

Fay W. Boozman College of Public Health

MPH Concentration in Health Behavior and Health Education (HBHE)

Program Director: Carol Cornell

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Option:

- MPH in HBHE
- MD/MPH in HBHE
- PharmD/MPH in HBHE

Advisee's Name	Student ID #	Faculty Advisor
PLAGIARISM TRAINING	Completion Date	<p>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 “<i>How to Recognize Plagiarism: Tutorials</i>” 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. The requirement must be completed by the first day of classes.</p> <p>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.</p>
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		

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 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>.

Biology Competence Requirement: Students are required to pass all 3 exams or successfully complete (3) 1 credit hour courses prior to or within the first semester of coursework. Courses do NOT count toward the minimum 42 credit hours for the MPH degree. For more information and waiver options visit our website: <http://publichealth.uams.edu/students/current-students/public-health-biology-competency-exam/>.

Quadruple AIM IPE Curriculum Framework
COPH – MPH Program

1 Exposure Workshop
Format/Event: Onsite/Online workshop in August or Online in January.
Timeline: 1st Semester
Course Association: NA
Notes: Enroll 1st semester and complete by the end of 12th credit hour.

2 Exposure Bridge Transition
Format/Event: Exposure Bridge Transition. Any onsite event posted on the IPE website.
Timeline: 1st Semester
Course Association: NA
Notes: Enroll 1st semester. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity. Complete by the end of 12th credit hour.

3 Immersion Quadruple Aim Project (QAP) Workshop
Format/Event: Quadruple Aim Project (QAP) Workshop. Any event posted on the IPE website.
Timeline: 12th—24th credit hour
Course Association: NA
Notes: Enroll the semester of your 12th credit hour.

4 Immersion Simulation
Format/Event: Any onsite event posted on the IPE website.
Timeline: 12th—36th credit hour
Course Association: NA
Notes: Enroll the semester of your 12th credit hour.

5 Competence Workshop
Format/Event: Competence Workshop - Any event posted on the IPE website.
Timeline: 24th credit hour and completion of degree
Course Association: NA
Notes: Enroll the semester of your 24th credit hour.

6 Competence Practice Activity
Format/Event: Onsite Competence Practice Activity – APE Course
Timeline: 24th credit hour and completion of degree
Course Association: COPH 5989 “Applied Practice Experience” (APE). This IPE activity is an assignment for the course.
Notes: Enroll the semester of your 24th credit hour. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity.

7 Competence Student Educator Activity
Format/Event: Onsite Student Educator Activity – ILE Course
Timeline: 24th credit hour and completion of degree
Course Association: COPH 5992 “Integrated Learning Experience Project” (ILE). This IPE activity is an assignment for the course.
Notes: Enroll the semester of your 24th credit hour. Requirements include submitting a reflection and verification form into Blackboard within 7 days of activity.

Office of Interprofessional Education

ALL HBHE OPTIONS

BIOLOGY (REQUIRED)		Credit Hours	Grade	Year	Semester
ENVH 5011	Biology for Public Health: Infectious Disease	1			
ENVH 5002	Biology for Public Health: Chronic Disease	1			
ENVH 5003	Biology for Public Health: Current Issues	1			
MPH CORE – 18 Credit Hours		Credit Hours	Grade	Year	Semester
COPH 5003	Introduction to Public Health	3			
BIOS 5013	Biostatistics I	3			
ENVH 5102	Environmental and Occupational Health	3			
HPMT 5103	The Health Care System	3			
HBHE 5104	Health Behavior and Health Education	3			
EPID 5112	Epidemiology I	3			
HBHE CORE – 9 Credit Hours		Credit Hours	Grade	Year	Semester
COPH 5421	Rural and Global Health Program Evaluation and Impact Assessment	3			
HBHE 5225	Theories of Health Behavior and Health Education	3			
HBHE 5105	Introduction to Research Methods in Public Health	3			

MPH in HBHE

SELECTIVES FOR MPH STUDENTS (with approval of MPH advisor) – 9 Credit Hours		Credit Hours	Grade	Year	Semester
HBHE 5214	Advanced Concepts of Human Sexuality	3			
HBHE 5320	Drugs and Society	3			
COPH 5346	Social Determinants of Health	3			
HBHE 5733	Stress and Health	3			
COPH 5146	Rural and Global Public Health Practice	3			
HBHE 5240	Tobacco Prevention and Control	3			
HBHE 5241	Community Organizing for Health	3			
HBHE 5373	Effective Crisis Communications	3			

MD/MPH in HBHE

SELECTIVES FOR MD/MPH STUDENTS– 9 Credit Hours		Credit Hours	Grade	Year	Semester
MODU 8101	Brain and Behavior	8			
FMED 8301	Family Medicine	4			
MODU 8206	Medicine Across Generations	4			
MODU 8105 A & B	Practice of Medicine 1 – Parts 1 & 2	6			
MODU 8105 A & B	Practice of Medicine 2 – Parts 1 & 2	7			
PEDI 8301	Pediatrics	8			
PSYC 8301	Psychiatry	6			

PharmD/MPH in HBHE

SELECTIVES FOR PharmD/MPH STUDENTS (with approval of PharmD/MPH advisor) – 9 Credit Hours		Credit Hours	Grade	Year	Semester
PHPR 7102	US Health Care System for Pharmacists	2			
PHSC 7301	Chemical Addiction	2			
PHPR 7151	Death and Dying	2			
PHPR 7303	Evidence-Based Medicine, Biostatistics & Pharmacoeconomics	3			
PHPR 7150	Leadership	2			
PHPR 7367	Landmark Studies	2			
PHSC 7351	Toxicology	2			
PHPR 7358	PBL – Therapeutics - Peds	2			
PHPR 7157	Entrepreneurship	2			

ALL HBHE OPTIONS

PUBLIC HEALTH PRACTICE (REQUIRED) – 6 Credit Hours		Credit Hours	Grade	Year	Semester
COPH 5989	Applied Practice Experience	3			
	TITLE:				
COPH 5991	Integrative Learning Experience Seminar	1			
COPH 5992	Integrative Learning Experience Project	2			
	TITLE:				

MINIMUM TOTAL HOURS = 42

MPH Concentration: Health Behavior and Health Education		
Competency	Course	Assessment
1. Demonstrate how to apply major health behavior and health education theories that are utilized in public health practice.	HBHE 5225 Theories of Health Behavior and Health Education	Midterm Exam. The examination tests the ability of the students to identify and define the main constructs of major health behavior and health education theories. The exam includes multiple-choice questions, short-answer questions, and essay questions where students are asked to apply the constructs of health behavior and health education theories to common public health concerns. The exam is graded using a rubric that is distributed electronically prior to the exam.
2. Apply major health behavior and health education theories to the design of culturally appropriate health promotion and disease prevention strategies.	HBHE 5225 Theories of Health Behavior and Health Education	Theory Application Project. In this project, students work with local public health practitioners to design culturally appropriate health promotion and disease prevention strategies, applying health behavior and health education theories. The project is divided into two parts: 1) Evidence Table; students must use the scientific evidence to support their selection of a major health behavior and health education theory to guide the design of culturally-appropriate health promotion and disease prevention strategies; 2) white paper; students must write a 5-9 page white paper that details the background and significance of the problem to be addressed, overview of the chosen theory, and health promotion and disease prevention strategies developed based on the theory constructs. Each section of the project is graded using a rubric included in the course syllabus.
3. Debate the effect of cultural competence on qualitative and quantitative approaches used in the study of health disparities.	HBHE 5105 Introduction to Research Methods in Public Health	Debate. Students are divided into two groups to debate whether qualitative or quantitative approaches tend to be more affected by cultural competency in the study of health disparities. Each student will be graded individually for one's performance and also as a team member. The grading method is described in the syllabus.
4. Evaluate evidence-based information for behavioral/educational policies/programs.	HBHE 5105 Introduction to Research Methods in Public Health	Presentation. A slide presentation of a mixed-methods research proposal on a self-selected public health policy/program of concern. The presentation has to show how the student selects, generates, applies, and evaluates evidence-based information for behavioral/educational policies/programs. The grading method is described in the syllabus.
5. Decide the components and process of designing an appropriate program evaluation for a public health problem.	COPH 5421 Rural and Global Health Evaluation and Impact Assessment	Final Exam. The exam will test the student's ability to design an appropriate program evaluation for a public health problem. It consists of short essay questions based on the readings and lectures presented during the course. In answering the questions, students will demonstrate their knowledge of the necessary program evaluation design concepts. The grading method is described in the syllabus.