

**Fay W. Boozman College of Public Health**  
 Doctor of Public Health in Public Health Leadership  
 Program Director: Dr. Austin Porter  
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Advisee's Name \_\_\_\_\_

Student ID Number \_\_\_\_\_

Faculty Advisor \_\_\_\_\_








PLAGIARISM TRAINING	Completion Date
Certification Test	
WRITING MILESTONE	
Skills Certification	
IPE EXPOSURE (NOVICE)	
Exposure Workshop	
Transition (Exposure to Immersion)	
IPE IMMERSION (INTERMEDIATE)	
Quadruple Aim Project	
Simulation Activity	
IPE COMPETENCE (ADVANCED)	
Competency Workshop	
Required Practice Activity	
Student Educator Activity	


**Plagiarism Training Requirement:** All students in the COPH must adhere to the highest standards of professional and ethical conduct. Among these standards is the recognition that student written work must be original and appropriately cited. In order to facilitate understanding of this standard, all students must complete the on-line course “*How to Recognize Plagiarism: Tutorials*” at <https://plagiarism.iu.edu/tutorials/> and complete the Certification Test at <https://plagiarism.iu.edu/certificationTests/index.html>. Upon successful completion of the test, students must provide a copy of the Validation Certificate to the COPH Office of Student Affairs at [cophoffice@uams.edu](mailto:cophoffice@uams.edu). The requirement must be completed by the first day of classes.

**Writing Milestone Requirement:** All students who enter the College of Public Health will be required to complete a Writing and Reasoning Skills Assessment at the beginning of their first semester. The Assessment will identify strengths and weaknesses and highlight opportunities for improvement. Students who do not meet a predetermined score will be required to complete an online Public Health Writing Workshop course. This course will address the fundamentals of good writing, writing with scholarly sources, revision strategies, and other topics in the interest of improving student writing skills. This is a non-credit curriculum requirement.

**IPE Curriculum Requirement:** As of the Fall 2015 semester, all COPH degree-seeking students are required to complete the UAMS Quadruple Aim Interprofessional Education (IPE) Program prior to graduation. According to the World Health Organization (WHO), *Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care.*” The IPE Program is noncredit hour earning

**Quadruple AIM IPE Curriculum Framework**  
**COPH – Doctoral Programs**

 <p><b>1 Exposure Workshop</b>  <b>Format/Event:</b> Onsite/Online workshop in August or Online in January.  <b>Timeline:</b> First 12 months of enrollment  <b>Course Association:</b> NA  <b>Notes:</b> Enroll 1st semester and complete by the 12th month of enrollment.</p>	 <p><b>2 Bridge Transition</b>  <b>Format/Event:</b> Exposure Bridge Transition. Any onsite event posted on the IPE website.  <b>Timeline:</b> First 12 months of enrollment  <b>Course Association:</b> NA  <b>Notes:</b> Enroll 1st semester and complete by the 12th month of enrollment. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity.</p>	 <p><b>3 Immersion Quadruple Aim Project (QAP) Workshop</b>  <b>Format/Event:</b> Quadruple Aim Project (QAP) Workshop. Any event posted on the IPE website.  <b>Timeline:</b> 12th—24th month of enrollment  <b>Course Association:</b> NA  <b>Notes:</b> Enroll 1st semester and complete by the 24th month of enrollment.</p>	 <p><b>4 Immersion Simulation</b>  <b>Format/Event:</b> Any onsite event posted on the IPE website.  <b>Timeline:</b> 12th—24th month of enrollment  <b>Course Association:</b> NA  <b>Notes:</b> Enroll 1st semester and complete by 24th month of enrollment.</p>
 <p><b>5 Competence Workshop</b>  <b>Format/Event:</b> Competence Workshop  <b>Timeline:</b> During dissertation proposal defense  <b>Course Association:</b> NA  <b>Notes:</b> Enroll the semester of your dissertation proposal defense. This activity should be completed as part of your dissertation proposal defense.</p>	 <p><b>6 Competence Practice Activity</b>  <b>Format/Event:</b> Onsite Competence Practice Activity  <b>Timeline:</b> During dissertation proposal defense  <b>Course Association:</b> NA  <b>Notes:</b> Enroll the semester of your dissertation proposal defense. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity. This activity should be completed as part of your dissertation proposal defense.</p>	 <p><b>7 Competence Student Educator Activity</b>  <b>Format/Event:</b> Onsite Student Educator Activity  <b>Timeline:</b> During dissertation defense  <b>Course Association:</b> NA  <b>Notes:</b> Enroll the semester of your dissertation defense. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity. This activity should be completed as part of your dissertation defense.</p>	

 Office of Interprofessional Education

and consists of several workshops and other activities. All aspects of the IPE Program must be completed prior to degree program completion as a condition of graduation. For more information on IPE, please consult the Office of Student Affairs, the Associate Dean for Student and Alumni Affairs or visit our website: <https://secure.uams.edu/cophstudent/student-handbook.aspx#ipe>.

<b>REQUIRED RESEARCH AND TEACHING – 16 Credit Hours</b>		<b>Credit Hours</b>	<b>Grade</b>	<b>Year</b>	<b>Semester</b>
BIOS 5212	Biostatistics II: Advanced Linear Models	3			
HBHE 6021	Advanced Health Behavior Theory	3			
HBHE 6212	Applied Behavioral Research Methods	3			
HPMT 6103	Health Systems Theory and Research	3			
EPID 6001	Instructional Methods and Teaching Practicum	1			
HBHE 6120	Introduction to Mixed Methods Research Design	3			
<b>REQUIRED PUBLIC HEALTH PROGRAM PLANNING &amp; EVALUATION – 15 Credit Hours</b>		<b>Credit Hours</b>	<b>Grade</b>	<b>Year</b>	<b>Semester</b>
HPMT 6426	Racial and Ethnic Health Disparities	3			
COPH 6303	Community-Based Public Health Program Design	3			
HPMT 6203	Public Health Law and Ethics	3			
EPID 6401	Public Health Practice: Advanced Concepts	3			
COPH 6500	Current Issues in Public Health	3			
<b>REQUIRED MANAGEMENT – 12 Credit Hours</b>		<b>Credit Hours</b>	<b>Grade</b>	<b>Year</b>	<b>Semester</b>
HPMT 6114	Advanced Health Policy and Management	3			
HPMT5588	Strategic Management of Clinical Organizations	3			
HPMT 5124	Health System Strategic Planning	3			
HBHE 6436	Communication for Public Health Leaders	3			
<b>ELECTIVES (Select from courses offered within COPH) – 6 Credit Hours</b>		<b>Credit Hours</b>	<b>Grade</b>	<b>Year</b>	<b>Semester</b>
<b>REQUIRED PROJECT – 12 Credit Hours</b>		<b>Credit Hours</b>	<b>Grade</b>	<b>Year</b>	<b>Semester</b>
COPH 6989	Doctoral Practicum (minimum) 3				
COPH 6999	Dissertation Research (minimum) 6				

MINIMUM TOTAL HOURS = 61

DrPH Concentration: Public Health Leadership		
Competency	Course	Assessment
1. Evaluate leadership best practices that should be employed on the range of public health interventions to address a given public health issue.	COPH 6500 Current Issues in Public Health	Public presentation. Students select with instructor approval a current public health issue and deliver an engaging and evidence based in class presentation that summarizes the topic background, and evaluates alternative public health interventions and leadership best practices. The presentation will employ standards described by the instructor and is evaluated by the faculty and fellow students employing a provided rubric.
2. Create a diverse community coalition utilizing best practice communication strategies.	HBHE 6436 Communications for Public Health Leaders	Reflection Paper#1 Students will respond to the prompts of the assignment asking them to 1) list the stakeholders in their organizations or communities, 2) determine the best communication strategy for talking to those stakeholders while recognizing the importance of knowing your audience and that each one requires a different communication strategy, and 3) discuss the best ways to engage and maintain a relationship with those stakeholders.
3. Create and describe in a public presentation a response plan to be implemented by public health leaders in the event of a public health crisis.	COPH 6500 Current Issues in Public Health	Public presentation. Students will be provided a public health crisis scenario, create a written plan based on best practices (described in weekly assigned readings) detailing to the public the government agency response and deliver an in class power point presentation summarizing the plan. The presentation will employ standards described by the instructor and is evaluated by the faculty and fellow students employing a provided rubric.
4. Evaluate organizational leadership responsibilities and community service roles of a centralized state public health agency.	EPID 6401 Advanced Public Health Practice	Discussion Students and faculty discuss the organizational structure of the Arkansas Department of Health and other state departments of health. Students are expected to understand the differences, pros, and cons of centralized vs. decentralized state health departments.  Site and program visits Students are required to visit various public health branches at the Arkansas Department of Health  Report on observations Students will complete a one-day visit to a local health unit and make a report to class on observations. Students will review and report on program elements including Women, Infant and Children (WIC), Hometown Health, Environmental Health Inspection, and other clinical and population-based services.  Final Exam Students will be tested on programmatic functions and services provided by the Arkansas Department of Health.

<p>5. Debate alternative approaches and select the appropriate legal authority supporting government interventions and contrast and compare this authority with individual rights and freedoms in a public health setting.</p>	<p>HPMT 6203 Public Health Law and Ethics</p>	<p>Final exam. Students will submit a written response to an essay scenario that asks them to critique a government response to a public health problem, debate and select alternative interventions if appropriate, analyze the legal authority supporting that intervention and accurately evaluating what individual rights and freedoms may be impacted. The student's response will be assessed through application of a rubric provided in advance.</p>
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