Department of Health Promotion, Education, and Behavior Masters Handbook

(MPH, MSW-MPH, Online Master of Public Health in Health Promotion, Education, and Behavior - Professional Program, Graduate Certificate in Health Communication, Graduate Certificate in Global Health)
Preface

The Graduate Studies Bulletin

The Graduate Studies Bulletin is the official manual of regulations and guidelines for graduate study at the University of South Carolina. Graduate students are expected to read and adhere to the regulations of this publication throughout their matriculation at the University. Students are bound by the bulletin in effect at the time they begin or renew their enrollment in The Graduate School. If they wish to make a change to a subsequent bulletin, they must obtain permission of The Graduate School to do so.

The Graduate Studies Bulletin and this handbook are for information purposes only and do not constitute any contractual agreement between a student and the University of South Carolina. The University reserves the right to make changes in curricula, degree requirements, course offerings, or academic regulations at any time when, in the judgment of the faculty, the president, or the Board of Trustees, such changes are in the best interest of the students and the University.

Carolina Community Student Handbook and Policy Guide

Please refer to the USC Policies and Procedures Manual (see section for Student Affairs and Academic Support) for policies on the student code of conduct, student grievance, sexual harassment, and other areas.

Acronyms

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<th>Description</th>
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<tr>
<td>ASPH</td>
<td>Arnold School of Public Health</td>
</tr>
<tr>
<td>BIOS</td>
<td>Biostatistics (part of the Department of Epidemiology and Biostatistics)</td>
</tr>
<tr>
<td>COMD</td>
<td>Department of Communication Sciences and Disorders</td>
</tr>
<tr>
<td>ENHS</td>
<td>Department of Environmental Health Sciences</td>
</tr>
<tr>
<td>EPID</td>
<td>Epidemiology (part of the Department of Epidemiology and Biostatistics)</td>
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<td>EXSC</td>
<td>Department of Exercise Science</td>
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<td>GA</td>
<td>Graduate Assistant; Graduate Assistantship</td>
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<td>GRE</td>
<td>Graduate Record Examination</td>
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<tr>
<td>HPEB</td>
<td>Department of Health Promotion, Education, and Behavior; or “Department”</td>
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<td>HSPM</td>
<td>Department of Health Services, Policy and Management</td>
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<tr>
<td>TOEFL</td>
<td>Test of English as a Foreign Language</td>
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Introduction
Overview of the USC Arnold School of Public Health

The Arnold School of Public Health was established by legislative action in 1974 and was fully accredited by the Council on Education for Public Health (CEPH) in 1979, 1984, 1990, 1996, 2001, 2010, and 2017. The mission of the Arnold School of Public Health is to expand, disseminate and apply the body of knowledge regarding prevention of disease, disability, and environmental degradation; promote health and wellbeing in diverse populations; and provide effective, efficient and equitable health services. An integral part of the training of students at the school is participation in research activities. Since the state is experiencing rapid demographic and industrial changes, health problems range from those of a traditional rural setting (infectious diseases, infant mortality, access to health care) to those of a modern industrial setting (impact of new industries on air and water quality and the safety of the workplace). The school has been committed to “action research” since its inception. The importance of dealing with operating programs and defined problems has led to close working relationships with human service programs, health care facilities, and governmental agencies throughout the state and region.

In November 2000, the University of South Carolina announced that the School of Public Health would be named in honor of a longtime Columbia business leader and philanthropist, Norman J. Arnold. The Arnold School of Public Health is in recognition of a gift from Mr. Arnold to the school and for his longtime commitment to improving the health of South Carolinians. The Arnold School of Public Health became only the third school of public health in the United States to be named for an individual. The others are the Rollins School of Public Health at Emory University and the Joseph L. Mailman School of Public Health at Columbia University.

The school contains the Prevention Research Center, the Nutrition Consortium, the Core for Applied Research and Evaluation, the Cancer Prevention and Control Program, the SC Institute of Medicine and Public Health, the Rural Health Research Center, the Consortium for the Latino Immigration Studies, the Office for the Study of Aging, and the Speech and Hearing Center.

An integral part of the training of students at the school is participation in research activities. Since the state is experiencing rapid demographic and industrial changes, health problems range from those of a traditional rural setting (infectious diseases, infant mortality, access to health care) to those of a modern industrial setting (impact of new industries on air and water quality and the safety of the workplace). The school has been committed to “action research” since its inception. The importance of dealing with operating programs and defined problems has led to close working relationships with human service programs, health care facilities, and governmental agencies throughout the state and region.
Overview of the Department of Health Promotion, Education, and Behavior

The Department of Health Promotion, Education, and Behavior (HPEB) at the University of South Carolina's Arnold School of Public Health has as its focus understanding how policy, environmental, institutional, and individual actions can improve the public's health. This work, usually done in partnership with organizations and communities, uses principles and methods from the social and behavioral sciences to promote health in diverse settings across South Carolina, the US, and the globe.

The department is committed to a three-part mission of:

- Conducting timely interdisciplinary research that attracts extramural funding and generates knowledge leading to improvements in public health practice and outcomes
- Attracting and training talented and motivated students who will work to improve public health
- Providing research-linked service to professionals and communities to advance practice, support the profession, and improve public health

An important motivation for our work is that, in many cases, scientists and practitioners have identified which actions should and can be taken to improve public health, but these actions are often either carried out ineffectively or at too small a scale. For example, at least half of the worldwide annual deaths of eight million children under five years old can be prevented by proven actions, but we lack sufficient understanding of how to effectively mobilize sociopolitical processes, program design and implementation, and community partnerships to enact these actions. Behavioral and social research, training, and outreach aimed at acquiring, sharing, and applying knowledge about effective mobilization and coordination processes can therefore have large public health impacts.

Programs leading to degrees in health promotion, education, and behavior center on changing health practices. Health education promotion is an activist discipline and employs community development, organizational behavior, policy change and applied communication strategies to promote healthy behaviors by influencing knowledge, attitudes, social support systems, patient/provider relationships, access and barriers to health care, and the environments in which people live, work, and play. Courses emphasizing principles of organizational and individual learning, motivation, behavior change, program planning and evaluation constitute the basis of professional preparation.
The department supports the idea that health promotion, education, and behavior subsume a set of activities which:

- Inform people about health, illness, disability, and ways in which they can protect and improve their health, including more efficient use of the health care delivery system;
- Influence individuals to adopt or maintain healthy practices through skill building;
- Foster teaching and communication skills in those engaged in health education;
- Advocate changes in health care systems and the environment, which will facilitate healthy practices;
- Develop effective health education programs aimed at promoting good health;
- Enhance the health promoter's role as a model, advocate and leader in health; and,
- Create knowledge through systematic research.

The Department of Health Promotion, Education, and Behavior offers the following degrees and certificates: Master of Public Health (MPH), Master of Social Work/Master of Public Health (MSW/MPH) (a dual degree with the college of Social Work), Certificate of Graduate Study in Aging, Certificate of Graduate Study in Health Communication, Certificate of Graduate Study in Global Health, and Doctor of Philosophy (PhD).

**Careers for the Masters Prepared HPEB Professional**

Health promotion, education, and behavior is an eclectic field combining communication skills, behavior change strategies, community organization abilities, program planning and implementation skills, and program evaluation skills. Health promotion, education, and behavior professionals may work in a variety of settings including: health departments, clinics, hospitals, non-profit health organizations, community-based organizations, schools, school districts, and wellness programs in college and corporate settings. The work can also be done at local, county, state, national, or international levels.

Health promotion, education, and behavior professionals may work in a specific setting, as mentioned in the above paragraph. They may also work with people of specific ages (e.g., children, adolescents, adults, older adults), with people at risk for a certain problem (e.g., cardiovascular disease, obesity, cancer, HIV/AIDS, diabetes, unintentional injuries, etc.), or with a specific health behavior (e.g., physical activity, nutrition, tobacco use, etc.). The mission of the hiring organization often determines the foci of health education and promotion work.

Some health promotion, education, and behavior practitioners provide direct services (e.g., education, counseling, materials, etc.) to individuals and groups, while some positions involve largely planning and coordinating programs and services. Many practitioners are involved with coalitions and collaborations that include a number of organizations to advocate for certain health issues and to coordinate and pool resources to address a health issue.
HPEB students are exposed to a variety of the above settings, populations, health problems, and health behaviors. The core skills to succeed at being a health promotion, education, and behavior professional across settings and issues are transferrable. Core courses are designed to help students begin to develop these skills. Professional development is an ongoing process, and continues after students have completed the graduate degree.
Faculty and Areas of Specialization

**Christine Blake**, PhD, RD, Cornell University (2006)
Associate Professor
Factors that influence food choice; dietary patterns and situational eating; food meanings, schema, and scripts in context; eating identity; maternal and child nutrition; obesity and chronic disease; qualitative research and mixed methods

**Heather M. Brandt**, PhD, University of South Carolina (2003)
Graduate School Associate Dean and Professor
Cancer prevention and control; cancer disparities among underserved populations; social and behavioral aspects of human papillomavirus (HPV), cervical cancer, and colorectal cancer; community-based participatory research strategies; health literacy influences on health, behavior, and research participation; women's health

**Hyunsan Cho**, PhD, University of North Carolina
Research Associate Professor
Adolescent risk behaviors including substance use and suicide; HIV prevention research; Global health

**Donaldson F. Conserve**, PhD, MS, The Pennsylvania State University (2013)
Assistant Professor
HIV/AIDS prevention; HIV self-testing; intervention development, implementation, and evaluation; men’s social networks; global health

**Rachel Davis**, PhD, University of Michigan (2008)
Associate Professor
The role of culture in tailored and narrative based health communication interventions; measurement error due to cultural influences on health survey methodology; interventions to address racial and ethnic disparities related to nutrition behaviors, childhood obesity, and Type 2 diabetes

**Daniela Friedman**, MSc, PhD, University of Waterloo (2006)
Department Chair and Professor
Health and cancer communications with diverse populations; role of social context, media, and technology in health communication interventions; health literacy measurement; healthy aging and gerontology; cognitive health promotion

Professor
Growth, development, and feeding of infants and young children; family stress and parenting; measurement and consequences of food insecurity for children, adults, elders, and people living with HIV; policy and programs for improving nutrition and development; advancing consensus, commitment, and capacity for nutrition in poor countries; design and analysis of longitudinal studies
Casey Goldston Giraudy, MEd, EdD, University of South Carolina (2004)
Senior Instructor and Academic Programs Coordinator
First Aid/CPR; First Year Experience (college students); adult education; international education (TESOL, F-1/J-1)

Edena Guimaraes, DrPH, MPH, CHES, University of South Carolina (2011)
Clinical Assistant Professor
HIV and STD prevention among Latinos/as; utilization of community health worker (promotora) model; health disparities in vulnerable populations; health promotion program planning, implementation, and evaluation; community health problems and health disparities.

Sayward Harrison, PhD, East Carolina University (2011)
Research Assistant Professor
Health psychology; child and adolescent health; mental health; resilience; HIV

Lucy Ingram, PhD, MPH, University of Alabama at Birmingham (2003)
Assistant Dean for Academic Affairs and Online Education, and Associate Professor
Women’s reproductive health; sexually transmitted infection (STI) prevention; racial health disparities; community-based participatory research

Sonya Jones, PhD, University of North Carolina, Chapel Hill (2002)
Associate Professor
Nutrition; social and policy determinants of health; youth empowerment and development

Andrew Kaczynski, PhD, University of Waterloo (2007)
Associate Professor
Built environment and physical activity; parks and recreation management and community health; environmental and policy approaches to active transportation; research methods, program planning and evaluation in public health; youth advocacy for obesity prevention

Xiaoming Li, PhD, University of Minnesota, Minneapolis (1992)
Professor and Endowed Chair; Director of South Carolina SmartState Center for HealthCare Quality. Research methodology; psychological measurement; program evaluation; migration; social stigma; mental health; parenting and family function; resilience among children; health risk behaviors and perceptions among minority adolescents and other vulnerable or at-risk populations; behavioral HIV prevention intervention; HIV disclosure; global health; implementation sciences.

Mark Macauda, PhD, University of Connecticut (2007)
Research Assistant Professor
Core for Applied Research and Evaluation (CARE) Program evaluation, applied medical anthropology, mixed methods research, adolescent reproductive health, vector-borne disease.

Emily Mann, PhD, University of Maryland, College Park (2010)
Assistant Professor
Latino health disparities; social determinants of health; community-based participatory research; teenage sexuality; reproductive health; social justice
Courtney M. Monroe, PhD, EP-C, University of Tennessee, Knoxville (2014)
Assistant Professor
Technologies for health behavior changes; mHealth and eHealth; physical activity promotion and assessment; obesity prevention and treatment; approaches for facilitating social support for enhanced improvements in health-related behaviors and outcomes.

Spencer Moore, PhD, University of Virginia (2000)
Associate Professor
Social environments, social networks, and health; global inequalities in health; inter-organizational networks and public health systems.

Lee Pearson, MS, DrPH, University of South Carolina (2004)
Associate Dean for Operations and Accreditation, and Clinical Associate Professor
Policy, systems and environmental change; collective impact initiatives; aging issues.

Shan Qiao, PhD, Johns Hopkins University (2012)
Assistant Professor
Health education and health promotion, program implementation and evaluation; adolescent drug use; female sex workers; HIV/AIDS in children and other populations; HIV disclosure and stigma; social relationships and HIV cure; and, implementation science.

Caroline Rudisill, MSc, PhD, London School of Economics & Political Science (2009)
Associate Professor
Health economics; economics of health-related behavior; financial incentives; cost-effectiveness, health policy; diabetes and obesity

David Simmons, PhD, Michigan State University (2002)
Associate Professor (joint appointment with Anthropology)
International health; social justice; social and health disparities; health and healing in the African diaspora; community-based participatory research; community-university partnerships

Mindi Spencer, PhD, West Virginia University (2006)
Associate Professor (joint appointment with Institute for Southern Studies)
Gerontological health; health disparities in older adulthood; cultural meanings of health and disability; African American and American Indian elders; health in the American South; caregiving in diverse populations; functional limitations in late-life

Jim F. Thrasher, PhD, University of North Carolina, Chapel Hill (2005)
Professor
Cancer prevention and control; tobacco; health policy; mass media and health communication; social and cultural determinants of health; globalization and global health; mixed methods (i.e., combining qualitative and quantitative methods); measurement development

Gabrielle (Brie) Turner-McGrievy, PhD, RD, University of North Carolina, Chapel Hill (2009)
Associate Professor
Emerging technologies to create health behavior changes; mHealth and eHealth; vegetarian and vegan dietary approaches in the prevention and treatment of chronic diseases; diet quality and assessment; obesity prevention and treatment
Katrina M. Walsemann, MPH, PhD, University of Michigan (2005)
Associate Professor and Undergraduate Director
Life course theory; social determinants of health; educational inequities in health; racial/ethnic health inequities; institutional discrimination and health; multi-level modeling; longitudinal analysis

Ken Watkins, PhD, University of Michigan (1999)
Clinical Associate Professor; Associate Chair and Graduate Director
Aging and health, diabetes self-management, quality of life, faith and health, self-regulation approaches

April Winningham, MHS, DrPH, University of South Carolina (2002)
Senior Instructor
HIV/AIDS education; aging, intimacy, and sexual health; program planning, implementation, and evaluation

Emeritus Faculty

Donna L. Richter, Ed.D., University of South Carolina (1982)
HIV/AIDS prevention and research; public health practice; public health leadership; women’s health issues; gerontology

Roger S. Sargent, PhD, University of South Carolina (1971)
Applied nutrition, weight management; maternal and child nutrition

Ruth Saunders, PhD, University of South Carolina (1986)
Physical activity promotion; health promotion programs in organizational settings; social and physical environment interventions; implementation monitoring and process evaluation
Adjunct Faculty

Frances E. Ashe-Goins, RN, BSN, MPH
Adjunct Professor

Jean Elizabeth (Beth) Barry, BS, MPH
Adjunct Professor
SC Program Manager, Alliance for a Healthier Generation, Healthy Schools Program

Deborah Billings, PhD
Adjunct Associate Professor
Director, SC Contraceptive Access Campaign - Advocates for Youth

Sandra K. Kammermann, MS. EdS
Adjunct Instructor
Director, Education and Research, John A. Martin Primary Health Care Center

John R. Ureda, DrPH
Adjunct Associate Professor
CEO and President, Insights Consulting, Inc.

Staff

Brittany Hammond
Administrative Coordinator

Renee Kyzer
Administrative Coordinator

Pamela Metz
Administrative Assistant

Keith Painter
Business Manager

Grace Lewis
Student Office Assistant
Guidelines and Regulations

Students are responsible for information in the University's Graduate Studies Academic Bulletin and on the Graduate School website, as well as information in the handbook. Please see the HPEB departmental webpage for current students (http://www.sph.sc.edu/hpeb/current.htm) for updated information and links to HPEB and Graduate School forms.

Graduate Academic Bulletin

Frequently requested information from the Graduate Studies Academic Bulletin:

**Graduate Admissions – Degree-seeking admission**
- Valid Period of Admission
- Additional Coursework
- Registration Requirements
- Course Enrollment, Prerequisites, Course Loads

**Degree Requirements**
- Concurrent Enrollment
- Special Enrollment (Z-status, GA-underenrolled, Family Leave)
- Master’s Program of Study
- Concurrent and Dual Enrollment Programs of Study
- Transfer of coursework

After admission to the program in HPEB, students may request to transfer previous courses into the MPH program pursuant to our policy below. Transfer requests are reviewable - course transfer is not automatic.

*HPEB policy:* Students may transfer up to nine graduate hours of credit taken outside of a completed program of study with approval from the student’s academic advisor.

All transfer courses must meet Graduate School requirements regarding the six-year period of viability, taken from an accredited institution recognized by USC, carrying graduate credit with a grade of “B” or better, and number of USC reduced tuition rate hours allowed (6), as described in the Graduate Studies Bulletin. Students must complete the Request for Transfer of Graduate Credit at the Graduate School's Forms webpage.
Students wishing to transfer a course that will replace a similar public health core course housed in another USC department should contact the HPEB Graduate Director to receive approval from that department.

Transient Enrollment Privilege
Revalidation of Out-of-Date Courses
Independent Study
Comprehensive Assessment

Academic Regulations
Academic Credit and Course Policies
Course Enrollment Load
Dropping/Withdrawing from a Course
Grading Policies
Academic Standard for GPA, Progression, and Graduation
Academic Suspension
Student Records and Transcripts

Frequently requested information from the Graduate School website

Getting Started
Academics
Calendar
Campus Resources
Forms Library
Graduate Student Day
Graduate Management System (GMS)
International Students
International Travel Policy
Paying for Graduate School
Ombudsman
Update Application/Admission
Roles and Responsibilities of Graduate Students

Your responsibilities include but are not limited to:

- **Guidelines** - be aware of and follow requirements as stated in the USC Graduate Academic Bulletin, USC Graduate School website, and guidelines provided in the HPEB Masters Handbook.

- **Advisement** - students are responsible for knowing program requirements, taking an active role through all steps of their program and keeping copies of all important records and documents.

- **Keeping the advisor apprised of your progress and barriers you are experiencing.**

- **Deadlines** - be aware of and meet graduate school and university deadlines.

- **Transfer credit** - inform your advisor of your intention to apply for transfer credit immediately during advisement. Transfer credit must be approved as part of your program of study and is subject to approval.

- **Comprehensive examination** – with your advisor, determine the appropriate time for you to take the examination; take appropriate steps to prepare for the exam.

- **Applied practice experience** – be familiar with and follow all guidelines

- **Forms** – Ensure all HPEB and Graduate School forms are submitted through the department at the appropriate times.

- **Professional responsibility** – Graduate assistantships and practice experiences are intended to serve as an extension of the teaching mission of the Department of Health Promotion, Education, and Behavior by giving students work experience in public health settings in which they eventually pursue careers. While serving in on- or off-campus graduate assistantships or practice placements, students are representatives of the Department. As such, they should comport themselves with professionalism at all times and as guided by the professional code of conduct in existence at their placement agency.
**Academic Integrity**

All students are expected to adhere to the university’s policies regarding academic integrity. Students should consult the [Office of Academic Integrity](#) for policy concerning issues related to academic dishonesty. Any student caught violating any of these regulations will be subject to penalties associated with such acts.

**Disability Services**

Students with disabilities are assisted through the Student Disability Resource Center. Students with disabilities should contact the [Student Disability Resource Center](#) at 803-777-6144 (TDD) or 803-777-6142 for specific information about services, or accessed online. When students receive the Graduate School’s offer of admission, they should notify the Student Disability Resource Center of their need(s) for specific accommodation(s). The Center is located at 1523 Greene Street in Room 112A.

**Financial Aid**

To be eligible for Financial Aid, you must enroll for a minimum of nine (9) credit hours at the beginning of the Financial Aid semester (i.e., Fall, Spring, or Summer). If you have specific questions about your situation, you may contact the [Financial Aid Office](#) at 803-477-8134.

Information regarding Financial Aid and Scholarships is available at [www.sc.edu/financialaid/](http://www.sc.edu/financialaid/). Information regarding payment plans is available at the Bursar’s webpage: [www.sc.edu/bursar/paying.shtml](http://www.sc.edu/bursar/paying.shtml).
Admission

Students may apply for and be enrolled in only one HPEB MPH degree program. We do not allow concurrent applications or enrollment in both programs. Our policy is:

- The HPEB on-campus MPH and Online Master of Public Health in Health Promotion, Education, and Behavior - Professional Program are two distinct programs resulting in the same degree conferment; a student is admitted into one of these programs.
- A student in one program (i.e., on-campus or online) should be able to take a course/s in the other program only in exceptional situations where there are extenuating circumstances.

Once fully accepted by the Graduate School, all students should follow the directions for Getting Started and submit immunization and citizenship forms before being able to register for classes.
SC Residents will need to submit the Legal Residency form to receive instate tuition.

Self-Service Carolina is the portal for students to handle all personal, academic, and financial interactions with the university. Set up your account using the IDs provided on your Application Status page. Once in Self-Service Carolina, you will be able to access your university email, view the course schedule, register for classes, view your bill and financial aid, etc.

Advising and Course Registration

Prior to each semester, students should contact their academic advisor to discuss course planning. Students should bring their unofficial transcripts to all advisement meetings. Should there be academic challenges regarding grades, the academic advisor may recommend a remediation plan that would be developed by the academic advisor and student, with oversight from the Graduate Director.
Advisement must take place prior to clearance by the ASPH Office of Graduate Student Services to register for courses via my.sc.edu.
You are encouraged to review the Part of Term Dates associated with your specific section to ensure that you meet registration and fee payment deadlines.
Graduate Assistantships

Who Exactly is a Graduate Assistant?

A graduate assistant is a fully admitted graduate student who receives a stipend and some educational benefits in exchange for specific services that the student provides. A graduate assistant usually works directly with one or more faculty members, in a university office, or with a specific state agency.

The USC Graduate School offers training and evaluation activities for graduate teaching and instructional assistants (GTAs and GIAs). Our department requires all doctoral students to attend the training for GTAs and GIAs. In addition, all international doctoral students must attend the international teaching assistant working for training and evaluation of oral English skills. If a doctoral student does not attend this training, the department has the right to withdraw any offer of financial support for that student.

Who is Eligible to Receive a Graduate Assistantship?

Any fully admitted student taking nine or more graduate credits is eligible. There is generally no special consideration given for financial need or level of education. Employment is usually made on specific qualifications and skills of the individual. Sometimes the degree program in which a student is enrolled is a consideration. A student receiving other financial assistance in the form of work-study, stipend, or grant from another agency may not qualify to receive a graduate assistantship; but, some scholarships and fellowships may be received at the same time.

Graduate assistants are expected to devote full-time effort to their studies and their assistantship responsibilities. They are, therefore, discouraged from having additional employment on or off campus, during the term(s) for which they are appointed. In addition, regular University employees are not eligible for assistantships.

How do I Apply for a Graduate Assistantship?

There are no specific graduate assistantship applications available for Health Promotion, Education, and Behavior. To be considered for a position, an applicant must indicate an interest in being a graduate assistant on the admissions application form. The student will then be considered for any available graduate assistantships that match their qualifications and skills. Contact the HPEB Academic Programs Coordinator (Dr. Casey Goldston Giraudy) for more information. Students may also review openings on the MySPH website. Continuing students work with their faculty advisor(s) to identify and secure graduate assistantships.
What Types of Work do Graduate Assistants Perform?

The work responsibility of a graduate assistant depends on the skills and work experiences he/she has and the project on which they would be working. Some teach undergraduate courses, grade papers, or proctor testing; others do research and/or assist with administration of programs. If you have any research skills/experience, be sure to include them on your resume. The assignment/tasks depend on the professional needs of the faculty members/supervisors with whom you work.

How are Graduate Assistants Selected?

Faculty members who have positions for graduate assistants review the student applications on file and make selections. Consequently, students are strongly advised to inform the faculty members in their individual program of their interest in an assistantship.

What Benefits do Graduate Assistants Receive?

Graduate students from out of state who hold qualifying assistantships are given an automatic tuition reduction to the in-state tuition level. Graduate assistantship paperwork must be completed no later than 25 calendar days from the first day of class in order to qualify for this reduction. In addition, graduate students who hold assistantships in the spring semester and pre-register for the upcoming fall semester automatically are accorded the reduced in-state tuition rates during the summer sessions (Maymester, Summer I, and Summer II).

GA Work Assignments & Course Load Limits:

<table>
<thead>
<tr>
<th>Work Assignments</th>
<th>Minimum</th>
<th>10 hours per week (Half-time)</th>
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<tbody>
<tr>
<td></td>
<td>Maximum</td>
<td>20 hours per week (Full-time)</td>
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Graduate assistants working more than the required hours per week must have approval of the Dean of Graduate School prior to the beginning date of their graduate assistantship appointment.

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<thead>
<tr>
<th>Course Load Limits</th>
<th>Minimum</th>
<th>9 semester hours (1 hr summer)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maximum</td>
<td>15 semester hours</td>
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Academic Fees (Same for all GAs) Per credit hour amount

Graduate Assistantship tuition may increase when the University's tuition increases.

NOTE: Graduate assistants DO NOT receive any of the following benefits: free parking stickers; paid activity/technology fees; sick leave or paid holidays; insurance; or reduced textbook rates at either
bookstore. Graduate assistants are NOT entitled to faculty benefits or privileges. Graduate assistants may pay separately for health services/activities fees by paying the University fee at the time of registration.

**Do I Have to Make Up Time Missed for Holidays?**

You are not required to work when classes are not in session; but, two weeks notification and the permission of the supervisor are required for not working during USC-recognized holidays. Two weeks notification and the permission of the supervisor are also recommended for any/all vacation days you wish to request.

While USC students are not required to work during days when classes are not in session, the student may be asked to make up the hours if they received pay from the agency for a workday falling on a USC holiday. We advise each student to check with the agency and the supervisor on the agency's policy, as different agencies have different vacation policies.

Note: Fall break and Spring break are not considered official USC holidays.

**When Will I Know if I Have an Assistantship?**

Assistantships are awarded on a semester basis beginning in late August and/or January. If you receive an assistantship from HPEB, an offer letter will be mailed to you prior to the opening of the semester. Usually assistantships last for two semesters; but, money is allotted for one semester at a time and there is occasionally a turnover of assistantships after one semester period. In this instance, assistantship offers may be extended as openings occur throughout the semester.

**What Should I Do if I Hear About a Possible Position?**

The Department has several recurring assistantships from year to year. Students who identify potential positions for graduate assistantships outside of the recurring positions may contact the Department’s Academic Programs Coordinator for guidance to establish a new assistantship in an area of interest.

**Do I Have to Reapply for an Assistantship Each Semester that I am in School?**

It is a good idea to verify with your supervisor that your position will be funded for each upcoming semester. Paperwork may need to be completed on acquiring a new assistantship position.
What Other Types of Financial Aid Are Available?

In addition to graduate assistantships, financial aid is available in the form of part-time jobs, consultancies, work/study opportunities, veterans benefits, and loans. For information on grants, loans and other financial assistance contact the USC Student Financial Aid Office.
Degree Requirements

The following section presents curriculum guidelines for the HPEB Masters and Certificate programs. These guidelines should be used, with the advice of your faculty advisor, to facilitate your successful progression through your graduate program. As a graduate student, you have the primary responsibility for your progression through the program.

The Department of HPEB offers two Masters Programs: Master in Public Health (MPH) and a dual degree Master of Social Work/Master in Public Health (MSW/MPH) in conjunction with the College of Social Work.

There are some variations in specific requirements for the master's degree programs. The general progression of steps is outlined below.

- Begin course work;
- Develop a Program of Study (MPOS) by the end of the first year.
- Complete course work (i.e., required courses and electives) (Course descriptions can be found in USC’s Academic Bulletin).
- Complete the applied practice experience, and provide a written report and oral presentation of the project.
- Successfully complete and defend a comprehensive examination.*

Most programs can be completed in two years of full-time enrollment including some summer school courses. Masters students must complete all degree requirements within a period of six years as specified by the Graduate School.

Overview of Degree Requirements

Master of Public Health (MPH) (45 hours):

MPH Course Work (must have Program of Study)
  Basic Public Health Core (16 hours)
  Health Promotion, Education, and Behavior Core (12 hours)
  Cognate Electives (12 hours)
  Applied Practice Experience (5 hours)
Comprehensive Examination*

Master of Social Work/Master of Public Health (MSW/MPH) Dual Degree

See School of Social Work website:
http://www.cosw.sc.edu/academic-program/msw-program/msw-dual-degree

*(Students may request approval to write and defend a thesis in lieu of the comprehensive examination.)
Certificate of Graduate Study in Aging

The Certificate of Graduate Study in Aging program addresses the educational needs of full-time and part-time students who will be engaged in the planning, administration and provision of services for older adults. This is an 18-hour post-baccalaureate certificate program in which students earning masters or doctoral degrees in related disciplines are offered the opportunity to obtain specialized preparation for career paths in the expanding fields of gerontology and geriatrics.

The certificate provides graduate students with opportunities to learn from gerontology educators within several USC academic units. The program is administered by HPEB in the Arnold School of Public Health.

To earn the certificate, students must complete:

(3 hours) HPEB 731 – Health Promotion for Older Adults
(3 hours) SOWK 772 – Programs and Services for Older Adults
(3 hours) HSPM 764 – Long-term Care Administration
(3 hours) Practicum at approved site
(6 hours) electives chosen with the approval of the program director
Certificate of Graduate Study in Health Communication

The Certificate of Graduate Study in Health Communication is an interdisciplinary certificate administered by the Department of Health Promotion, Education, and Behavior; the School of Journalism and Mass Communications; and the School of Library and Information Science. This is an 18-hour post-bachelor’s program that provides students with opportunities to strengthen their knowledge in health communication content, research methods, and application. Students will select Health Promotion, Education, and Behavior; Journalism and Mass Communications; or Library and Information Science as an interest area.

An applicant for admission to the Certificate of Graduate Study in Health Communication will be evaluated on a combination of factors: undergraduate grades; performance on the GRE; resume describing previous professional experience, especially if that experience is in health communication-related positions; three letters of recommendation; and a written statement of intent, in which the applicant outlines reasons for seeking a graduate-level Certificate in Health Communication. Qualified individuals who are not currently enrolled in a graduate degree can also take the certificate as a stand-alone program.

To earn the certificate, students must complete:

1. The certificate core (9 hours):

   HPEB 711       Applied Health Communication
   SLIS 749       Health Sciences Information Resources
   JOUR 702/803  Communication Theory/Seminar in Mass Communication Theory and Theory Construction   OR
   JOUR 772 Seminar in Health, Science, and the Media   OR
   JOUR 775 Strategic Communication for Behavior & Social Change

2. Six (6) directed elective hours from an approved list, depending on the student’s interests as approved by the student’s faculty advisor. Some potential elective courses include: Theoretical Foundations of Health Promotion (HPEB 701), Consumer Health in Contemporary Society (HPEB 547), Seminar in Health, Science, and the Media (JOUR 772), Risk Communication (JOUR 773), Strategic Communication for Behavior & Social Change (JOUR 775), Health Information Retrieval in Electronic Environments (SLIS 743), and Consumer Health Resources and Information Services (SLIS 758).

3. A three credit-hour practicum or project in the student’s home department.

Examples of practica/internships include appointments with local agencies involved with health communication, or work on an active research project. Faculty members work closely with students to help them secure the practicum.
Certificate of Graduate Study in Global Health (CGSGH)

Modern society operates in a global environment with an increased need for clinical and public health professionals who understand health environments and policy that extend beyond local borders. The Certificate of Graduate Study in Global Health (CGSGH) prepares students with the knowledge and skills that are necessary to conduct international work, by focusing on topics such as comparative health systems and policies; health care administration, finance and services; sociocultural perspectives on health; and development and evaluation of health promotion programs that are sensitive to local context.

Of the 18 hours required to earn the certificate, nine hours are required and consist of three 3-hour courses: (Substitutions for courses must be specifically approved by the certificate advisor.)

- HPEB 772 Current Trends in Developing World Health;
- ENHS 660 Concepts of Environmental Health Science; and,
- HSPM 706 Health and Economic Development.

Each student will then choose three courses from one of four tracks: (Substitutions for courses must be specifically approved by the certificate advisor.)

- **Population Health Track**: three 3-hour elective courses from:
  - HPEB 674 Social Networks, Social Capital, and Health
  - HPEB 748 Community Health Development
  - HPEB 820 Public Health Policy and Advocacy
  - EPID 701 Concepts and Methods of Epidemiology
  - EPID 749 Infectious Disease Epidemiology

- **Environmental Health Track**: three 3-hour elective courses from:
  - ENHS 793 Special Topics in Environmental Health Sciences
  - ENHS 592 Oceans and Human Health
  - EPID 747 Environmental Epidemiology
  - ENHS 625 Medical Mycology
  - ENHS 661 Parasitology (cross-listed as EPID 661 and BIOL 531)

- **Food and Nutrition Track**: three 3-hour elective courses from:
  - HPEB 560 Cooking Up a Storm: Food, Globalization, Localization, and Health-South
  - HPEB 620 Nutrition Through the Life Cycle
  - EPID 763 Nutritional Epidemiology
  - EXSC 620 Nutrition and Immunology
  - HPEB 752 Nutrition and Public Health

- **Health Care Policy and Systems Track**: three 3-hour elective courses from:
  - HSPM 712 Health Economics
  - HSPM 726 Applied Public Health Law for Administrators
  - HSPM 730 Financing of Health Care
  - HSPM 724 Health Law
  - HSPM 772 International Health
Important Terms Used in the Following Section:

**Academic Advisor:**
The faculty member selected to advise you in your academic program; the person who approves your courses for registration and helps determine your Program of Study.

**Dean of Graduate School:**
The Dean of the Graduate School signs off on all paperwork involving progression through graduate programs; all paperwork goes through HPEB Graduate Director prior to being sent to Graduate School.

**Graduate Director:**
The faculty member in HPEB responsible for signing off on documents (such as the Program of Study) that are filed with the Graduate School.

**Applied Practice Experience/Practicum Advisor:**
The faculty member selected to direct your practice experience; not necessarily the same individual as your academic advisor. Must be a current full-time tenure- or clinical-track HPEB faculty member.

**Practice Site Preceptor:**
The individual who agrees to serve as your supervisor at the site of your practice experience or practicum. Must satisfy requirements described on the MySPH website, and cannot be a USC faculty member.

**Thesis (Optional) Advisor:**
The faculty member selected to direct your thesis (optional); not necessarily the same individual as your academic advisor.
Master of Public Health (MPH) (45 hours)

**Goal:** To prepare public health professionals to serve as agents of social and behavioral change through the promotion of community and personal wellbeing.

**Goals and Curriculum Requirements**
Upon completion of MPH coursework, students will be able to:

1. Demonstrate an understanding of foundational public health knowledge and achievement of MPH foundational competencies, as defined by the Council on Education for Public Health (CEPH). (see Appendices)
   - **Courses:**
     - PUBH 678: Transforming Health Care for the Future
     - PUBH 725: Quantitative Methods for Public Health Practice
     - PUBH 726: Qualitative Methods for Public Health Practice
     - PUBH 730: Public Health Systems, Policy, and Leadership
     - PUBH 735: Practical Applications of Public Health Planning

2. Prepare to become effective agents in the development and promotion of informed decision-making and health behavior change in individuals, institutions, and communities.
   - **Courses:**
     - HPEB 701-Theoretical Foundations of Health Promotion
     - HPEB 707- Health Promotion Research Methods
     - HPEB 710-Evaluation of Health Promotion Programs
     - HPEB 748-Community Health Development.

3. Demonstrate an understanding of how health promotion, education, and behavior is carried out in various settings with respect to various health practices, and demonstrate the ability to apply formal learning in practice settings.
   - **Courses:**
     - Elective courses (4)
     - HPEB 797 – Applied Practice Experience
HPEB MPH Program
Milestones Toward Degree

Application and admission

Coursework (40 hours)
Complete and submit program of study

Applied Practice Experience
(5 hours)

Applied Practice Experience written report and oral presentation
Comprehensive evaluation - written response and oral defense

Application for graduation
HPEB MPH (Campus) program: Course Sequence

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit</th>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 725</td>
<td>Quantitative Methods for Public Health Practice</td>
<td>5</td>
<td>Year 1 - Fall</td>
</tr>
<tr>
<td>PUBH 726</td>
<td>Qualitative Methods for Public Health Practice</td>
<td>3</td>
<td>Year 1 - Fall</td>
</tr>
<tr>
<td>HPEB 701</td>
<td>Theoretical Foundations of Health Promotion</td>
<td>3</td>
<td>Year 1 - Fall</td>
</tr>
<tr>
<td>PUBH 735</td>
<td>Practical Applications of Public Health Planning</td>
<td>4</td>
<td>Year 1 - Spring</td>
</tr>
<tr>
<td>PUBH 730</td>
<td>Public Health Systems, Policy, and Leadership</td>
<td>3</td>
<td>Year 1 - Spring</td>
</tr>
<tr>
<td>PUBH 678</td>
<td>Transforming Health Care for the Future</td>
<td>1</td>
<td>Year 1 or 2 - Spring</td>
</tr>
<tr>
<td>HPEB 707</td>
<td>Health Promotion Research Methods</td>
<td>3</td>
<td>Year 1 or 2 - Spring</td>
</tr>
<tr>
<td>HPEB 748</td>
<td>Community Health Development</td>
<td>3</td>
<td>Year 1 or 2 - Fall</td>
</tr>
<tr>
<td>HPEB 710</td>
<td>Evaluation of Health Promotion Programs</td>
<td>3</td>
<td>Year 2 - Fall</td>
</tr>
<tr>
<td>Electives/Cognate</td>
<td>Various (thesis option: 6 credits of HPEB 799)</td>
<td>12</td>
<td>Year 1 or 2</td>
</tr>
<tr>
<td>HPEB 797</td>
<td>Applied Practice Experience</td>
<td>5</td>
<td>During or after last semester of coursework</td>
</tr>
</tbody>
</table>

**TOTAL** 45

Successful completion of comprehensive evaluation: Conclusion of HPEB 797
## Online Master of Public Health in Health Promotion, Education, and Behavior - Professional Program: Course Sequence

<table>
<thead>
<tr>
<th>Course Number</th>
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<td>PUBH 730</td>
<td>Public Health Systems, Policy, and Leadership</td>
<td>3</td>
<td>Year 1 - Spring</td>
</tr>
<tr>
<td>PUBH 678</td>
<td>Transforming Health Care for the Future</td>
<td>1</td>
<td>Year 1 - Spring</td>
</tr>
<tr>
<td>HPEB 748</td>
<td>Community Health Development</td>
<td>3</td>
<td>Year 1 or 2 - Fall</td>
</tr>
<tr>
<td>HPEB 711</td>
<td>Applied Health Communication</td>
<td>3</td>
<td>Year 1 or 2 - Fall</td>
</tr>
<tr>
<td>HPEB 513</td>
<td>Race, Ethnicity, and Health</td>
<td>3</td>
<td>Year 1 or 2 - Spring</td>
</tr>
<tr>
<td>HPEB 707</td>
<td>Health Promotion Research Methods</td>
<td>3</td>
<td>Year 1 or 2 - Spring</td>
</tr>
<tr>
<td>HPEB 547</td>
<td>Consumer Health in Contemporary Society</td>
<td>3</td>
<td>Year 1 or 2 - Summer</td>
</tr>
<tr>
<td>HPEB 710</td>
<td>Evaluation of Health Promotion Programs</td>
<td>3</td>
<td>Year 2 - Fall</td>
</tr>
<tr>
<td>Elective</td>
<td>Various or independent study</td>
<td>3</td>
<td>Year 1 or 2 – Fall, Spring</td>
</tr>
<tr>
<td>HPEB 797</td>
<td>Applied Practice Experience</td>
<td>5</td>
<td>During or after last semester of coursework</td>
</tr>
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<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>45</strong></td>
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</tr>
</tbody>
</table>

Successful completion of comprehensive evaluation

Conclusion of HPEB 797
**Master of Social Work/Master of Public Health (MSW/MPH)**

Graduates of the dual degree MSW/MPH program can expect to find employment in traditional health care settings that rely on the medical model of intervention as well as in settings that use a social health mode. Students may choose either the Health Promotion and Education (HPEB) track or the Health Services Policy and Management (HSPM) track in the MPH program. Students normally spend the equivalent of three years in their studies for their dual MSW/MPH degrees. Students participate in two field placements, one in public health and one in social work. For more specific degree information, go to [http://www.cosw.sc.edu/academic-program/msw-program/msw-dual-degree](http://www.cosw.sc.edu/academic-program/msw-program/msw-dual-degree)
Program of Study

Every degree student must file a Master’s program of study (M-POS) in The Graduate School for approval by the dean of The Graduate School. A program of study is a list of courses that satisfy degree requirements, and it must be approved by the student’s advisor, the graduate director, and the dean of The Graduate School. This formal agreement serves a number of purposes that benefit both the student and the University. It allows the student and the advisor to engage in early planning of course work, explore research interests, and discuss requirements for progress toward degree; facilitates subsequent advisement; and protects the student in the event of unexpected curriculum or faculty changes. The student must file a completed Master’s Program of Study form (M-POS) within the first 12 months of course work. If necessary, an approved program of study can be modified with a Program Adjustment form.

The program of study also indicates the masters student’s intention to pursue the comprehensive examination or thesis option for meeting the program’s integrated learning experience requirement.
Comprehensive Examination

Students enrolled in the HPEB MPH (and dual degree) program are required to take a written and oral comprehensive examination in conjunction with the applied practice experience. The comprehensive examination, an integrated learning experience, is a part of the culminating/capstone experience of the MPH program and is designed to assess students’ level of mastery of the core competencies acquired through core courses. (Students may request approval to write and defend a thesis in lieu of the comprehensive examination. See the Thesis section of this handbook.)

Eligibility

Students must be in good academic standing (i.e., GPA > 3.0 and no grades below a C in core courses), and must have completed all HPEB core coursework and be registered for HPEB 797. Students must register with the Graduate Director to take the examination.

Note: Students with disabilities are assisted through the Office of Student Disability Services. Students seeking accommodation should contact the Office of Student Disability Services at 803-777-6744 (TDD) or 803-777-6142 for specific information about services, or access online at http://www.sa.sc.edu/sds/.

Format of the Comprehensive Examination

The comprehensive examination is administered as a take-home examination. The examination is intended to assess students’ critical thinking ability as a key determinant of overall mastery of the core competencies in HPEB. The exam contains questions from the core courses, in three sections: 1) Program Planning, 2) Program Implementation, and 3) Program Evaluation. Each section of the exam addresses a set of HPEB MPH competencies, which are addressed in core courses.

Exams are scored according to the student’s application of critical thinking skills in the response provided. Answers are evaluated with regard to the following criteria:

- Purpose: The extent to which the response addresses the question.
- Subject Matter Knowledge: The appropriateness and quality of supporting evidence.
- Depth and Breadth of Understanding: The degree to which the response demonstrates understanding and synthesis of MPH foundational competencies and HPEB competencies.

Responses must be communicated clearly enough (i.e., well-written) to permit the faculty who read them to make a valid judgment of students’ knowledge and critical thinking skills. Responses should be the original work of the student, written in the student’s own words, and not copied or paraphrased from some other work. The department adheres to the University of South Carolina...
Honor Code. It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this Honor Code or who knowingly assists another to violate this Honor Code shall be subject to discipline, including the possibility of dismissal from the academic program.

Examination Procedures
(The following timeline information is a general guideline. Students should follow the applied practice experience/exam event timeline posted early in the relevant semester.)

Students are responsible for registering for the comprehensive examination in the Fall or Spring semester following completion of MPH core courses. Usually, this occurs in the semester of the scheduled applied practice presentation. (Students are responsible for scheduling the presentation for an agreeable date for the student, site preceptor, faculty practice experience advisor, and secondary exam grader.) Examination questions will be provided to students several weeks prior to the scheduled applied practice presentation. This is a take-home examination – any non-human resource may be used in answering questions, but responses should be the student’s original work.

Responses are due to the Graduate Director at least four weeks prior to the scheduled applied practice presentation. (See the next section of this handbook for more information about the applied practice experience.) Information regarding the examination is presented in detail on the HPEB Masters Blackboard website.

Two graders (the faculty applied practice advisor and another full-time HPEB faculty member) will review the student’s response to examination questions, and will provide written feedback to the student via email.

Students should incorporate the written feedback into the final version of the written comprehensive examination, and provide a point-by-point response in a separate document, which is due a minimum of two days prior to the applied practice presentation.

After the presentation of the applied practice experience, the site preceptor will leave the meeting, and the comprehensive oral examination will take place. The oral examination will cover material from the core courses and the student’s final written portion of the examination. The two graders will provide feedback on the oral and written sections of the comprehensive examination to the Graduate Director within one week of the oral presentation. HPEB faculty vote on all comprehensive exam results, and students are notified via email of the results.

Comprehensive examination results are either Pass or Fail. Students who pass the examination may apply for graduation. Students who fail the comprehensive examination may appeal to retake the written and oral examination after one, but no more than two, regular academic semesters.
following the first administration. Students have a maximum of two administrations to pass the comprehensive examination. Students who fail the second comprehensive examination administration will have their admission to the program cancelled, and do not progress toward the degree.

**IMPORTANT: Passing the comprehensive examination is a requirement for graduation.**

Questions about the examination should be directed to Ken Watkins (Graduate Director).
Applied Practice Experience (HPEB 797)

The applied practice experience involves fieldwork at a practice site, requiring regular progress reports and a final written report.

Applied Practice Experience Goals

The goal of the applied practice experience is to strengthen a student’s personal understanding of the realities of public health programs in applied settings. This is achieved by familiarizing the student with the: practice of public health education to help the student identify with the profession; organizational and administrative dimensions of public health promotion; and functional activities of a specific setting. During the practice experience, the student will demonstrate attainment of a set of MPH foundational competencies (minimum of three) and HPEB competencies (minimum of two), as identified with their faculty applied practice advisor. See Appendices I and III.

The following objectives are presented to guide the achievement of this goal. Planned experiences contribute to the student’s preparation by offering an opportunity for application of skills within the framework of an appropriate field organization through:

- Experiences in working with and without supervision within the organization;
- Exploration of the ongoing planning, implementation, and evaluation activities in health education and promotion programs of the organization;
- Familiarization with the organizations’ public health mission; and
- Actual working involvement in health promotion/education activities within the organization.

Applied Practice Experience Overview

Students, faculty applied practice advisors, and site preceptors must complete appropriate registration through MySPH. The contact person for MySPH is Zachary Jenkins. After completion of the applied practice agreement and the Memorandum of Understanding (MOU) between the university and the practice site, the student begins supervised fieldwork. Students participate in the practice experience under their applied practice faculty advisor. Each faculty member has a distinct HPEB 797 registration code and students must contact their applied practice faculty advisor to obtain this code before enrolling. An oral presentation and written report of the applied practice experience are required at the conclusion of 797. (Note: The MPH take-home comprehensive exam is administered concurrently with HPEB 797. See the prior section of this handbook for exam processes and timeline.)

For information about the report format, go to the Practice and Residency website. Examples of successful applied practice experiences can be found at Success Stories.
Setting, Applied Practice Experience Requirements, and Participant Roles

Setting

Numerous state and federal departments and agencies, as well as private hospitals, private organizations, and other health-related organizations, provide locations for practice experiences and projects.

Identify Applied Practice Site and Preceptor

Students are responsible for identifying and securing an applied practice site and preceptor. A variety of strategies may be employed to assist students in this regard. Practice opportunities are posted in the MySPH Opportunity Manager (http://mysph.sc.edu/). Opportunities are also posted internally in the Department via bulletin boards, flyers, and electronically via student listserv communication. Students may approach potential sites and/or preceptors based on their interests or on increasing their exposure to areas beyond their interest and current “expertise.” The site preceptor should be qualified to supervise students’ work and available to provide meaningful feedback on a daily or near daily basis. The individual must satisfy requirements described on the MySPH website, and cannot be a USC faculty member. The practice experience can be located outside of the Columbia area, outside of the state, or outside of the country. Specific information for the preceptor is located in MySPH.

Identify Faculty Advisor for the Applied Practice Experience

Each student will have a HPEB faculty applied practice advisor, who is not necessarily the same person as the student’s faculty academic advisor. The applied practice advisor must be a current full-time tenure- or clinical-track HPEB faculty member. A student may request assignment to a specific faculty member, dependent upon the faculty member’s availability and interest. The primary factor in selecting a faculty applied practice advisor should be the ability of the faculty member to assist in the development of the practice contract and provide assistance throughout the practice field placement (i.e., HPEB 797).

Develop Applied Practice Experience Agreement and MOA, and Begin Fieldwork

A completed, signed, and dated Applied Practice Experience Agreement is necessary before a student can begin his/her fieldwork. Students are ultimately responsible for negotiating the agreement with both the site preceptor and their faculty applied practice advisor. This agreement is for the student’s protection, as it will ensure that all parties agree upon the deliverables and experience within a pre-defined time frame. The agreement should explicitly identify the
competencies to be addressed. The agreement should also define clear expectations for accomplishments in the practice experience. Contact information should be provided for all parties (i.e., student, site preceptor, and faculty practice experience advisor). At this same time, students should also work with Zach Jenkins in securing a Memorandum of Agreement (MOA) between the site and the university.
Although there is much variation among HPEB applied practice experiences, they all have in common a focus on a major project, activity, or experience in public health promotion/education.

**Carry Out Applied Practice Experience**

Students will continue at the applied practice field site and have primary contact with their site preceptor, who functions as a mentor. Students are expected to keep their faculty applied practice advisor updated as needed. If a problem arises, students are to inform their faculty applied practice advisor as early as possible.

**Submit Comprehensive Examination Responses**

Examination responses are due to the Graduate Director at least four weeks prior to the scheduled applied practice experience presentation, at the conclusion of HPEB 797.

**Present Results of Applied Practice Experience**

Students should follow guidelines for the oral applied practice experience presentation. Each student is required to orally present his/her applied practice experience publicly before the end of the 797 term. Students are to arrange the specifics of the presentation (e.g., presentation date and time) with their faculty applied practice experience advisor, site preceptor, and secondary exam grader. The student may present in person or via video conferencing (e.g., Skype™, Blackboard Collaborate Ultra).

HPEB MPH students are responsible for notifying the department regarding presentations. The student should provide the following information via email to both Casey Goldston Giraudy (goldston@mailbox.sc.edu) and Pam Metz (pmetz@mailbox.sc.edu):

- Applied practice experience title
- Practice agency/location
- Your name, earned degree
- Practice site preceptor
- Practice experience faculty advisor
Complete and Submit an Applied Practice Experience Report

Each student who successfully completes the applied practice experience must submit an electronic copy of the report to Pam Metz (777-7096, pmetz@mailbox.sc.edu).

Additional Information:

A student’s applied practice experience cannot be part of their existing job or Graduate Assistantship (GA). It is possible to carry out a practice experience at an existing job or GA only if it is above and beyond job and GA requirements and results in additional contact hours. This exception can only be granted with the consent of your faculty advisor in consultation with the Graduate Director. Students are not generally, but may be, remunerated for their practice experience placements or work. The applied practice experience is considered the culminating, or capstone, experience of the MPH curriculum much like a project, or a thesis. The applied practice experience is a professional position and one in which students are representatives of ASPH and USC. Students, therefore, are expected to conduct themselves in a professional manner at all times.

The student is expected to:

- Take initiative in addressing competencies, selecting an appropriate setting for practice activity, developing clear work and learning objectives, and completing work and learning tasks by the dates agreed upon. A final written report of the practice experience is required and will be placed in the Department files.
- Arrange appropriate meetings with faculty advisor and site preceptor, including the final oral presentation.

The applied practice faculty advisor is expected to:

- Advise the student in developing work and learning agreements.
- Communicate with the student and practice site preceptor as necessary.
- Provide ongoing advice and guidance as needed or required.
- Review student’s final oral presentation of applied practice experience.

The applied practice site preceptor is expected to:

- Assist students in defining activities of potential use to his or her organization.
- Review student’s agreement and contract for usefulness to organization and provide on-site direction to the work component of the experience.
- Provide the student with logistical support within the organization.
- Review student’s final oral presentation of applied practice experience.
Thesis (Optional) Requirements and Guidelines

A thesis is optional for HPEB students seeking the MPH degree, and may be completed in lieu of the comprehensive examination. (Note: The thesis does not replace the required applied practice experience.) The decision to pursue the thesis requires the willingness and availability of a minimum of two full-time HPEB faculty members and one faculty member outside of the department to serve on the student’s thesis committee. Selection of a topic and work on the thesis are directed by a department-approved faculty thesis committee. This committee must be approved by the department before or at the same time as the student submits the program of study (MPOS). The MPOS form can be found on the Graduate School’s website. 

Graduate School Guidelines for Appointment of Thesis Committees

The Thesis Committee is a program faculty committee approved by the department or school. The Thesis Committee should be composed only of faculty from the Columbia campus. Regular and Associate graduate faculty of any rank who hold the doctorate or the discipline’s terminal degree and tenured faculty at the rank of full professor who do not hold the terminal degree may serve on or chair thesis committees. Research, clinical, and adjunct faculty at any rank who hold the terminal degree may serve on and chair a thesis committee with approval of the program and the dean of The Graduate School. Instructors and lecturers who do not hold the terminal degree may serve as members of thesis committees with justification from the program and approval of the dean of The Graduate School. Emeritus or emeriti faculty may continue to chair the thesis committee of a student under their direction at retirement and may be appointed as a member or a thesis committee with the approval of the program and the dean of The Graduate School. In HPEB, the thesis committee must include at least two HPEB faculty members and one member from outside the department.

Before beginning to work on the thesis, students should obtain and read a copy of the Graduate School’s general thesis regulations found online at: http://gradschool.sc.edu/students/thesisdiss.asp?page=td

Purpose of the Thesis

The thesis is a capstone experience and is enhanced through the student’s application of principles and methods learned during coursework through the preparation of a research manuscript. The thesis must be original research designed to answer specific questions and to integrate new information contributing to the understanding and solution of public health problems. The thesis must synthesize selected MPH foundational and concentration-specific competencies. Students must select at least three competencies to address:

- One foundational competency
- One HPEB program competency
- One competency either foundational or HPEB program-specific (See Appendices)

A minimum of six (6) hours of thesis credit (HPEB 799) must be applied to thesis work. A maximum of nine (9) hours of thesis credit (HPEB 799) may appear on the student’s program of study (MPOS). Any student who uses University facilities or confers with faculty on thesis work must be officially enrolled for at least one hour of academic credit.
Steps in applying for the thesis option:

1. Discuss your thesis ideas with the HPEB faculty member you wish to serve as your thesis committee chair, whose interests and expertise complement your research interests. Determine if that faculty member is willing and able to serve as your thesis chair.

2. With your chair, complete the thesis request form available on the department’s website. Part of this form requires naming a proposed thesis committee. The thesis committee should include a minimum of two HPEB faculty (including the thesis chair) and one faculty member outside of the department. Submit the thesis request form to the Graduate Director. Your request will be reviewed by an HPEB faculty committee.

3. After review and approval from the HPEB faculty committee, prepare a thesis committee request form (HPEB website) and the masters program study (MPOS from the Graduate School website). Both forms must be submitted to the Graduate Director prior to April in the first year of study.

Steps for completion of thesis work:


2. Submit your thesis proposal to the thesis committee. The proposal briefly outlines the thesis topic, hypothesis, and proposed methodology. The proposal is a contract between the student and the committee members, and ensures that everyone has agreed upon the format and content of the thesis. All committee members are required to sign it as an acknowledgement of approval of the proposal. The student will prepare a written thesis proposal outlining:
   - The general problem to be addressed with adequate literature support.
   - The specific objectives of the study and how accomplishing these objectives will contribute relevant new knowledge to the field; objectives must be supported by a literature review.
   - Methods for accomplishing the objectives.
   - The time, equipment, money, and other resources required.

   The committee will review the appropriateness of the proposal; at least one meeting of the entire committee with the student will take place for proposal acceptance before major thesis work begins. It is the student’s responsibility to reserve a meeting room and the proposal meeting.

3. The major portion of the thesis work itself (field, laboratory, literature analysis) will be conducted by the student in close collaboration with the thesis committee (especially the thesis Chairperson). Any changes in the former plan, as set forth by the proposal, must be
agreed upon the committee. Except under unusual circumstances, the student will be registered for thesis work during the semester or session of graduation.

The student will obtain IRB approval prior to conducting the research. Information about this process can be obtained from the committee chairperson or on-line.

It is the policy at the University of South Carolina that no research or investigation involving human subjects, without regard for source of funding, may be undertaken until the approval of the Human Subject Institutional Review Board has been obtained.

4. During the semesters that students plan to conduct research and analyze data, students should enroll in HPEB 799 under the appropriate section (assigned) according to thesis advisor in the Master Schedule for that semester of session.

5. Complete data collection by the beginning of classes for the semester in which the student intends to graduate.

6. In consultation with the committee chair, submit draft copies of the thesis sections to the thesis committee as the student completes them.
   A completed first draft of the thesis must be submitted to the thesis chair at least 60 days prior to the end of the semester of graduation.

7. At the completion of the thesis work, and at least 30 days before graduation, the student will present an informative seminar defense of the results of his/her thesis research. The student is responsible for arranging and announcing the seminar, which will be open to all interested parties (students, faculty, agencies, etc.) There are two equally important purposes for the seminars:
   o To transmit information which has been culminated from a concentrated body of work on the original research project. Thus, the presentation will be of considerable interest to colleagues and should be concise, well organized, and supported by well-planned visual aids.
   o To serve as an important learning process for the student in executing an informative presentation and in responding to the discussion and criticism of fellow students and faculty.

   The open seminar will be followed by a critical review of the thesis by the student’s thesis committee, with suggestions of improvement, publication, etc.

Format
Students write a manuscript style thesis. Only one manuscript is needed to meet thesis requirements; but, the student may write more than one manuscript. Thesis students will work with committee members to plan one distinctly significant focus for the manuscript/s. The following provides a generic outline for manuscripts: Manuscript Title; Format; Abstract; Introduction; Methods; Results; Discussion; References. Students must select a specific journal/s for manuscript submittal and follow the instructions to authors provided by the selected journal. Each journal provides a section to authors that include information on manuscript length, number of tables and graphs, and reference style. Students follow authorship guidelines posted on the department’s website. Students are expected to be the first author of any article they write as a
thesis. The order of author listing must be discussed with all committee members at the thesis proposal defense.
As scientists, it is valuable to have publications on the curriculum vitae when applying for jobs or other academic programs.

Steps for concluding the thesis

All theses must meet Graduate School requirements. Please refer to the following URL: http://gradschool.sc.edu/students/thesisdiss.asp?page=td

The deadline for submission of theses for each academic session is also posted on the Graduate School webpage.

In addition, students are responsible for notifying the department regarding thesis presentations. At least one week prior to the presentation, the student should provide the following information via email to both Casey Goldston Giraudy (goldston@mailbox.sc.edu) and Pam Metz (pmetz@mailbox.sc.edu):

Thesis title
Your name, earned degree
Thesis advisor
Day, Date, Year of your presentation
Time of your presentation
Room/Building location
Street Address/Zip (if not in HESC)

This information will be published on the department’s main webpage and posted in the front office.

To reserve a room and/or equipment for your presentation, please contact Pam Metz (777-7096, pmetz@mailbox.sc.edu).

In general, students are required to present the research project (generally a 20-30 minute presentation of the Background, Methodology, Results and Discussion) to the audience and allow for a question and answer period (usually 10-15 minutes). Students should also bring to the defense copies of the official Graduate School signature form.

IMPORTANT: Graduate School guidelines for thesis preparation may be obtained from the Graduate School website: http://gradschool.sc.edu/thesisdissertation/thesis.htm

Examination/Defense Location

Combined oral and written examinations are held in HPEB for three purposes: 1) comprehensive examination for doctoral students, 2) dissertation defense for doctoral students, and 3) thesis defense for MPH students. These examinations should be conducted on campus, and all committee members should be physically present with the student. Under exceptional circumstances, some committee members (but not the chair) may be located off-campus for the examination, connected
via telephone or video-conferencing to the student, chair, and other committee members who are on campus. Also, under exceptional circumstances, the student, the chair, and perhaps other committee members may be located off-campus for the examination, connected via telephone or video-conferencing to other committee members who are on campus. Regardless of circumstances, the chair must be physically located with the student for the examination.

Resources and Information

USC International Student Services

International Programs for Students is located in Suite 650 of the Close Hipp Building, 1705 College Street. International student services provide a wide range of services for international students, including pre-arrival information, orientation programs, immigration advising, personal assistance, and student programs and activities. Professionals with specialized training and expertise working with international students staff the office. International Student Services can be reached at https://www.sc.edu/about/offices_and_divisions/international_student_services/index.php or (803) 777-7461.

Blackboard Resources

Students are encouraged to request the Graduate Director for inclusion in the HPEB Masters Program Blackboard website (or the Online Master of Public Health in Health Promotion, Education, and Behavior - Professional Program Blackboard website for online students). Each site provides descriptions of university, school, and department resources and procedures.
Appendices

Appendix I. MPH Foundational Competencies (CEPH)

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

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

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

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

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

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

Interprofessional Practice
21. Perform effectively on interprofessional teams

Systems Thinking
22. Apply systems thinking tools to a public health issue
Appendix II. Foundational Public Health Knowledge Learning Objectives (CEPH)

**Profession & Science of Public Health**
1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

**Factors Related to Human Health**
7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)
Appendix III. HPEB Concentration Competencies

1. **Theory** - Apply social and behavioral theories and models to the development, implementation, and evaluation of public health programs.

2. **Multi-level Influences on Health** - Utilize multi-level approaches in understanding the importance of context in addressing public health issues.

3. **Collaboration** - Articulate how multi-sectoral, collaborative engagement advances health equity, and improves health outcomes.

4. **Evaluation** - Develop sound and feasible methods to evaluate public health programs, interpret results, and communicate those results effectively.

5. **Research Methods** - Make informed study design decisions and be able to articulate the strengths and weaknesses of a research study.
Forms

All forms required by the Graduate School and HPEB should be submitted through the Graduate Director. Necessary forms can be found at Graduate School Forms and department websites.
## Information and Forms

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<th>HPEB information and forms</th>
<th>Graduate School forms</th>
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<td>Masters Comprehensive Exam Verification Form</td>
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See this handbook.

Contact department for room reservation and posting notice.

Thesis Signature and Approval Form (G-TSF)