contact with each preceptor regarding the progress of the administrative resident. The faculty member will make a site visits during the residency.

#### **7. Arrangements for the Residency**

1. The summer residency will normally be scheduled for three months. The starting and ending dates will be determined by the Preceptor and the Director of the Graduate Program.
2. The resident is usually paid a stipend. The present range for stipends is from \$2,000 to \$2,500 a month. The Director of the Graduate Program in Health Services Administration will recommend an appropriate amount if requested.

3. Each resident is expected to contact his/her preceptor regarding arrangements for reporting to work. Other prerequisites are at the discretion of the preceptor.

**8. Selection of the Participating Organizations**

The selection of the participating organizations is made by the faculty of the Graduate Program in Health Services Administration based on:

1. A willingness of the governing authority to permit its administrator and organization to undertake such an educational program, as well as to grant the preceptor enough time to fulfill his/her responsibilities to the student, with full appreciation that administrative responsibilities are his/her primary obligation.
2. The availability of either a hospital, medical group managed care organization, health insurance organization or public health agency of sufficient size to have an organized professional staff and a well-defined administrative organization, including department heads, or other type organizations engaged in the provision, financing or regulation of health care which can provide a summer educational experience beneficial to the student.
3. A commitment by the administrative staff to design and monitor an educational program which will enable the resident to develop administrative skills and insights.

**9. Placement of Administrative Residents:**

The placement process will include the following six steps:

1. A faculty member in the Program will be responsible for defining institutions and agencies willing to provide a summer administrative residency.
2. Each student will submit the Residency and Job Placement form, as well as a current resume to the faculty member coordinating residencies.
3. The faculty coordinator will do an initial screening and match the participating organizations with the students needs.
4. The Program will mail an official letter to health institutions requesting a summer residency. Each letter will include resumes for all students who have expressed an interest in that organization.
5. If an organization is interested in a candidate, a personal interview between the preceptor and potential resident will be arranged. A preceptor is under no obligation to accept any student he/she may interview.
6. The final selection decision will be made by the Preceptor with the concurrence of the Director of the Graduate Program in Health Services Administration.

**10. Resident's Administrative Diary**

The resident will submit a detailed diary which he/she has maintained during the residency. The diary should contain a weekly summary of activities in which the student was involved including but not limited to; an assessment of ethical problems facing administrators, meetings, attended, discussions with various department heads during rotations, projects assigned and project outcomes. At the conclusion of the Residency the student will submit a detailed paper concerning the residency experiences as it relates to their proposed summer plan and the Objectives specified in item 2 above using the Diary as a guide. This Diary and subsequent paper will be used in

providing a grade for the summer experience. It is expected that the weekly summations will be detailed and thorough.

**11. Evaluation of the Residency**

The faculty of the Graduate Program in Health Services Administration will work with each preceptor and student to insure a quality summer residency experience. The components of the residency evaluation should include the following:

1. A prospective review by the faculty coordinator of the residency plan. A written tentative outline of the plan should be submitted by the preceptor to the Program at the beginning of the residency.
2. A concurrent review of activities during the residency via faculty site visits.
3. A retrospective review by the preceptor and the student using the Program evaluation forms.
4. A diary maintained by the student throughout the course of the residency, with the accompanying residency paper.
5. A post residency interview.

A faculty member of the Program will be assigned to assist preceptors in the development of their residency plans. The individual plans may include other specific evaluation components defined by the preceptor.

**HSAD 7303  
SUMMER RESIDENCY PLAN**

**Student :** \_\_\_\_\_

**Preceptor(s) :** \_\_\_\_\_

**Organization :** \_\_\_\_\_

Area Assignments or  
Rotation Schedule:

Potential Projects:

Meetings to Attend:

Date Prepared: \_\_\_\_\_

Preceptor: \_\_\_\_\_



**Appendix V.D– Guidelines for MHSA Administrative Residency/Directed Study**

**GRADUATE PROGRAM IN HEALTH SERVICES ADMINISTRATION  
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES**

**PRECEPTOR'S EVALUATION OF SUMMER ADMINISTRATIVE RESIDENT**

Resident: \_\_\_\_\_

Preceptor: \_\_\_\_\_

Organization: \_\_\_\_\_

Dates of Residency: \_\_\_\_\_

Have you discussed this evaluation with the resident? Yes \_\_\_\_\_ No \_\_\_\_\_

**Confidentiality of Evaluation**

The Family Rights and privacy Act gives students the right to see the contents of their academic files. For this reason, we ask that you please indicate below whether you wish to keep this evaluation confidential. Mark an X beside the statement indicating your preference.

\_\_\_\_\_ The evaluation ***should be placed*** in the student's file. Please make this evaluation available to the student.

\_\_\_\_\_ The evaluation ***should not be placed*** in the student's file. Please use the evaluation for information in advising the student.

\_\_\_\_\_ The evaluation ***should not be placed*** in the student's file. Please use the evaluation to provide the student with a summary of performance during the residency.

### Preceptor's Evaluation of Summer Resident

	Out- Standing	Above Average	Average	Weak	Poor
<b>1. Relations with others</b>					
Preceptor					
Administrative staff, Department heads, supervisors					
Employees					
Physicians					
Other (public)					
Teams					
<b>2. Communication Skills</b>					
Oral					
Written					
Listening skills					
Asks the right questions					
Persuasiveness					
Presentation skills					
Cultural/ethnic sensitivity					
Understanding of non- verbal communication					
Contribution at meetings					
<b>3. Application/Development of Administrative Skills and Knowledge</b>					
Common sense usage					
Problem solving skills					
Organizing abilities					
Ability to collect information					
Ability to analyze information					
Decision making ability					
Ability to conceptualize					
Ability to prioritize					
Sensitivity to resource constraints					
Learns from mistakes					
Leadership skills					

### Preceptor's Evaluation of Summer Resident

	Out- Standing	Above Average	Average	Weak	Poor
<b>4. Professional Conduct/Demeanor</b>					
Willingness to accept constructive criticism					
Self-reliant					
Resourcefulness					
Self-motivated					
Flexibility					
Thoroughness					
Dependability					
Collaboration skills					
Curiosity					
Creativity					
Ability to handle ambiguity/uncertainty					
Able to resolve conflicts					
Works well with people					
<b>5. Results: Performance and Knowledge Improvement</b>					
Improved understanding of management and health care problems					
Productive use of time					
Completes work assignments					
Quality of analysis of alternatives					
Quality of recommendations					
Level of technical skills					
Strategic thinking					
Understanding of customers					
Understand cause-effect relationships					
Team work skills					

## Preceptor's Evaluation of Summer Resident

6. Please provide your general overall evaluation of the resident, including comments about strengths and weaknesses, commitment, willingness to devote time, sense of purpose, etc.

7. Please define any specific problems and recommendations you may have about the resident.

8. Please define any specific problems and recommendations you may have about the residency process.

**Appendix V.D – Guidelines for MHSA Administrative Residency/Directed Study**

**GRADUATE PROGRAM IN HEALTH SERVICES ADMINISTRATION  
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES**

**Student Evaluation of Summer Administrative Residency**

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

Residency Site: \_\_\_\_\_

Preceptor: \_\_\_\_\_

*Confidentiality: This evaluation will remain confidential and will not be shared with your preceptor.*

1. Please list and briefly describe the major projects and activities you were assigned during the residency. Did these projects and activities meet the defined objectives for your residency? Also please indicate whether you were able to complete the projects and activities by the end of the residency.

2. Where there any projects or activities you were not assigned that you believe would have been beneficial? List and briefly describe.

3. Briefly describe the relationship with your preceptor.

(1) Type and frequency of interaction with your preceptor

(2) Amount and type of evaluation and feedback from your preceptor

4. Your overall evaluation of the Administrative Residency, including the advantages and disadvantages of the organization as a residency site.

5. Which courses from your first academic year in the program were the most helpful to you during the residency? Has the residency experienced helped focus your interests? If so, in which content areas do you feel the need for additional concentration or exposure?

6. Miscellaneous

Please comment on the following:

Stipend:

Office/Work Space/Computer

Living Expenses

Travel Expenses

In addition, please feel free to provide any other comments that you believe would be helpful regarding the summer residency.

## **Appendix V.D – Guidelines for MHA Administrative Residency/Directed Study**

**Graduate Program in Health Services Administration  
Department of Health Policy and Management  
Fay W. Boozman College of Public Health  
University of Arkansas for Medical Sciences**

**HSAD 7304 Healthcare Management Project**

### **COURSE OUTLINE**

#### **1. Course Purpose:**

The general purpose of the directed studies course is to provide an opportunity for the graduate student to gain additional exposure to operational problems in health institutions or agencies. It is designed to encourage the development of problem solving skills.

A specific purpose is to provide the opportunity for the graduate student in health administration to conduct an in-depth analysis of a problem defined by the administrator of a health institution or agency. The problem and health institution or agency will normally be in the student's area of career direction.

#### **2. Course Objective:**

The healthcare management project experience is designed to provide content on the following HSAD curriculum objectives:

- 2.1.1 To identify administrative skills for managing the performance of health services organizations
- 2.1.2 To apply administrative skills to management challenges
- 2.1.3 To identify administrative skills for strategic positioning of health service organizations
- 2.1.4 To apply administrative skills for strategic positioning
- 2.2.3 To identify skills for the financial management of health services organizations
- 2.3.1 To identify leadership skills
- 2.3.4 To apply interpersonal and communications skills
- 2.3.7 To identify human resource management skills
- 2.9.1 To identify organizational forms for the delivery of health services
- 2.9.2 To identify issues of health service delivery
- 2.9.4 To identify performance indicators for a health service organization

- 2.10.1 To identify systems to assess the quality of care and services
- 2.10.2 To identify systems to improve the quality of care and services
- 2.11.1 To provide experiential opportunities to apply administrative skills in health organizations
- 2.12.1 To incorporate experiences that provide opportunities to integrate the curriculum content

### **3. Student Preparation for the Directed Study**

A student must have completed the first twenty-four credit hours of the academic program in Health Services Administration before participating in a directed study. The first academic year of course work provides exposure to the basic set of administrative skills required to approach the solution to administrative problems.

### **4. Selection of the Directed Study Site**

The selection process to determine an appropriate site for the directed study begins with an assessment of the student's developmental needs. The student and faculty member will meet to define an institution and problem that will help develop the student's skills. Once that initial phase of the process is completed, the faculty member begins the search for an appropriate site and problem.

The faculty member will search for a health institution or agency that: (1) is able to define a significant administrative problem, (2) that indicates a willingness to have a graduate student conduct an analysis of the problem, and (3) is willing to appoint a preceptor to monitor the student's activities.

The student is then asked to interview with the preceptor. If there is a proper mix of student, institution, and problem the directed study is approved by the faculty member.

### **5. Suggested Activities During the Directed Study**

The usual activities during a directed study will include the following components:

1. The assigned Faculty member of the Graduate Program in Health Services Administration must approve the defined problem.
2. The graduate student, in cooperation with the preceptor and the faculty member, will prepare a work plan for the directed study. The work plan should outline:
  1. The problem statement;
  2. Survey of the Literature
  3. The methodology to be utilized;

4. The data and the method of collection;
  5. The time schedule and sequence of activities;
  6. The resource requirements;
3. The graduate student is expected to spend the equivalent of one-half day per week during the semester working with the health institution or agency on the problem. The student is expected to meet with the preceptor and faculty member on a regular basis.
  4. The graduate student will submit a typewritten final report of the project. An oral presentation of the results to individuals designated by the preceptor may also be required.

### **Course Evaluation**

The evaluation of the student's performance will be a joint activity involving the preceptor and the assigned faculty member. The written and oral reports will be the major activities used to evaluate the student's performance.



Department Chairman \_\_\_\_\_ Date \_\_\_\_\_

## Appendix V.E

### Student Checklist for PBHL 5983: Integration Project & Seminar

#### Preparation

- \_\_\_\_\_ Attend an integration experience & seminar informational meeting held by the College (required).
- \_\_\_\_\_ Select at least **three COPH faculty members** to serve as your **Integration Project Advisory Committee (IPAC)**. It is recommended that THREE departments must be represented on the IPAC; however, at least two departments must be represented on the IPAC. If an unusual circumstance arises in which you are able to only have two departments represented, you **MUST** include justification for such in your IPAC plan. **EACH** member of the IPAC must **sign** your Integration Project Registration form.
- \_\_\_\_\_ If you have not completed all six CORE courses and at least half of the specialty track (27 hours), the plan **MUST** include a section to describe why you request permission to enroll for the Integration Project early (before having completed the recommended number of credit hours). **The Integration Project Advisory Committee determines whether this reason is adequate enough to allow deviation from the recommended guidelines for Integration Projects.**
- \_\_\_\_\_ Students must earn at least a 2.85 GPA on all courses **PRIOR** to enrolling in the Integration Project. Students with less than a 2.85GPA will **NOT** be allowed to register for the Integration Project.
- \_\_\_\_\_ **Create an Integration Project plan with your IPAC members.** The IPAC participation in the creation of the plan is vital. Include the following sections:
- **Title** for your Integration Project
  - **Description of integration** of at least three (3) public health sciences in student plans and projects, project activities, and learning objectives is mandatory. The process by which the student will integrate these public health perspectives into their project activities must be clearly described. Statements that the student “will use their knowledge of [various public health sciences] to complete the project” are not adequate.
  - **Learning objectives** for the Integration Project (BE SURE that the plan includes discussion of how the Integration Project’s activities will provide the student with an opportunity to integrate his/her public health coursework in an interdisciplinary manner!)
  - **Activities** to be undertaken as part of the Integration Project (must be linked to objectives, and must support the integrative nature of this course)
  - Statement of agreement to participate in all required meetings of the **Integration Seminar**
  - **Frequency of meetings** with IPAC Chair and/or full committee

- Your current unofficial **COPH transcript**, obtained from the COPH Registrar, for the IPAC to see which courses you have taken thus far
- Statement that you understand and will abide by the COPH **Honor Code**
- Statement of **IRB reviews**, showing how submission to the IRB is part of the plan or showing IRB dispensation; include copies of your training certification in your plan
- Full detailed description of the **final product** to be provided to IPAC and presented at seminar\*\* (*see note below*)
- (optional, depending on course advisor) **Timeline** of all Integration Project activities
- If needed, a section describing why you request permission to enroll for the Integration Project prior to completion of all six Core courses and more than half of your specialty track courses

---

Work with your IPAC Chair to obtain *Institutional Review Board (IRB)* review of the Integration Project. **Submit IRB applications AT LEAST TWO MONTHS prior to the start of the project.** You should expect to complete the IRB forms with approval and assistance from your IPAC Chair. On IRB applications you will list yourself as the primary contact and your IPAC Chair as the PI, so you **MUST** have completed UAMS trainings prior to IRB review. Determine with your IPAC Chair which human subjects' training is most appropriate for you: biomedical or behavioral.

See <http://www.uams.edu/ora/irb/> for more information on IRB submissions. You must also complete the 'HIPAA' on-line training. See <http://www.uams.edu/ohr/trng.asp>.

**To register for the online training go to <http://www.uams.edu/orc/Training/Training.htm>.**

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Obtain a copy of the MPH Integration Project Registration Form from the COPH Registrar. **NOTE:** *Integration Project Seminar will only be offered in the Fall and Spring semesters (no Summer sessions).*

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Review your plan with your **entire IPAC**, make necessary edits, and obtain all necessary signatures ***well in advance of*** the semester in which you plan to register for the Integration Project & Seminar. In-person meetings with all parties are strongly recommended.

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Once your plan has been approved by the appropriate persons, turn in your MPH Integration Project & Seminar Registration Form to the COPH Student Services office and register on-line for PBHL 5983, for the semester in which you anticipate completing your project. **Attach the final completed, approved plan to the completed form with all signatures** for registration with COPH Student Services. **You are not registered for PBHL 5983 until complete documentation is on file with the COPH Registrar. It is the student's responsibility to bring the complete documentation packet to COPH room 1210.**

**NOTE: Incomplete portions of the required documentation will NOT be accepted by this office.**

### During the Integration Project & Seminar

- \_\_\_\_\_ Attend the Integration Seminar sessions, as required, and participate fully. There will be at least three sessions, at the beginning, mid-point, and end of the semester which you are *required to participate in fully*. It is YOUR responsibility to ensure attendance to these meetings.
- \_\_\_\_\_ Perform the project activities as outlined in your plan, and according to the time expectations agreed upon by you and your IPAC.
- \_\_\_\_\_ Meet with your IPAC and/or the IPAC Chair, according to the schedule agreed upon in your Integration Project & Seminar plan. This should include at least three meetings during the semester.
- \_\_\_\_\_ Notify your IPAC immediately if you realize that you will be unable to complete the agreed-upon tasks in a timely manner. **NOTE: Students only have three consecutive semesters to complete the Integration Project. Student must REGISTER AND PAY FOR the Integration Project EACH semester he/she works on the project.**
- \_\_\_\_\_ Write your Integration product or paper as described in your plan. Your product must be turned in to your IPAC Chair by the end of the semester, in time for a final pass/fail grade to be assigned.
- \_\_\_\_\_ Prepare and professionally present your paper or product at the final Seminar session, which will be open to the public.
- \_\_\_\_\_ Near the end of your Integration activities, request that your IPAC members and project site provide the IPAC Chair with a review of your performance; the Chair and Seminar instructor assign a pass/fail grade to your project and presentation.

### At the End of the Integration Project & Seminar

- \_\_\_\_\_ Please provide your IPAC and specialty department chair (or, the Associate Dean for Student and Academic Affairs, if you are a generalist student) with feedback about your Integration Project & Seminar. What would improve it? What did you like best?
- \_\_\_\_\_ Provide a copy of your approved Integration Project paper or product to the Student Services Office for the Associate Dean for Student and Academic Affairs. Make sure the paper/product is signed by your IPAC Chair indicating that it is acceptable in meeting the expectations of the Integration Project plan. **This product is a public document and will be available UNBLINDED in the Office of Student Services.**

**\*\*NOTE (From Integration Project Guidelines):** Submission and approval of an appropriate “product” that reflects the student’s ability to integrate the core areas of public health knowledge as they apply to a public health problem [are required for successful completion of the Integration Project].

Examples of appropriate types of product of the Integration experience may include:

- (1) Manuscript appropriate for submission to a peer-reviewed journal
- (2) Technical report (narrative appropriate for submission by the grantee agency to the funding or oversight agency)
- (3) Research proposal (narrative appropriate for submission to a granting agency)
- (4) Public policy proposal (e.g., proposal and rationale for a new law or regulatory program to address a public health problem)
- (5) Educational materials (e.g., Website) that include substantial original content and address a public health problem and/or need in the community

Students are encouraged to be creative in proposing Integration projects, especially if the proposed product would meet a need in the community or the setting in which the student has completed his/her Preceptorship project.

## Appendix V.E

### Advisor (IPAC Chair) Checklist PBHL 5983: Integration Project & Seminar

#### Preparation

- \_\_\_\_\_ Students will attend an integration experience & seminar informational meeting held by the College (requirement for registration for the IP). Faculty members are welcome to attend as well.
- \_\_\_\_\_ Students will select and approach at least three COPH faculty members to serve as their Integration Project Advisory Committee (IPAC) (and make sure the faculty agree to serve!). At least two departments must be represented on the IPAC.
- \_\_\_\_\_ If the student has not completed all six CORE courses and at least half of the specialty track (27 hours), the plan **MUST** include a section to describe why s/he requests permission to enroll for the Integration Project early (before having completed the recommended number of credit hours). **The Integration Project Advisory Committee determines whether this reason is adequate enough to allow deviation from the recommended guidelines for Integration Projects.**
- \_\_\_\_\_ Create an Integration Project plan with your Integration Project student. Your (IPAC) participation in the creation of the plan is vital. Include the following sections:
- Title of the integration project
  - Learning objectives for the Integration Project (BE SURE that the plan includes discussion of how the Integration Project's activities will provide the student with an opportunity to integrate his/her public health coursework in an interdisciplinary manner!)
  - Activities to be undertaken as part of the Integration Project (must be linked to objectives, and must support the integrative nature of this course)
  - Statement of student's agreement to participate in all required meetings of the Integration Seminar
  - Frequency of student meetings with IPAC Chair and/or full committee
  - Student's current unofficial COPH transcript, obtained from the COPH Registrar, in order for you to see what courses the student has taken thus far
  - Statement that the student understands and will abide by the COPH Honor Code
  - Statement of IRB review, showing how submission to IRB is part of the plan or showing IRB dispensation; include copies of the student's certifications
  - Full description of the final product to be provided to IPAC and presented at seminar\*\*  
(see note below)
  - (optional, depending on IPAC) Timeline of all Integration Project activities
  - If needed, a section describing why the student requests permission to enroll for the Integration Project prior to completion of all six Core courses and more than half of the specialty track courses
- \_\_\_\_\_ The IPAC Chair works with the student to determine if Institutional Review Board (IRB) review of the Integration Project is necessary. **Submit IRB applications AT**

**LEAST TWO MONTHS prior to the start of the project.** The student should expect to complete the IRB forms with approval and assistance from the IPAC Chair. On IRB applications you will list the student as the primary contact and yourself as PI, so you both **MUST** have completed UAMS trainings prior to IRB review. As IPAC Chair, determine with the student which human subjects' training is most appropriate for him/her: biomedical or behavioral. See <http://www.uams.edu/ora/irb/> for more information. The student must also complete the 'HIPPA' on-line training. See <http://www.uams.edu/ohr/trng.asp>.

\_\_\_\_\_ The student will obtain a copy of the MPH Integration Project Registration Form from the COPH Registrar. **NOTE: Integration Project & Seminar will *only be offered* in the Fall and Spring semesters (no Summer sessions).**

\_\_\_\_\_ The entire IPAC must review and approve the Integration Project plan and provide all necessary signatures ***well in advance of*** the semester in which the student plans to register for the Integration Project & Seminar. In-person meetings of all parties are strongly recommended.

\_\_\_\_\_ Once the plan has been approved by the appropriate persons, the student will turn in the MPH Integration Project & Seminar Registration Form to the COPH Registrar and register for PBHL 5983, for the semester in which s/he anticipate completing the project.

**It is the student's responsibility to bring the complete documentation packet to COPH room 1210.**

**NOTE: Incomplete portions of the required documentation will NOT be accepted by this office.**

#### During the Integration Project & Seminar

\_\_\_\_\_ Students attend the Integration Seminar sessions, as required, and participate fully. There will be at least three sessions, at the beginning, mid-point, and end of the semester which they are required to participate in fully.

\_\_\_\_\_ The student will perform the project activities as outlined in the plan, and according to the time expectations agreed upon by the IPAC.

\_\_\_\_\_ The IPAC and/or the IPAC Chair will meet with the student according to the schedule agreed upon in the Integration Project & Seminar plan. This should include at least three meetings during the semester.

\_\_\_\_\_ The student must notify the IPAC immediately if s/he realizes that they will be unable to complete the agreed-upon tasks in a timely manner. If necessary, an approved revised plan should be filed with the Office of Student Services.

\_\_\_\_\_ The student will write an Integration product or paper as described in the plan. This product must be turned in to the IPAC Chair by the end of the semester, in time for a final grade to be assigned.

\_\_\_\_\_ The student will prepare and professionally present a paper or product at the final Seminar session, which will be open to the public. IPAC members are strongly encouraged to attend this event, which will be advertised campus-wide.

\_\_\_\_\_ At the end of Integration activities, the student will request that the IPAC Chair provide the COPH with a review of his/her performance; the IPAC Chair assigns the grade to the student project.

### At the End of the Integration Project & Seminar

\_\_\_\_\_ Please provide the administrative advisor, department chair and/or Associate Dean for Student and Academic Affairs with feedback about the Integration Project & Seminar.

\_\_\_\_\_ Make sure that the student provides a copy of his/her Integration Project paper or product to the Office of Student Services for the Associate Dean for Student and Academic Affairs (room 1210). Make sure it is signed by you, the IPAC Chair, as acceptable in meeting the expectations of the Integration Project plan.

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**\*\*NOTE (From Integration Project Guidelines):** Submission and approval of an appropriate “product” that reflects the student’s ability to integrate the core areas of public health knowledge as they apply to a public health problem [are required for successful completion of the Integration Project].

Examples of appropriate types of product of the Integration experience may include:

- (1) Manuscript appropriate for submission to a peer-reviewed journal
- (2) Technical report (narrative appropriate for submission by the grantee agency to the funding or oversight agency)
- (3) Research proposal (narrative appropriate for submission to a granting agency)
- (4) Public policy proposal (e.g., proposal and rationale for a new law or regulatory program to address a public health problem)
- (5) Educational materials (e.g., Website) that include substantial original content and address a public health problem and/or need in the community

Students are encouraged to be creative in proposing Integration projects, especially if the proposed product would meet a need in the community or the setting in which the student has completed his/her Preceptorship project.

## Appendix V.E

### College of Public Health MPH Integration Project Registration Form PBHL: 5983



#### **USE THIS FORM ONLY.**

**(Must be submitted with Plan to the COPH Registrar prior to the close of the registration period)**

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

Student ID Number: \_\_\_\_\_ Date: \_\_\_\_\_

MPH Specialty: \_\_\_\_\_ Integration Project Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Integration Project Title: \_\_\_\_\_

Integration Project Advisory Committee Chair (signature required): \_\_\_\_\_

Integration Project Advisory Committee Member (signature required): \_\_\_\_\_

Integration Project Advisory Committee Member (signature required): \_\_\_\_\_

Total Number of Successfully Completed Hours in the College of Public Health, to date: \_\_\_\_\_ GPA: \_\_\_\_\_

Have you COMPLETED all six Core Courses? \_\_\_\_\_

How many courses in your specialty track have you COMPLETED? \_\_\_\_\_

Proposed enrollment hours for this registration term (excluding the integration project): \_\_\_\_\_

#### **AN INTEGRATION PROJECT PLAN INCLUDING THE FOLLOWING MUST BE ATTACHED TO THIS FORM:**

- Title** of the Integration Project
- Description of integration** of at least three public health core areas in an interdisciplinary manner
- Learning objectives** for the Integration Project
- Activities** to be undertaken as part of the Integration Project (must be linked to objectives)
- Statement of agreement to participate in all required meetings of the **Integration Seminar**
- Frequency of Meetings** with IPAC Chair and/or full committee
- Full description of the **final product** to be provided to IPAC and presented at seminar
- Timeline** of all Integration Project activities
- Unofficial **COPH Transcript** for IPAC to see prior to registration
- Statement of Understanding and Applicability of COPH **Honor Code**
- Statement of the **status of IRB** reviews required for the Integration Project
  - o HIPAA human subjects training certificate
  - o IRB training certificate
- If needed, a description of why early registration for Integration Project is requested (if Core Courses not completed and total hours <27)

\_\_\_\_\_  
Student Signature/Date

#### **SIGN BELOW TO INDICATE APPROVAL OF THE ATTACHED INTEGRATION PROJECT PLAN:**

\_\_\_\_\_  
IPAC Chair/Date (**REQUIRED**)

\_\_\_\_\_  
Specialty Department Chair/Date (**REQUIRED**)  
(or, Chair of Generalist Faculty Advisory Cte.)

\_\_\_\_\_  
Generalist Faculty Advisory Committee  
Member (*required for generalist students only*)

\_\_\_\_\_  
Generalist Faculty Advisory Committee  
Member (*required for generalist students only*)

**\*\*NOTE TO CPH REGISTRAR:  
PLEASE PROVIDE A COPY OF THIS FORM TO THE OFFICE OF THE ASSOCIATE DEAN FOR STUDENT AND ACADEMIC AFFAIRS.**

## **Appendix V.F.**

### **Samples of Generalist MPH Learning Objectives**

Generalist MPH Learning Objectives:

MPH Student (2006):

*Upon successful completion of this Generalist MPH, the student will be able to:*

#### **Biostatistics/Epidemiology**

- a) Apply their skills and experiences as health policy analysts, researchers and statisticians in academic, consulting, clinical, and industrial and public sector careers.
- b) Read, interpret, and critically evaluate the scientific literature (encompass measures of risk, measures of association, research designs, hypotheses development and testing, assessment of bias, causality and inference).
- c) Prepare, present and communicate epidemiologic and other scientific information to a broad range of community audiences (e.g. community, legislative, and advocacy groups) orally and in writing.
- d) Collaborate in the implementation of public health activities and interventions.

#### **Health Policy Management**

- e) Foster an understanding of the health status of populations, determinants of health and illness, and managing health risks and behaviors in diverse populations.
- f) Acquire a basic understanding of the management of change in public health and community organizations in diverse population, drawing broadly on the social and behavioral sciences.
- g) Obtain an understanding of community health planning, development, and evaluation of community-based public health programs.

#### **Health Behavior and Health Education**

- h) Identify, describe, and apply major theories and concepts that are utilized in educational and behavioral approaches to health enhancement and risk reduction.
- i) Describe how cultural, economic and other demographics factors may influence health behavior and individual responses to various types of behavioral and educational programs and interventions.
- j) Discuss the general framework for evaluation of community-based interventions and methodologies addressing qualitative and quantitative approaches as appropriate.
- k) Describe the problem definition, program planning, program implementation, and evaluation components of the community-based participatory research model.

Generalist MPH Learning Objectives

MD/MPH Student (2005):

*Upon successful completion of this Generalist MPH, this student will be able to:*

1. Gain an understanding of the health status of populations, determinants of health and illness, and managing health risks and behaviors in diverse populations (HPM)
2. Gain exposure to leadership theory and interpersonal relation skills (HPM)
3. Be exposed to opportunities to practice and improve written and oral communication skills (HPM)

4. Gain an understanding of legal and ethical issues impacting public health and primary health care decision making (HPM)
5. Gain an understanding of how cultural, economic and other demographics factors may influence health behavior and individual responses to medical, behavioral, and educational interventions (HBHE)
6. Attain competent skills in selecting and applying appropriate health behavior theories and related concepts for public health interventions in the primary health care setting (HBHE)
7. Identify, describe, and apply major theories and concepts that are utilized in educational and behavioral approaches to health promotion and disease prevention (HBHE)
8. Collaborate in the implementation of public health activities and interventions (EPI)
9. Develop the skills necessary to read, interpret, and evaluate scientific literature (EPI)
10. Interpret and use epidemiologic data for use with interdisciplinary teams with specific regard to women's' health issues (EPI)

Generalist MPH Learning Objectives:

JD/MPH Student ((2006)

*Upon successful completion of this Generalist MPH, this student will be able to:*

- Develop an understanding of economic and financial analysis to support decision making and policy formulation analysis and implementation (HPM)
- Acquire competency in identifying an interpreting public health laws and regulations related to specific programs (HPM)
- Gain exposure to leadership theory and interpersonal relation skills (HPM)
- Practice and improve written and oral communication skills (HPM)
- Gain an understanding of legal and ethical issues impacting public health and public health policy making (HPM)
- Become familiar with the legislative basis and history of environmental and occupational health regulations (EOH)
- Gain an understanding of how cultural, economic, and other demographic factors may influence health behaviors and individuals' responses to medical, behavioral, and educational interventions (HBHE)
- Develop skills necessary to read, interpret, and evaluate scientific literature (EPI)

**UAMS College of Public Health**  
and  
**UALR William H. Bowen School of Law**

**Combined Degree Program for JD and MPH Degrees**

**I. Curricular Requirements**

A student at the University of Arkansas at Little Rock may pursue the JD and MPH degrees under a combined degree program which allows cross-credit for certain specified courses. The combined degree program offers a potential savings of credit hours in the total credit hours otherwise required for both degrees. A student in the combined degree program must complete all the requirements for the JD degree as specified by the School of Law, and all requirements for the MPH as specified by the College of Public Health. The combined degree program is subject to the following conditions:

- A. In order to receive cross-credit, credit must be earned for the course in the degree program in which the course is offered. For instance, courses in the MPH program listed in Section IV below will receive credit in the JD program only if the student received credit for the course in the MPH program.
- B. In the MPH program, a student may receive elective credits for 15 semester hours of approved courses in the JD program completed with a minimum grade of C-. A list of the approved JD courses is set out below.
- C. In the JD program, a student may receive elective credits for 12 semester hours of approved courses in the MPH program completed with a minimum grade of B. A list of approved MPH courses is set out below.
- D. In the JD program, a student must complete Administrative Law in addition to courses otherwise required for the JD degree. The student may not receive credit for the Administrative Law course offered in the MPH program. A student must take a Health Law course in either the J.D. or the MPH program.
- E. A student may not receive credit in both programs for courses that cover the same or substantially equivalent material.

**II. Administrative Policies and Procedures**

- A. The College of Public Health Assistant Dean for Academic Affairs and the School of Law Associate Dean for Academic Affairs shall meet biannually, or more often as needed, to evaluate the combined degree program. They shall consider matters such as current course offerings and coordination of course sequences, and make recommendations for amendments of the program to their respective faculties. Each of the above persons may approve a course or courses not on this list between biannual meetings if the course or courses are compatible with the goals of the Combined Degree program or the course is the substantial equivalent of an approved course. Any courses approved in this manner must be considered for permanent inclusion in the program after the next biannual meeting.

- B. A student enrolled in the combined degree program is subject to all administrative policies and procedures of each program during the period of enrollment in the combined degree program.
- C. A student must obtain admission separately to the JD program and the MPH program. Once admitted to both programs, a student enters the combined degree program by filing the attached Declaration of Intent to Pursue Combined Degrees.
- D. A student currently enrolled in one program may enter the combined degree program by obtaining admission to the other program and filing the Declaration of Intent to Pursue Combined Degrees.
- E. A student is not enrolled in the combined program until copies of the Declaration of Intent to Pursue Combined Degrees are filed with the Registrar of the School of Law and with the Office of the Assistant Dean for Academic Affairs of the College of Public Health.
- F. A student who has completed one degree may not enter the combined degree program to complete the other degree.
- G. After filing the Declaration of Intent to Pursue Combined Degrees, the student shall schedule a joint meeting with the College of Public Health Assistant Dean for Academic Affairs and the School of Law Associate Dean for Academic Affairs. Times of enrollment in each program, preliminary course selection, and potential conflicts shall be discussed.
- H. A student who enters the combined degree program must select which program to pursue first and notify the other program in order that enrollment may be deferred. Concurrent enrollment in classes in both programs is normally permitted, except that under no circumstances will concurrent enrollment be permitted during the first year of the full-time JD program or during the first two years (other than summer terms) of the part-time JD program. Concurrent enrollment requires the written permission of the Associate Dean for Academic Affairs of the School of Law and the Assistant Dean for Academic Affairs of the College of Public Health. The total credit hour load in both programs for concurrently enrolled students shall not exceed the normal maximum load in either program without the approval of the Associate Dean for Academic Affairs of the School of Law and the Assistant Dean for Academic Affairs of the College of Public Health.
- I. Grade point averages and class standings in each program are determined without consideration of the credit hours accepted from the other programs.
- J. Except as modified by Sections I and II of this statement of the Combined Degree MPH Degrees, a student must comply with all degree requirements established for each program. For instance, the School of Law and the College of Public Health each has a requirement that all degree requirements be completed not more than six years after enrollment in the degree program. A student enrolled in the combined degree program must earn any credit hours in the MPH program to be applied to the JD degree within six years of enrolling in the School of Law and any credit hours in the JD program to be applied to the MPH degree within six years of enrolling in the College of Public Health.

### **III. JD Courses Approved for MPH Program**

The following courses offered by the School of Law may be used for up to 15 hours of specialty credit in the MPH program:

- B. A student enrolled in the combined degree program is subject to all administrative policies and procedures of each program during the period of enrollment in the combined degree program.
- C. A student must obtain admission separately to the JD program and the MPH program. Once admitted to both programs, a student enters the combined degree program by filing the attached Declaration of Intent to Pursue Combined Degrees.
- D. A student currently enrolled in one program may enter the combined degree program by obtaining admission to the other program and filing the Declaration of Intent to Pursue Combined Degrees.
- E. A student is not enrolled in the combined program until copies of the Declaration of Intent to Pursue Combined Degrees are filed with the Registrar of the School of Law and with the Office of the Assistant Dean for Academic Affairs of the College of Public Health.
- F. A student who has completed one degree may not enter the combined degree program to complete the other degree.
- G. After filing the Declaration of Intent to Pursue Combined Degrees, the student shall schedule a joint meeting with the College of Public Health Assistant Dean for Academic Affairs and the School of Law Associate Dean for Academic Affairs. Times of enrollment in each program, preliminary course selection, and potential conflicts shall be discussed.
- H. A student who enters the combined degree program must select which program to pursue first and notify the other program in order that enrollment may be deferred. Concurrent enrollment in classes in both programs is normally permitted, except that under no circumstances will concurrent enrollment be permitted during the first year of the full-time JD program or during the first two years (other than summer terms) of the part-time JD program. Concurrent enrollment requires the written permission of the Associate Dean for Academic Affairs of the School of Law and the Assistant Dean for Academic Affairs of the College of Public Health. The total credit hour load in both programs for concurrently enrolled students shall not exceed the normal maximum load in either program without the approval of the Associate Dean for Academic Affairs of the School of Law and the Assistant Dean for Academic Affairs of the College of Public Health.
- I. Grade point averages and class standings in each program are determined without consideration of the credit hours accepted from the other programs.
- J. Except as modified by Sections I and II of this statement of the Combined Degree MPH Degrees, a student must comply with all degree requirements established for each program. For instance, the School of Law and the College of Public Health each has a requirement that all degree requirements be completed not more than six years after enrollment in the degree program. A student enrolled in the combined degree program must earn any credit hours in the MPH program to be applied to the JD degree within six years of enrolling in the School of Law and any credit hours in the JD program to be applied to the MPH degree within six years of enrolling in the College of Public Health.

### **III. JD Courses Approved for MPH Program**

The following courses offered by the School of Law may be used for up to 15 hours of specialty credit in the MPH program:

LAW 6203	Alternative Dispute Resolution	2
LAW 6256/6393	Civil Liberties	2 or 3
LAW 6257/6300	Communications Law	2 or 3
LAW 6259	Correctional Law	2
LAW 6399	Disability Law	3
LAW 6269/6328	Employment Law	2 or 3
LAW 6309	Environmental Law and Policy in a Changing World	3
LAW 6262/6362	Environmental Law	2 or 3
LAW 6283/6387	Health Law	2 or 3
LAW TBA	Health Law Seminar	2
LAW 6396	Immigration Law	2 or 3
LAW 6368	Insurance Law	3
LAW TBA	Interviewing and Counseling	2
LAW 6371	Labor Law	3
LAW 6232/6372	Land Use	2 or 3
LAW 6272	Law and Medicine	2
LAW 6273	Law and Psychiatry	2
LAW 6280/6374	Legislation	2 or 3
LAW 6375	Local Government	3
LAW 6304	Mediation Clinic	4
LAW 6249	Worker's Compensation	2
LAW 6305	Toxic Torts	3
LAW 6318	Water Law	3

#### IV. MPH Courses Approved for JD Program (Tentative)

The following courses offered by the College of Public Health may be used for elective credit in the JD program:

PBHL 7333	Administrative Leadership & Public Management	3
PBHL 5723	Administration of Health Problems	3
PBHL 8033	Advanced Health Systems Financial Management	3
PBHL 8332	Alcohol and Drug Program Administration	2
PBHL 8552	Community Mental Health	2
PBHL 7143	Comparative Public Administration Seminar	3
PBHL 5663	Contemporary Health Problems	3
PBHL 7373	Controversial Issues in Health Education	3
PBHL 7603	Decision Analysis in Health Administration	3
PBHL 7343	Disability Law	3
PBHL 7093	Ethnic and Gender Dynamics	3
PBHL 5693	Environmental Health Problems	3
PBHL 594V	Health Communication Seminar	1 to 3
PBHL 7113	Health Economics	3
PBHL 7803	Health Law	3
PBHL 7013	Health Planning	3
PBHL 5213	Health Promotion in the Worksite	3
PBHL 7073	Health Psychology	3
PBHL 8113	Health Services Human Resource Management	3
PBHL 7503	Health Systems Financial Management	3
PBHL 7703	Health Systems Policy & Decision Making	3

PBHL 8013	Hospital Administration	3
PBHL 7513	Interdisciplinary Health Care of the Elderly	3
PBHL 8053	International Health	3
PBHL 593V	Law and Policy Seminar	1 to 3
PBHL 8043	Long Term Care Administration	3
PBHL 8313	Managed Care	3
PBHL 7623	Managing the Not-For-Profit Sector	3
PBHL 7163	Medical Aspects of Disability	3
PBHL 5043	Occupational and Environmental Hazard Control	3
PBHL 7233	Politics and Bureaucracy	3
PBHL 5623	Program Planning and Evaluation	3
PBHL 7263	Psychology Aspects of Disability	3
PBHL 5363	Public Health Policy (Sect. 1 or 2)	3
PBHL 5743	Research in Health	3
PBHL 7053	Social Welfare Policies and Services	3
PBHL 8213	Total Quality Management and Reengineering	3
PBHL 5073	Toxicology and Governmental Relations	3

Approved by the Faculty, School of Law: September 12, 2002

Approved by the Faculty, College of Public Health: September 2002.

## Appendix V.H

### Approved Proposal for a Combined MD/MPH Degree

#### UAMS College of Public Health and UAMS College of Medicine

#### Combined Degree Program for MD and MPH Degrees

##### Curricular Requirements

A student at the University of Arkansas for Medical Sciences may pursue the MD and MPH degrees under a combined degree program that allows cross-credit for certain specified courses. The combined degree program offers a potential savings of credit hours in the total credit hours otherwise required for both degrees. A student in the combined degree program must complete all the requirements for the MD degree as specified by the College of Medicine, and all requirements for the MPH as specified by the College of Public Health. The combined degree program is subject to the following conditions:

In order to receive cross-credit, credit must be earned for the course in the degree program in which the course is offered. For instance, courses in the MPH program listed in Section IV below will receive credit in the MD program only if the student received credit for the course in the MPH program.

In the MPH program, a student may receive elective credits for 18 semester hours of approved courses in the MD program completed with a minimum grade of C-. A list of the approved MD elective courses is set out below.

In the MD program, a student may receive elective credits for 20 semester hours of approved courses in the MPH program completed with a minimum grade of B. A list of approved MPH courses is set out below.

Some senior electives in the MD program can be credited for the required PBHL 5993 Integration Project and the PBHL 5983 Preceptorship. Students should consult with the College of Public Health Associate Dean for Student and Academic Affairs and the College of Medicine Executive Associate Dean of Academic Affairs to approve these courses.

##### Administrative Policies and Procedures

The College of Public Health Associate Dean for Student and Academic Affairs and the College of Medicine Executive Associate Dean for Academic Affairs shall meet biannually, or more often as needed, to evaluate the combined degree program. They shall consider matters such as current course offerings and coordination of course sequences, and make recommendations for amendments of the program to their respective faculties.

A student enrolled in the combined degree program is subject to all administrative policies and procedures of each program during the period of enrollment in the combined degree program.

A student must obtain admission separately to the MD program and the MPH program. Once admitted to both programs, a student enters the combined degree program by filing the attached Declaration of Intent to Pursue Combined Degrees.

A student currently enrolled in one program may enter the combined degree program by obtaining admission to the other program and filing the Declaration of Intent to Pursue Combined Degrees.

A student is not enrolled in the combined program until copies of the Declaration of Intent to Pursue Combined Degrees are filed with the Office of the Executive Associate Dean of Academic Affairs of the College of Medicine and with the Office of the Associate Dean for Student and Academic Affairs of the College of Public Health.

A student who has completed one degree may not enter the combined degree program to complete the other degree.

After filing the Declaration of Intent to Pursue Combined Degrees, the student shall schedule a joint meeting with the College of Public Health Associate Dean for Student and Academic Affairs and the College of Medicine Executive Associate Dean for Academic Affairs. Times of enrollment in each program, preliminary course selection, and potential conflicts shall be discussed.

Students enrolled in the combined program must be prepared to follow the course scheduling to avoid concurrent enrollment in classes in both programs during the first, second or third years of the full-time MD program. Any deviation from this schedule requires the written permission of the Executive Associate Dean for Academic Affairs of the College of Medicine and the Associate Dean for Student and Academic Affairs of the College of Public Health.

Grade point averages and class standings in each program are determined without consideration of the credit hours accepted from the other programs.

Except as modified by Sections I and II of this statement of the Combined Degree MD/MPH Degrees, a student must comply with all degree requirements established for each program. For instance, the College of Public Health has a requirement that all degree requirements be completed not more than six years after enrollment in the degree program. A student enrolled in the combined degree program must earn any credit hours in the MD program to be applied to the MPH degree within six years of enrolling in the College of Public Health.

### **MD Courses Approved for MPH Program**

The following courses offered as longitudinal electives by the College of Medicine may be used for up to 18 hours of credit in the MPH program:

LFAMI	Evidence Based Medicine	V
LGERC	Communicating with Older Adults	?
LHUMA	Biomedical Ethics	2
LGERA	Death and Dying	2
LHUMK	Diseases from Antiquity to Now	2
LHUMC	Health and the Social Environment	2
LHUMD	History of American Medicine	2
LHUMF	Law and Medicine	2
LHUMB	Medicine in Literature	2
LHUMJ	Osler: Genesis of Modern Medicine	1
<del>LWOMN</del>	<del>Women's Health</del>	<del>3</del>
UPATL	Forensic Pathology	?

The following courses offered as block electives by the College of Medicine may be used for up to 18 hours credit in the MPH program. Those italicized would qualify to meet the MPH program requirements for PBHL 5993 Integration Project. Those italicized and underlined would qualify to meet the MPH program requirement for PBHL 5983 Preceptorship if accompanied by a scholarly report on the experience or a research paper.

LABUB	Alcohol and Drug Dependency	1
UABUC	Alcohol and Drug Dependency	4
UPSAM	Intro to Clinical Research	4
UFAMF	Community Health/Care Delivery	4
UFAMQ	Family Medicine Research Externship	4
UPALC	Palliative Care/Hospice Care	4
UIFDA	Infectious Disease	4
IFDB	Pediatric Infectious Disease	4
UPSAK	Complementary Medicine	4
LPEDI	ICM I Small Group Preceptor	4
LPEDM	Medical Missions- Third World	V
LPHAA	Problems in Pediatric Pharmacology	?
UHABA	Physical Med and Rehabilitation	4
UPSAH	Adolescent Long Term Sex Offender Tx	4
UPSYJ	Dx and Rx of Psychotic Patient	4
UPSAI	Dx and Tx of Adolescent Psych Pts.	4
UPSYP	Emergency Room Psychiatry	4
LPSYO	Great Men with Sick Minds	1
UPSad	Mental Health Services Research	4
UPSYZ	Psychiatric Disorders in Elderly	4
UPSYD	Psychiatry in a Medical Setting	4
UPSAL	Psychopharm-Community Treatment	4
UPSAC	Substance Abuse and Mental Illness	4
UPSYI	Substance Abuse: detox to discharge	4
UHOSA	Hospice Practicum	4

#### MPH Courses Approved for MD Program

The following courses offered by the College of Public Health may be used for up to 20 hours elective credit in the MD program:

PBHL 5543	Advanced Concepts in Human Sexuality	3
PBHL 8023	Ambulatory Care Administration	3
PBHL 5023	Biostatistics II (Advanced Linear Models)	3
PBHL 5033	Biostatistics III (Multivariate Analysis)	3
PBHL 5233	Statistical Methods for Clinical Trials	3
PBHL 8143	Community Planning and Development	3
PBHL 5663	Contemporary Health Problems	3
PBHL 8123	Decision Analysis (Quantitative Mgmt.)	3
PBHL 5613	Drug Education	3
PBHL 5153	Environmental and Industrial Biological Hazards	3
PBHL 5373	Epidemiology II	3
PBHL 5673	Epidemiology III	3
PBHL 5671	Epidemiology III (practicum for PBHL 5673)	1
PBHL 8063	Evaluation of Public Health Programs	3
PBHL 590V	Grant Writing	1 to 3

PBHL 592V	Leadership Seminar	1 to 3
PBHL 594V	Health Communication Seminar	1 to 3
PBHL 8513	Health Care Marketing	3
PBHL 8093	Health Care Quality Outcomes	3
PBHL 7113	Health Economics	3
PBHL 5573	Health Education in the Medical Care Setting	3
PBHL 8083	Health Information Systems	3
PBHL 5213	Health Promotion in the Worksite	3
PBHL 7033	Health Promotion in Older Adults	3
PBHL 7203	Health Services Administration	3
PBHL 5633	Health Strategies for Multicultural Populations	3
PBHL 8133	Health Systems Strategic Planning	3
PBHL 8013	Hospital Administration	3
PBHL 8073	Human Resource Management	3
PBHL 8053	International Health	3
PBHL 5263	Introduction to Air Contaminant Evaluation	3
PBHL 7223	Introduction to Health Policy	3
PBHL 7503	Introduction to Health Systems Financial Management	3
PBHL 8103	Introduction to Rural Health Policy	3
PBHL 7803	Law and Ethics	3
PBHL 8043	Long Term Care Administration	3
PBHL 8313	Managed Care	3
PBHL 5473	Methods in Health Services Research	3
PBHL 5043	Occupational and Environmental Hazard Control	3
PBHL 5363	Policy Analysis	3
PBHL 5623	Program Planning and Evaluation	3
PBHL 5573	Principles of Health Education	3
PBHL 5563	Public Health Education	3
PBHL 5743	Research in Health	3
PBHL 5653	Social and Behavioral Aspects of Health	3
PBHL 5073	Toxicology and Governmental Relations	3
PBHL 5063	Toxicology for Graduate Students	3

*Approved by the Faculty, College of Medicine*

*Approved by the Faculty, College of Public Health*

## Appendix V.I

### MPH for PharmD Students

The College of Pharmacy (COP) offers access to a combined Doctor of Pharmacy/Master of Public Health (PharmD/MPH) degree. The combined degree is offered in partnership with the University of Arkansas for Medical Sciences (UAMS) Fay W. Boozman College of Public Health (COPH). Pharmacy students interested in this program should contact the Associate Dean for Academic Affairs or Dean's designee. Admission to the combined PharmD/MPH degree requires a separate application to the COPH.

COP students enrolled in the combined PharmD/MPH degree program may apply up to 12 credit hours from the PharmD program towards credit in the MPH program and up to 8 hours of credit earned in the MPH program can be applied to meet elective course requirements (8 credit hours) for the PharmD curriculum. A minimum grade of B is required to receive cross credit in either College.

The courses in the COPH meeting consideration for elective credit within the PharmD program are the Core Courses in the MPH degree curriculum. At this time, the following courses have been approved by the UAMS COP faculty as electives within the PharmD program:

PBHL 5003	Intro to Public Health (3 hr) (approved 8/10/05)
PBHL 5013	Biostatistics I (3 hr) (approved 8/10/05)
PHBL 5113	Environmental and Occupational Health (3 hr) (approved 8/10/05)
PBHL 5123	Health Care System (3 hr) (approved 8/10/05)
PBHL 5133	Health Behavior Research (3 hr) (approved 8/10/05)
PBHL 5173	Epidemiology I (3 hr) (approved 8/10/05)

The courses in the COP meeting consideration for credit within the MPH program are both didactic and experiential course work. At this time, the following are courses in the PharmD program are eligible for elective credit within the MPH program:

Didactic Course Credit (up to 9 credit hours):

PhSc 5142	Chemical Addiction (2 hr)
PhPr 5723	Pharmacy Administration I (3 hr)
PhPr 5242	Women's Health (2 hr)
PhPr 5712	Alternative Medicine (2 hr)
PhPr 5722	Pharmacoeconomics & Outcomes Research (2 hr)
PhPr 5285	Death and Dying (2 hr)

Experiential Course Credit (up to 3 credit hours):

PhPr 67X4	Advance Practice Experiential clerkship*
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\*An advanced practice experiential clerkship in the final professional year of the PharmD program may be allowed credit as a Preceptorship within the MPH program (3 credit hours of the 4 allowed in the PharmD curriculum) if the student meets the PBHL 5993 requirements and with the approval of the faculty of the MPH program.

Grade point averages and class standings in each program are determined without consideration of the credit hours accepted from the other programs.

Students enrolled in the combined PharmD/MPH degree program would pay UAMS COP tuition for their PharmD curriculum courses. Course work in the COPH currently requires no additional tuition if the student is a full-time student within the COP; however, students should discuss other fee charges with the COPH

Registrar. Student financial aid will not be available through the UAMS COPH for students with primary enrollment in the COP.

09/02/05 cds