

Fay W. Boozman College of Public Health

JD/MPH

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. 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 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

 <p>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.</p>	 <p>2 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.</p>	 <p>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.</p>	 <p>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.</p>
 <p>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.</p>	 <p>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.</p>	 <p>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.</p>	

 Office of Interprofessional Education

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, Section 100 and above	Introduction to Public Health	3			
BIOS 5013, Section 100 and above	Biostatistics I	3			
ENVH 5102, Section 100 and above	Environmental and Occupational Health	3			
HPMT 5103, Section 100 and above	The Health Care System	3			
HBHE 5104, Section 100 and above	Health Behavior and Health Education	3			
EPID 5112, Section 100 and above	Epidemiology I	3			
REQUIRED COURSES – 12 Credit Hours		Credit Hours	Grade	Year	Semester
HBHE 6436	Communication for Public Health Leaders	3			
COPH 5421	Rural and Global Program Evaluation and Impact Assessment	3			
HPMT 5203	Public Health Law and Ethics	3			
LAW 6350	Administrative Law (taken at Bowen School of Law)	3			
SELECTIVES (with approval of JD/MPH advisor) – 6 Credit Hours		Credit Hours	Grade	Year	Semester
ENVH 5221	Regulations in Environmental Health	3			
LAW 6292	Effective Advocacy for Policy Makers	3			
LAW 6337	Remedies	3			
LAW 6362	Environmental Law	3			
COPH 5346	Social Determinants of Health	3			
LAW 6393	Civil Liberties	3			
LAW 6246	Critical Race Theory Seminar	3			
COPH 5146	Rural and Global Public Health Practice	3			
LAW 6155	Introduction to International Law	1			
LAW 6292	Effective Advocacy for Policy Makers	2			
LAW 6405	Delta Clinic (only count three hours)	4			
PUBLIC HEALTH PRACTICE (REQUIRED) – 6 CREDIT HOURS		Credit Hours	Grade	Year	Semester
² COPH 5989	Applied Practice Experience	3			
	TITLE:				
COPH 5991	Integrative Learning Experience Seminar	1			
³ COPH 5992	Integrative Learning Experience Project	2			
	TITLE:				

MINIMUM TOTAL HOURS = 42

²Students in the JD/MPH program may be able to count the same project for COPH 5989 Applied Practice Experience and Experiential Learning requirement if the project adheres to the requirements of both programs and is approved by their program advisor at each college.

³Students in the JD/MPH program may be able to count the same project for COPH 5992 and the Upper Level Writing and/or Policy and Perspectives requirement if the project adheres to the requirements of both programs and is approved by their program advisor at each college.

JD/MPH		
Competency	Course	Assessment
1. Assess legal, ethical, and legislative issues relevant to public health.	HPMT 5203 Public Health Law & Ethics	<p>Discussion questions for weeks 1, 2, 3; questions include responses / reactions to material; grading rubric as defined by course.</p> <p>Final exam. Students will submit a brief essay response to a hypothetical scenario in which a state government discriminates between individuals and/or groups as determined by collective demographics such as race, religion and gender. Students will a) articulate whether the discrimination is permissible and b) articulate the constitutionality of the government action employing the modern era level of scrutiny analytic model (i.e., rationale basis, intermediate, and strict) The student's response will be assessed through application of a rubric provided in advance.</p>
2. Apply targeted legal reasoning to address public health issues.	HPMT 5203 Public Health Law & Ethics	<p>Discussion questions for weeks 7, 8, 11: questions include responses/reactions to material; grading rubric as defined by course.</p> <p>Final exam. Students will submit a brief essay response to a hypothetical scenario in which a state government discriminates between individuals and/or groups as determined by collective demographics such as race, religion and gender. Students will a) articulate whether the discrimination is permissible and b) articulate the constitutionality of the government action employing the modern era level of scrutiny analytic model (i.e., rationale basis, intermediate, and strict.) The student's response will be assessed through application of a rubric provided in advance.</p>
3. Demonstrate an understanding for evidence-based public health policy.	COPH 5421 Rural and Global Health Program Evaluation and Impact Assessment	<p>Written final exam. Students submit responses to essay questions related to specific themes about program evaluation. Students are asked to integrate reading materials, lecture content and other additional resources into their responses.</p> <p>Grading is carried out using the rubric students are given for their weekly reflection paper assignments (which are in response to the reading and lecture materials for a given week).</p>
4. Analyze quantitative and qualitative data to assess the effects of public health policy.	COPH 5421 Rural and Global Health Program Evaluation and Impact Assessment	<p>Written final exam. Students submit responses to essay questions related to specific themes about program evaluation. Students are asked to integrate reading materials, lecture content and other additional resources into their responses.</p> <p>Grading is carried out using the rubric students are given for their weekly reflection paper assignments (which are in response to the reading and lecture materials for a given week).</p>
5. Communicate data, information, and legal concepts effectively to scientific, public health, and lay audiences and their application to public health practice and policy.	HBHE 6436 Communication for Public Health Leaders	<p>Reflection Paper 2 Review the assigned case study. Identify two concepts from the readings that exemplify ineffective communication in this study and explain why. Then provide two recommendations, based on the readings, that would illustrate effective communication and why.</p> <p>Reflection Paper 3 Provide a time in which you viewed your leadership and organizational communication skills as effective. Draw on the readings to identify example areas that you have used effectively.</p> <p>Final Paper Students will prepare a paper in which public health data is employed and prepare a communication plan to influence diverse audiences and people at all levels of the literacy continuum. Student performance is assessed by the faculty employing a grading rubric provided in advance in the syllabus.</p>