Department of Health Promotion, Education, and Behavior
HPEB MPH Professional Online Handbook
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

<table>
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<th>Acronym</th>
<th>Description</th>
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<tbody>
<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>
</tr>
<tr>
<td>EXSC</td>
<td>Department of Exercise Science</td>
</tr>
<tr>
<td>GA</td>
<td>Graduate Assistant; Graduate Assistantship</td>
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<tr>
<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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<tr>
<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, and 2010. 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 well being 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 Center for Research on Nutrition and Health Disparities, the Center for Health Services Policy and Research, the Center for Public Health Preparedness, the Cancer Prevention and Control Program, the South Carolina Public Health Institute, 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, and actively partners with the Institute for Partnerships to Eliminate Health Disparities.

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 8 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.
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 for Professional Development, and Associate 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

Donaldson F. Conserve, PhD, MS, The Pennsylvania State University (2013)
Clinical 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)
Assistant 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

Edward A. Frongillo, Jr., PhD, Cornell University (1991)
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

Instructor and Academic Programs Coordinator
First Aid/CPR; First Year Experience (college students); adult education; international education (TESOL, F-1/J-1)
Sayward Harrison, PhD, East Carolina University (2011)
Research Assistant Professor
Child/adolescent health and mental health; prevention, intervention, and treatment of pediatric health conditions in school settings; HIV.

Lucy Ingram, MPH, PhD, University of Alabama at Birmingham (2003)
Associate Professor and Director of the HPEB MPH Professional Online Program
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, Ph.D., 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, Ph.D., University of Connecticut (2007).
Research Assistant Professor
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.

Edena Meetze, 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.

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)
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.

**Alyssa Robillard**, PhD, University of Alabama, Birmingham (2000)
Associate Professor
HIV prevention; sexual health; racial/ethnic health disparities; incarcerated populations (youth and adults); media and youth risk behavior

**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)
Associate 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

**Robert F. Valois**, PhD, FAAHB, University of Illinois, Urbana-Champaign (1985)
Professor
Adolescent and school health; adolescent health risk behaviors and quality of life/life satisfaction; health promotion program evaluation; coordinated school health programs; smoking cessation and nicotine dependence
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

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
U.S. Department of Health and Human Services Office on Women’s Health

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

Deborah Billings, PhD
Adjunct Assistant 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

**Renee Kyzer**
Administrative Coordinator

**Pamela Metz**
Administrative Assistant

**Keith Painter**
HPEB Business and Human Resources Manager

**Esther Ruder**
Administrative Coordinator
Guidelines and Regulations

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:

- **Contact the Graduate Director** for access to the department listserv and the online program's Blackboard website, that provides program resources.

- **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.

- **Practicum** – 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 practica 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 practicum 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 Office of Disability Services. Students with disabilities should contact the Office of Disability Services at 803-777-6744 (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 Office of Disability Services of their need(s) for specific accommodation(s). The Office of Disability Services is located in the LeConte building at the corner of Pickens and Green Streets in Room 112A.

Financial Aid

Information regarding Financial Aid and Scholarships is available at www.sc.edu/financialaid/. Information regarding payment plans is available at the Bursar’s webpage: 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 HPEB online MPH are two distinct programs; 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. While we cannot waive the immunization requirements, you are only required to fill out the first and last portions of the document to indicate you are a fully online degree student. 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

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 www.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.
Degree Requirements

Goals, Objectives, and Curriculum

The following section presents curriculum guidelines for the HPEB Professional Online MPH program. 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 general progression of steps is outlined below.

- Begin course work;
- Develop a Program of Study 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 public health practicum, and provide a written report and oral presentation of the practicum project.
- Successfully complete and defend a comprehensive evaluation as part of the practicum presentation.

The HPEB Professional Online MPH program can be completed in 24-26 months of full-time enrollment including summer school courses. Master’s students must complete all degree requirements within a period of six years as specified by the Graduate School.

Overview of Degree Requirements (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.

Learning Outcomes and Curriculum Requirements

Upon completion on MPH coursework, students will be able to:

1. Demonstrate an understanding of the history and fundamental concepts constituting the breadth of public health, with the goal of developing an interdisciplinary approach to public health practice.

   Courses:
   - HPEB 700-Concepts and Methods in Health Promotion
   - HSPM 700-Approaches and Concepts of Health Administration
   - EPID 700-Introduction to Epidemiology
   - BIOS 700-Introduction to Biostatistics
   - ENHS 660-Concepts of Environmental Health Science
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 702-Planning Heath Promotion Programs
   - HPEB 707- Health Promotion Research Methods
   - HPEB 710-Evaluation of Heath 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:**
   - HPEB 513-Race, Ethnicity, and Health: Examining Health Inequalities
   - HPEB 547-Consumer Health in Contemporary Society
   - HPEB 711-Applied Health Communication
   - HPEB 798A-Public Health Practicum Seminar/Fieldwork (3 hours)
   - HPEB 798B-Public Health Practicum Fieldwork (3 hours)
HPEB MPH Program
Milestones Toward Degree

Application and admission

Coursework (39 hours)
Complete and submit program of study

Practicum courses and fieldwork
(6 hours)

Practicum written report and oral presentation
Comprehensive evaluation - written response and oral defense

Application for graduation
Course Schedule

2017

Spring (Regular full term)
HPEB 798A
HPEB 798B

Spring I
HPEB 707

Spring II
HPEB 748
HPEB 513

Summer
HPEB 798A
HPEB 798B
EPID 700
HPEB 547

Fall (Regular full term)
HPEB 798A
HPEB 798B

Fall I
HPEB 700

Fall II
HPEB 701
HPEB 711
2018

Spring (Regular full term)
HPEB 798A
HPEB 798B

Spring I
HSPM 700

Spring II
HPEB 710
HPEB 513

Summer
ENHS 660
HPEB 547
HPEB 798A
HPEB 798B

Fall (Regular full term)
HPEB 798A
HPEB 798B

Fall I
HPEB 702

Fall II
BIOS 700
HPEB 711
2019

**Spring (Regular full term)**
HPEB 798A
HPEB 798B

**Spring I**
HPEB 707

**Spring II**
HPEB 513
HPEB 748

**Summer**
EPID 700
HPEB 547
HPEB 798A
HPEB 798B

**Fall (Regular full term)**
HPEB 798A
HPEB 798B

**Fall I**
HPEB 700

**Fall II**
HPEB 701
HPEB 711
2020

**Spring (Regular full term)**
HPEB 798A
HPEB 798B

**Spring I**
HSPM 700

**Spring II**
HPEB 710
HPEB 513

**Summer**
ENHS 660
HPEB 547
HPEB 798A
HPEB 798B

**Fall (Regular full term)**
HPEB 798A
HPEB 798B

**Fall I**
HPEB 702

**Fall II**
BIOS 700
HPEB 711
Comprehensive Examination

Students enrolled in the HPEB MPH program are required to take a written and oral comprehensive examination in conjunction with the practicum project. The comprehensive examination 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 (See Appendices) acquired through HPEB core courses.

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 prior to enrolling in HPEB 798B. Students must register with the Graduate Director to take the examination.

Note: Students with disabilities are assisted through the Office of Disability Services. Students seeking accommodation should contact the Office of 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 (see appendices) from the HPEB program, which are addressed in core courses:

- HPEB 700: Foundations and Methods of Health Promotion
- HPEB 701: Theoretical Foundations of Health Promotion
- HPEB 702: Planning Health Promotion Programs
- HPEB 707: Health Promotion Research Methods
- HPEB 710: Evaluation of Health Promotion Programs
- HPEB 748: Community Health Development

Each competency emphasized in the question is 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 integration of concepts.
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 description of the process. Students should follow the practicum/exam timeline provided at the beginning of the relevant semester.)

Students are responsible for registering for the comprehensive examination a minimum of ten weeks prior to the scheduled practicum presentation. (Students are responsible for scheduling the practicum presentation for an agreeable date for the student, site preceptor, faculty practicum advisor, and secondary exam grader.) Examination questions will be provided to students eight weeks prior to the scheduled practicum 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 practicum presentation. (See the next section of this handbook for more information about the HPEB practicum.) Information regarding the examination is discussed in detail during HPEB 798A.

Two graders (the faculty practicum 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 at the practicum presentation. The student may present in person or via video conferencing (e.g., Adobe Connect™).

After the presentation of the practicum 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).
HPEB Practicum (HPEB 798A/B)

The HPEB MPH practicum experience takes place over two regular semesters. In other words, 798A and 798B are each 14-week full-semester courses, not seven-week part-of-term courses. As part of the experience, students participate in a structured seminar (HPEB 798A) that focuses on professional development goals, identification of field placement location, preparation of the practicum contract, and beginning of the practicum fieldwork. The field placement part of the practicum (798A and 798B) involves 250 contact hours, requiring regular progress reports, and a final written report.

Practicum Goals

The goal of the practicum 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.

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.

MPH Practicum Overview

The Practicum Seminar (HPEB 798A), a three-hour course, will assist students in preparing for their fieldwork and ensure all necessary requirements (and forms) are completed. Students, faculty practicum advisors, and preceptors must complete appropriate registration through MySPH. The contact person for MySPH is Zachary Jenkins. After completion of the practicum contract, the student begins supervised fieldwork. Students also prepare for the comprehensive examination during this part of the practicum.

Students continue in the fieldwork experience in three credit hours of HPEB 798B: Public Health Practicum under their practicum faculty advisor. Each faculty member has a distinct HPEB 798B registration code and students must contact their Faculty Practicum Advisor to obtain this code.
before enrolling. Take home comprehensive exam questions are administered eight weeks prior to the student’s oral presentation and written report. An oral presentation and written report of the practicum experience are required at the conclusion of 798B. The oral and written comprehensive examination occur at this time as well.

Setting, Practicum 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 practica and projects.

Practicum Requirements

Overview of Practicum Seminar (HPEB 789A, three credit hours)

The following is an overview of the steps that students are required to complete during HPEB 798A: Practicum Seminar.

- Personal assessment

Students will engage in a review of personal progress in program competencies, and from that will prepare goals and objectives for continuing professional development.

- Identify Practicum Site and Preceptor

Students are responsible for identifying and securing a practicum site and preceptor. A variety of strategies may be employed to assist students in this regard. Practicum 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 practicum 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 practicum 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 Practicum

Each student will be assigned a HPEB faculty practicum advisor, who is not necessarily the same person as the student’s faculty academic advisor. The practicum 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 practicum advisor should be the ability of the faculty member to assist in the development of the practicum contract and provide assistance throughout the practicum field placement (i.e., HPEB 798B).

• Develop Practicum Contract and Begin Practicum Fieldwork

The practicum contract should be completed immediately following the first four weeks of 798A, and fieldwork should begin at that time. A completed, signed, and dated Practicum Contract is necessary before a student can begin his/her fieldwork. Students are ultimately responsible for negotiating the contract with both the site preceptor and their faculty practicum advisor. This contract 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 contract should define clear expectations for accomplishments in the practicum. Contact information should be provided for all parties (i.e., student, site preceptor, and faculty practicum advisor). Although there is much variation among HPEB practica, they all have in common a focus on one major project, activity, or experience in public health promotion/education. A total of 250 contact hours is required for a practicum; this time is distributed over terms.

• Prepare for Comprehensive Examination

In HPEB 798A, students should review and gather materials for the comprehensive examination. The process for the examination is described in the preceding section of this handbook.

Overview of Practicum Fieldwork (HPEB 798B, three credit hours)

The following is an overview of steps that students are required to complete during HPEB 798B: Practicum (“field placement”) semester.

• Carry Out Practicum

(A total of three hours credit for 798B is required for graduation.)

Students will continue at the practicum field site and have primary contact with their site preceptor, who functions as a mentor. Students are expected to keep their faculty practicum
advisor updated as needed. If a problem arises, students are to inform their faculty practicum 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 practicum presentation, at the conclusion of 798B.

- Present Results of Practicum Experience

Students should follow guidelines for oral practicum presentation, which were provided in HPEB 798A. Each student is required to orally present his/her practicum experience and project publicly before the end of the 798B term. Students are to arrange the specifics of the presentation (e.g., presentation date and time) with their faculty practicum advisor, site preceptor, and secondary exam grader. The student may present in person or via video conferencing (e.g., Skype).

HPEB MPH students are responsible for notifying the department regarding practicum 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):

Practicum title
Practicum agency/location
Your name, earned degree
Practicum site preceptor
Practicum faculty advisor

- Complete and Submit a Practicum Report

Criteria and guidelines for the final practicum report are provided during the practicum seminar. Each student who successfully completes a practicum must submit an electronic copy of the report to Pam Metz (777-7096, pmetz@mailbox.sc.edu).

**Additional Information:**

A student’s practicum cannot be part of their existing job or Graduate Assistantship (GA). It is possible to carry out a practicum at an existing job or GA only if it is above and beyond job and GA requirements and results in 250 practicum 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 practicum placements. The practicum is considered the culminating, or capstone, experience of the MPH curriculum much like a project, or a thesis.
The practicum 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 defining competencies to be developed, 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 mentor, including the final oral presentation.

The practicum faculty advisor is expected to:

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

The practicum site preceptor is expected to:

- Assist students in defining activities of potential use to his or her organization.
- Review student’s proposal and practicum contract for usefulness to organization and provide on-site direction to the work component of the practice.
- Provide the student with logistical support within the organization.
- Review student’s final oral presentation of practicum experience.
Resources and Information

USC International Student Services

International Programs for Students is located in Room 123 of the Byrnes Building. 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. The office is staffed by professionals with specialized training and expertise working with international students. International Student Services may be reached at (803) 777-7461 or http://www.ip.sc.edu/.

Disability Services

Students with disabilities are assisted through the Office of Disability Services. Students with disabilities should contact the Office of Disability Services at 803-777-6744 (TDD) or 803-777-6142 for specific information about services, or accessed online at http://www.sa.sc.edu/sds/. When students receive the Graduate School’s offer of admission, they should notify the Office of Disability Services of their need(s) for specific accommodation(s). The Office of Disability Services is located in the LeConte building at the corner of Pickens and Green Streets in Room 112A.
## Appendices

### Appendix I. Health Promotion, Education, and Behavior Competencies

<table>
<thead>
<tr>
<th>Health Promotion, Education, and Behavior Competencies</th>
<th>Primarily gained through required courses</th>
<th>Secondarily gained through elective or other required courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of fundamental principles and practices in health promotion, education, and behavior.</td>
<td>HPEB 700, 701, 702, 710, 748</td>
<td>HSPM 700, EPID 700, ENHS 660, HPEB electives</td>
</tr>
<tr>
<td>Demonstrate an understanding of principles and practices in epidemiology, and tools for translating epidemiological findings into public health action.</td>
<td>EPID 700, BIOS 700</td>
<td>HPEB 700, HPEB 748, HPEB electives</td>
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<td>Demonstrate an understanding of public health statistical applications.</td>
<td>BIOS 700</td>
<td>HPEB 707, HPEB 710, HPEB electives</td>
</tr>
<tr>
<td>Demonstrate an understanding of philosophy, principles, and practices in health services, policy, and management.</td>
<td>HSPM 700</td>
<td>HPEB 700, HPEB 748, HPEB electives</td>
</tr>
<tr>
<td>Demonstrate an understanding of environmental health from the perspective of the earth as a complex, dynamic system.</td>
<td>ENHS 660</td>
<td>HPEB electives</td>
</tr>
<tr>
<td>Students will understand and develop the ability to apply proven social science, health and behavior theories in the planning, implementation, and evaluation of health education and promotion programs.</td>
<td>HPEB 700, 701, 702, 710, 748, 798</td>
<td>HPEB electives</td>
</tr>
<tr>
<td>Develop skills and knowledge to work effectively with culturally diverse individuals and communities, and to apply principles for ethical conduct in health promotion, education, and behavior.</td>
<td>HPEB 748</td>
<td>HPEB 700, 702, HPEB electives</td>
</tr>
<tr>
<td>Demonstrate an ability to research, develop, implement, and evaluate a program involving health behavior change at the individual, agency, or community level.</td>
<td>HPEB 798A &amp; 798B (Practicum seminar &amp; fieldwork)</td>
<td>HPEB electives, Cognate courses</td>
</tr>
<tr>
<td>Demonstrate effective written and oral skills for communication with different audiences in the context of professional public health activities.</td>
<td>HPEB 798A &amp; 798B (Practicum seminar &amp; fieldwork)</td>
<td>HPEB electives, Cognate courses</td>
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**Comprehensive examination**
Appendix II. Competencies for HPEB Core Courses in MPH/MSPH Degree Programs

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>COMPETENCIES</th>
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</table>
| Public health values and acculturation     | • Understand the public health values of social change, social justice and tolerance  
• Understand public health history and heroes  
• Understand public health purpose and methods  
• Understand public health systems and services  
• Understand public health core competencies  
• Understand the historical development and structure of federal, state, local, and non profit health agencies  
• Begin to develop an identity as a public health and health education professional and become involved in professional organizations  
*Covered as primary focus in: HPEB 700  
Covered as secondary focus in: HPEB 798* |
| Cultural competence                        | • Understand the importance of cultural competence in public health practice  
• Understand the role of cultural and social factors in health and health behavior  
• Understand the importance of creating a racially, ethnically, and linguistically diverse public health workforce  
• Apply skills for adapting public health education practice to the needs of diverse populations (e.g., use appropriate vocabulary, illustrations etc in materials)  
• Apply skills for interacting with diverse others  
*Covered as primary focus in: HPEB 748  
Covered as secondary focus in: HPEB 700, 701, 702, 707, 710* |
| Ethical practice                           | • Understand basic principles and guidelines for ethical practice in health education and health promotion  
• Understands the importance of creating a culture of ethical standards within organizations and communities  
• Demonstrate ethical (sensitive, confidential) conduct in practice, research, data collection and storage, and program management  
• Maintains security, privacy, and confidentiality of personal and public health information within local and enterprise systems  
*Covered as primary focus in: HPEB 707, 798  
Covered as secondary focus in: HPEB 700, 701, 702, 710, 748* |
| Analytical skills                          | • Understand and apply skills for defining problems and developing a plan for addressing them  
• Understand how data illuminate ethical, political, and public health issues  
• Understand basic research designs used in public health  

### Collaboration skills
Applying skills in team- and coalition-building, partnership development, and professional/lay leader networking.

- Understand the importance of collaboration within the (health) organization, among health and other organizations, and between (health) organization and the community.
- Understand and apply skills in team building, coalition building, and partnership development.
- Understand and apply skills in networking with professional and lay leaders.
- Understand contributions of multiple fields in addressing public health issues [interdisciplinary work].

**Covered as primary focus in:** HPEB 748  
**Covered as secondary focus in:** HPEB 700, 702, 710

### Communication
Developing skills in interpersonal communication (individuals and groups), presentation (to lay and professional audiences), social marketing and media advocacy; this includes skills in oral, written and electronic channels.

- Understand elements for effective communication.
- Understand the role of communication in marketing, social marketing, and media advocacy in health education and promotion.
- Communicate effectively both in writing and orally.
- Apply skills to present health-related information to professional and lay audiences.
- Apply communication skills to participate in and lead groups.
- Be able to frame an issue so that it is acceptable to specific stakeholders (e.g., your supervisor, clients, etc.).
- Apply skills for communicating information effectively via multimedia, graphics development, and other software applications to multiple audiences.

**Covered as primary focus in:** HPEB 700  
**Covered as secondary focus in:** HPEB 701, 702, 707, 710, 748

### Informatics
Systematic application of information science, computer science, and information technology to improve management of information in public health practice, research.

- Apply computer literacy skills/word processing, presentations, electronic communications, Internet.
- Manage information systems to collect, retrieve, and use data and information.
- Perform effective data retrieval and information searches and judge value of electronic health-related information.
- Uses internet and world wide web effectively to acquire and disseminate public health information.
- Access and use software to manage, analyze, report, and present data (e.g., EPI Info., Access, SAS, SPSS, etc.) and to manage...
| Theory (social science, education, learning, and health behavior theories) | • Understand how theories have been used in contributing to health of individuals, organizations, and communities.  
• Understand strengths and weaknesses of behavioral theories and how theoretical components are used  
• Be familiar with studies showing application of theory to practice.  
• Apply skills affecting change at individual, organizational, and community levels to guide planning, implementation, and evaluation of health education and promotion programs |
| --- | --- |
| Advocacy/Policy Development | • Understand how policies are developed, changed, and implemented at multiple levels (local, state, national)  
• Understand the legislative process at the local, state, and national levels  
• Apply strategies to influence key decision makers  
• Apply skills to affect change in policy  
• Understand the role of policy in systems change |
| Program Planning | • Understand and apply skills for conducting assessments including individual, organizational, environmental factors, community readiness, and trends  
• Understand and apply skills using qualitative and quantitative methods for needs assessment  
• Understand and apply skills for writing measurable goals, objectives  
• Be able to describe staffing needs required to carry out a project  
• Understand and apply skills for budget development including determining priorities  
• Understand and apply skills for developing realistic action plans  
• Understand and apply skills for proposal and report preparation |

Covered as primary focus in: HPEB 707  
Covered as secondary focus in: HPEB 700, 701, 702, 710, 798  
Covered as primary focus in: HPEB 701  
Covered as secondary focus in: HPEB 700, 702, 707, 710, 748  
Covered as primary focus in: HPEB 748  
Covered as secondary focus in: HPEB 700, 702
| Program Implementation | **•** Understand the importance of and identify organizational strengths, weaknesses, opportunities, and threats  
|                       | • Understand the importance of sustainability  
|                       | • Understand setting specific issues  
|                       | • Able to translate a plan into action steps and carry out  
|                       | • Able to keep appropriate records and documentation  
|                       | • Understand and apply skills for program development  
|                       | • Understand and apply skills to monitor program implementation and budget  
|                       | **Covered as primary focus in:** HPEB 702  
|                       | **Covered as secondary focus in:** HPEN 700, 710, 748  

| Organizational Effectiveness/Leadership Development | **•** Understand organizational dynamics (how the agency is organized, how to get things done thru the system)  
|                                                   | • Understand organizational structure, the environment in which the organization exists, and its relation to professional practice  
|                                                   | • Understand the importance of identifying a mentor in an organization  
|                                                   | • Understand how to be a facilitator of a learning organization  
|                                                   | • Understand and apply skills to assess shared values in an organization  
|                                                   | • Understand and apply skills to promote actions based on shared values and vision of the organization  
|                                                   | **Covered as primary focus in:** HPEB 798  
|                                                   | **Covered as secondary focus in:** HPEB 748  

| Evaluation | **•** Understand the relationship between program planning, implementation, and evaluation  
|           | • Understand and distinguish among process, impact, and outcome objectives and evaluation  
|           | • Be able to design an evaluation plan including threats to validity  
|           | • Understand and apply measurement skills in evaluation  
|           | • Understand approaches to evaluating community initiatives (e.g., Kansas model)  
|           | • Understand appropriateness of qualitative and quantitative methods  
|           | **Covered as primary focus in:** HPEB 710  
|           | **Covered as secondary focus in:** HPEB 702, 707  

| Community Development | **•** Understand inter and intra-organizational dynamics  
|                       | • Understand and apply skills in capacity building  
|                       | • Understand and apply skills in ecological approaches to health promotion  
|                       | • Understand and apply skills in community organizing  
|                       | • Understand and apply skills for working with different  

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| stakeholders and key community organizations, collaborating with community partners, and conducting needs/assets assessments. | community sectors (e.g., schools, churches, agencies, etc.).  
- Understand and apply skills for working effectively with diverse others |
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<tbody>
<tr>
<td>Covered as primary focus in: HPEB 748</td>
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<tr>
<td>Covered as secondary focus in: n/a</td>
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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 on the online program's Blackboard websites.