



# **DrPH Health Policy, Administration & Leadership (HPAL)**

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## Welcome and Introduction

Congratulations on your acceptance into the Doctor of Public Health, Health Policy Administration and Leadership Concentration (DrPH HPAL). The enclosed handbook contains guiding principles, degree specific information as well as policies and procedures to successfully guide you to degree completion.

The DrPH HPAL degree home is in the department of public health at Brody School of Medicine on the health sciences campus at East Carolina University. This provides us unique strengths including competency-based learning, practice-based education and evidence-based teaching. Faculty teaching in the DrPH HPAL concentration are multidisciplinary, student oriented and recognized leaders in public health research and practice. Both department of public health faculty and health services information management faculty in Allied Health teach in the DrPH HPAL concentration.

Our students come from diverse backgrounds reflecting the diversity of public health including government, non-government, private and non-profit health care arenas. A common thread our students share is that they are committed to the practice of public health and dedicated to serving their communities.

Our goal is to form a Rural School of Public Health to be located on the Health Sciences Campus at East Carolina University. The Doctor of Public Health degree is an important cornerstone for formation of the future Rural School of Public Health.

On behalf of my colleagues in the department of public health, health policy administration concentration and faculty from health services information management, we welcome you as you begin your DrPH HPAL degree journey.

Dr. N. Ruth Gaskins Little  
DrPH HPAL Program Director

## **Mission**

The mission of the department of public health is to educate, conduct research, provide service, and advocate for improved health of communities emphasizing rural and disadvantaged regions.

We attain our mission by reaching the following goals:

1. Provide an educational program for current and future public health professionals responsive to meeting needs in a changing environment, including skills to work in rural and disadvantaged communities.
2. Educate individuals to apply a collaborative approach of evidence-based prevention to address public health issues and manage programs in various settings.
3. Increase the quality and quantity of funded public health-related research, including translational research projects that address established regional priorities.
4. Advance the health of communities, particularly in ENC, through community engagement, leadership, advocacy and collaborative efforts with public health agencies and other entities.

## **Vision**

Our vision is to be a national model for engaging with communities to address regional needs and rural health disparities.

## Faculty

Faculty teaching in the DrPH HPAL Concentration include department of public health faculty at Brody School of Medicine and faculty in the department of health services information management in the College of Allied Health.

| <b>Department</b>          | <b>Faculty Name</b> | <b>Education</b> |
|----------------------------|---------------------|------------------|
| BSOM Dept of Public Health | N. Ruth Little      | EdD, MPH         |
| BSOM Dept of Public Health | Huabin Luo          | PhD, MA          |
| BSOM Dept of Public Health | Rashmita Basu       | PhD, MS          |
| Allied Health HSIM         | Robert Kulesher     | PhD, MHA         |
| Allied Health HSIM         | O. Elijah Asagbra   | PhD, MHA         |
| Allied Health HSIM         | Ray Hylock          | PhD, MS          |

## Admission Requirements

Admission to the DrPH HPAL degree has the following requirements:

- MPH or master's degree in closely related field
- Minimum GPA 2.7
- Previous Public Health work experience at the professional level (preferred)
- GRE scores within the past 5 years
- Professional Track Admission (GRE Waiver) for those who qualify

Students interested in applying to the DrPH HPAL degree should apply to the ECU Graduate School; <https://www.ecu.edu/cs-acad/gradschool/prospective.cfm>

If you need information regarding ECU policies for students with disabilities, please find this information here <https://accessibility.ecu.edu/students/>

## GRE Waiver Policy - ECU Doctor of Public Health Degree

**Eligibility** - Applicants who have completed their ECU online application and submitted their application fee may request a GRE waiver if you meet both 1 and 2 of the following criteria:

1. Previously Earned Advanced Degree
  - a. You have an earned MPH or closely related graduate level degree from a US regionally accredited institution that required the GRE for admission, and you have a cumulative GPA of 3.0 or greater. *Note you are responsible for providing the documentation from your institution.*  
or
  - b. You have an earned MD or PhD degree from a US regionally accredited program that required an entrance exam for admission, and you have a cumulative GPA of 3.0 or greater.
  
2. Professional Experience
  - a. You have seven or more years of **full-time** experience in public health at the professional (post-graduate degree) level that shows increased responsibility over the scope of your career

**Operational Process** - If you believe you meet the eligibility requirements listed above you should:

1. Send an email to the program director requesting a GRE waiver:
  - a. The body of your email should contain clear language of evidence of how you qualify for the waiver.
  - b. Include a copy of the admission requirements from the institution where you received your previous advanced degree to validate an entrance exam was required. A letter from the institution's chief enrollment officer, director of admission or registrar, or a copy of the catalog text for the year you originally matriculated is sufficient.
  - c. Include a copy of your resume along with employer contact information for validation purposes.
  - d. While not required, consider including a copy of your formal job description(s).
  
2. The request is reviewed by the program director:
  - a. The program director and/or the admissions committee has discretion on the decision regarding requests for the GRE waiver. If the program director supports a GRE waiver, they send a recommendation to the Graduate School who then confirm eligibility. If eligibility is affirmed, the Graduate School manually updates the applicant record with a waiver and contacts both the student and the program director.
  - b. If the program director does not support a GRE waiver or the Graduate School is unable to endorse a waiver recommendation, the program director will inform you that the request for a GRE waiver was denied.

## **DrPH HPAL Competencies**

Students who do not have a MPH degree, complete the 24 hour core MPH curriculum to achieve foundational competencies in public health at the Master's level. Students with an MPH and ready to achieve foundational and core public health competencies at the doctoral level, achieve competency mastery through doctoral coursework comprised of assessments to assure competence is achieved. Listed below are the foundational and concentration competences for the DrPH degree.

| <b>DrPH Foundational Competencies</b>  |
|--|
| <p><b>Data &amp; Analysis</b></p> <ol style="list-style-type: none"> <li>1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels</li> <li>2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue</li> <li>3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health</li> </ol> <p><b>Leadership, Management &amp; Governance</b></p> <ol style="list-style-type: none"> <li>4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners</li> <li>5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies</li> <li>6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems</li> <li>7. Create a strategic plan</li> <li>8. Facilitate shared decision making through negotiation and consensus-building methods</li> <li>9. Create organizational change strategies</li> <li>10. Propose strategies to promote inclusion and equity within public health programs, policies and systems</li> <li>11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency</li> <li>12. Propose human, fiscal and other resources to achieve a strategic goal</li> <li>13. Cultivate new resources and revenue streams to achieve a strategic goal</li> </ol> <p><b>Policy &amp; Programs</b></p> <ol style="list-style-type: none"> <li>14. Design a system-level intervention to address a public health issue</li> <li>15. Integrate knowledge of cultural values and practices in the design of public health policies and programs</li> <li>16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis</li> <li>17. Propose interprofessional team approaches to improving public health</li> </ol> |



|  |
|--|
| <p><b>Education &amp; Workforce Development</b></p> <p>18. Assess an audience’s knowledge and learning needs</p> <p>19. Deliver training or educational experiences that promote learning in academic, organizational or community settings</p> <p>20. Use best practice modalities in pedagogical practices</p> |
|--|



| HPAL Concentration Competency   |
|---|
| 1. Design decision making processes in healthcare settings utilizing health systems frameworks  |
| 2. Assess the vitality of a public health organization’s human and fiscal resources.  |
| 3. Evaluate an organization’s commitment to workforce diversity and assess its employee’s cultural competency   |
| 4. Assess and enhance leadership skills (such as negotiation, mediation and collaboration) that empower organizations/communities to address challenging issues |
| 5. Create and assess programs that facilitate improvements in rural health and to reduce health disparities   |

| <b>Course Mapping of Foundational Competencies for DrPH in HPAL Concentration</b>  |   |
|--|---|
| <b>Competency</b>  | <b>Course number(s) and names*</b>  |
| <b>Data &amp; Analysis</b>   |   |
| 1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community, and population) levels | PUBH 8025 - Advanced Quantitative Research Methods<br>PUBH 8350 - Advanced Qualitative Research Methods                                       |
| 2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue   | PUBH 8025 - Advanced Quantitative Research Methods<br>PUBH 8350 - Advanced Qualitative Research Methods<br>PUBH 8245 - Health Policy Analysis |
| 3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health                               | PUBH 8350 - Advanced Qualitative Research Methods<br>PUBH 8245 - Health Policy Analysis   |
| <b>Leadership, Management &amp; Governance</b>   |   |
| 4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners                         | PUBH 8020 - Organizational Theory and Leadership<br>PUBH 8240 - Human Resources Management  |
| 5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies  | PUBH 8020 - Organizational Theory and Leadership<br>PUBH 8134 - Financial Planning and Management   |
| 6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems   | PUBH 8130 - Strategic Planning Theory and Practice<br>PUBH 8245 - Health Policy Analysis  |
| 7. Create strategic plans  | PUBH 8130 - Strategic Planning Theory and Practice<br>PUBH 8245 - Health Policy Analysis  |
| 8. Facilitate shared decision making through negotiation and consensus-building methods  | PUBH 8240 - Human Resources Management<br>PUBH 8245 - Health Policy Analysis  |

|   |   |
|---|---|
| 9. Create organizational change strategies  | PUBH 8130 - Strategic Planning Theory and Practice<br>PUBH 8245 - Health Policy Analysis            |
| 10. Propose strategies to promote inclusion and equity within public health programs, policies, and systems   | PUBH 8020 - Organizational Theory and Leadership<br>PUBH 8245 - Health Policy Analysis              |
| 11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency  | PUBH 8020 - Organizational Theory and Leadership<br>PUBH 8245 - Health Policy Analysis              |
| 12. Propose human, fiscal, and other resources to achieve a strategic goal  | PUBH 8134 - Financial Planning and Management   |
| 13. Cultivate new resources and revenue streams to achieve a strategic goal   | PUBH 8134 - Financial Planning and Management   |
| <b>Policy &amp; Programs</b>  |   |
| 14. Design a system-level intervention to address a public health issue   | PUBH 8245 - Health Policy Analysis  |
| 15. Integrate knowledge of cultural values and practices in the design of public health policies and programs   | PUBH 8245 - Health Policy Analysis  |
| 16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis | PUBH 8245 - Health Policy Analysis  |
| 17. Propose interprofessional* team approaches to improving public health   | PUBH 8020 - Organizational Theory & Leadership<br>PUBH 8130 - Strategic Planning, Theory & Practice |
| <b>Education &amp; Workforce Development</b>  |   |
| 18. Assess an audience's knowledge and learning needs   | PUBH 8245 - Health Policy Analysis  |
| 19. Deliver training or educational experiences that promote learning in academic, organizational and community settings                                      | PUBH 8130 - Strategic Planning, Theory & Practice   |
| 20. Use best practice modalities in pedagogical practices   | PUBH 8240 - Human Resources Management  |

| <b>Coverage of Concentration Competencies for DrPH Degree in HPAL Concentration</b>   |   |
|---|---|
| <b>Competency</b>   | <b>Course number(s) or other educational requirements</b>                             |
| 1. Design decision making processes in healthcare settings utilizing health systems frameworks  | PUBH 8245 - Health Policy Analysis<br>PUBH 8134 - Financial Planning & Management     |
| 2. Assess the vitality of a public health organization's human and fiscal resources.  | PUBH 8240 - Human Resources Management<br>PUBH 8134 - Financial Planning & Management |
| 3. Evaluate an organization's commitment to workforce diversity and assess its employee's cultural competency   | PUBH 8240 - Human Resources Management<br>PUBH 8134 - Financial Planning & Management |
| 4. Assess and enhance leadership skills (such as negotiation, mediation and collaboration) that empower organizations/communities to address challenging issues | PUBH 8134 - Financial Planning & Management   |
| 5. Create and assess programs that facilitate improvements in rural health and to reduce health disparities   | PUBH 8134 - Financial Planning & Management   |

## **DrPH HPAL Curriculum**

Students without an MPH will complete the 24- hour MPH foundation core classes for preparation of doctoral coursework. The DrPH HPAL curriculum is comprised of 36 hours of coursework; five (5) hours of applied field experience; nine (9) hours of integrated learning experience of dissertation. Listed below is a list of courses that include interdisciplinary, concentration, electives, field experience and integrated learning experience. *Please note we are currently under a curriculum revision with implementation beginning Fall 2020.*

### **Prerequisite Graduate Level Foundation Courses in Public Health or MPH (required)(24 hours)**

MPH 6000 - Public Health Practice (3)  
 MPH 6002 - Ethics and Law in Public Health (3)  
 MPH 6010 - Fundamentals of Environmental Health (3)  
 MPH 6011 - Introduction to Epidemiology (3)  
 MPH 6013 - Principles of Health Behavior (3)  
 Concentration Research Methods (MPH 6020 or MPH 6027 or MPH 6702) (3)  
 MPH 6035 - Interdisciplinary Rural Health (3)  
 BIOS 7012 - Biostatistics for Health Professionals (3)

Interdisciplinary Core Courses (required) (8 hours)

PUBH 8020 - Organizational Theory and Leadership (3)  
 PUBH 8025 - Quantitative Research Methods (3)  
 HUMS 7004 - Ethic Research: Humanities and Basic Medical Science (2)

Concentration Core Courses (required) (18 hours)

PUBH 8130 - Strategic Planning, Theory and Practice (3)  
 PUBH 8134 - Financial Planning and Management (3)  
 PUBH 8240 - Human Resources Management (3)  
 PUBH 8245 - Health Policy Analysis (3)  
 PUBH 8350 - Qualitative Research Methods (3)  
 PUBH 8352 - Quality Improvement and Cost Effectiveness Analysis (3)

Electives (HUMS 7201 Required plus Choose Three courses) (10 hours)

PUBH 8460 - Economic Analysis in Health Systems (3)  
 PUBH 8463 - Health Information Systems (3)  
 PUBH 8571 - Public Health and Aging (3)  
 PUBH 8680 - Public Health Disaster Preparedness and Response (3)  
 HUMS 7021 - Independent Study (1)

### **Dissertation and Field Experience**

PUBH 8684 Field Experience (5)  
 PUBH 9000 Dissertation Research (9)

### **DrPH Applied Field Practicum (HPAL Concentration)**

The DrPH is the highest professional degree in public health and is designed to advance an individuals' skills and competencies. The program is designed to prepare graduate students for senior level administrators, applied policy researchers, and public health educators with a goal to protect and improve public health. Graduates may pursue careers in leadership positions in a variety of public health settings. The Council on Education for Public Health (CEPH) requires that each DrPH student be able to demonstrate the DrPH competencies through a practicum experience in addition to the coursework, qualifying exams and dissertation. All DrPH HPAL students regardless of their previous experience will complete the field practicum course for five (5) hours of course credit for completing 400 hours in an agency where students engage in real-world projects involving public health challenges and take responsibility for the successful completion of at least one project.

### **DrPH Applied Field Placement Competency Objectives**

Upon completion of the 400-hour applied practicum, the student will be able to:

- Demonstrate mastery of evidence based public health decision making and capacity to translate general and discipline specific empirical knowledge into effective public health practice and solve real-world public health challenges;
- Demonstrate leadership, independence, and originality of the project with a significant public health impact both to the organization and the field of public health;
- Develop a written and oral report summarizing results of the project and recommendations for action.

### **PUBH 8684 Course Objectives are:**

1. Apply skills and knowledge gained in coursework in public health agency setting contributing in a significant way to fostering public health improvements.
2. Assess public health competency mastery as evidenced by project guidelines.
3. Collect data following recognized criteria.
4. Analyze data, interpret results and communicate with professional/scientific communities.
5. Discuss findings with agency and academic members through journal publications/reports etc.

Students are eligible to enroll in the DrPH HPAL Applied Field Practicum after they have completed the interdisciplinary courses, concentration and elective courses. Students may enroll in the Applied Field Practicum concomitantly with their elective course. Students will identify a minimum of *five* (5) competencies total **three** (3) foundational and **two** (2) concentration competencies that are clearly assessed through this course. Students *must* choose as one of their *five* competencies, a foundational leadership competency or HPAL concentration competency #4 as one of the competencies.

### **Grading**

The work project may be a single project or a set of related projects that demonstrate a depth of competence. The practicum must be discipline specific, appropriately planned, supervised and evaluated. Students must have completed the interdisciplinary courses and concentration courses in HPAL before registering for PUBH 8684, the six (6) hour applied DrPH field practicum course. A final grade will be awarded by the field practicum advisor/faculty instructor based upon the practice mentor/faculty instructor's evaluation and the student's final product.

### **Agency Practicum Sites**

Students should investigate practicums that provide them opportunities to practice their doctoral level public health skills. Students will work with their faculty instructor to seek out public health organizations and agencies for completion of their applied field practicum. Examples of appropriate practicum sites include but are not limited to federal public health agencies such as the CDC, HRSA and NIH, state and county departments of public health, federally qualified health centers, community based public health organizations, non-profit health care organizations, private health care industry organizations and other organizations involved in public health work.

The practicum should take place within an organization external to the student's school or program so that it is not merely an academic exercise, but application of learning to a "real

world” setting. The field practicum may be conducted at a variety of public health practice settings. The agency and project proposal must be approved by both the agency leadership and the faculty instructor. In addition, a University Affiliation Agreement must be fully executed prior to the beginning of the field practicum.

DrPH HPAL students who may be currently working in a public health organization and can perform the field practicum at their current place of employment; however, the practicum must be beyond or something other than their current work duties, allowing for the application of advanced (doctoral) level public health knowledge and skills to be applied in the practice (real-world) setting.

### **Preceptor Requirements**

The student onsite agency mentor or preceptor will have training in public health at the professional level, be in a top leadership position and ideally have at a minimum a Master’s in Public Health or closely related field, with substantial experience in public health at the professional level. Ideally, the preceptor will have a degree beyond the master’s level. The preceptor will meet with the doctoral student on a regular basis; the student’s current employer supervisor may serve as the preceptor. During the course of the 400- hour field practicum there must be at least three meetings (initial, midterm and final) evaluation meetings between the doctoral student, agency preceptor and faculty instructor.

### **DrPH Applied Field Practicum Roles & Responsibilities**

***DrPH Student:*** Identifies practicum site, community preceptor, faculty instructor, and ensures that all arrangements – including learning contract completion and electronic signatures – have been completed before registration. Student then completes the practicum as outlined in the learning contract and participates in the practicum course throughout the semester. The student maintains ongoing contact with the faculty instructor throughout the field placement course. The student maintains time log of hours worked and submits to the faculty instructor on a biweekly basis.

***Agency Preceptor:*** Works for the organization where the student will complete the practicum. They will mentor the student throughout the practicum experience. The community preceptor should be in a leadership position with substantial experience in public health and be able to provide an experience that will allow the student to *develop or further develop as a leader in public health*. The community preceptor should be able and willing to work with the faculty instructor; and be able to and willing to devote sufficient time to the field practicum to ensure appropriate and comprehensive evaluations. The agency preceptor will provide the day-to-day supervision throughout your practicum and complete an evaluation of your performance at the midterm and at the end of the semester.

***Faculty Instructor:*** This is a faculty member teaching in the DrPH HPAL concentration. Often, students choose their academic advisor, but this is not a requirement. The faculty instructor provides guidance for the student as they develop their learning contract and throughout the practicum experience and communicates with the community preceptor as needed. The faculty



sponsor assigns the student's grade based on the preceptor's evaluation of the student's performance and completion of the practicum course project graded by the faculty instructor.

### **Program Procedures**

While it is desired that the practicum requirement be completed in one semester, some instances may require that practicums last longer than one semester. Students must register for the five-hour field practicum course and follow the timeline established and agreed upon by the faculty instructor, agency preceptor and doctoral student as part of the integrated learning contract. The doctoral student will clearly document the plan in the Practicum Description Agreement in order that all parties are in complete agreement. It is advised that doctoral students begin working on their Practicum Description with their faculty advisor/instructor the semester prior to the semester they wish to register for PUBH 8684.

### **Registration**

Prior to registering for the applied field practicum course (PUBH 8684), the doctoral student will complete the Practicum Description and Agreement Proposal consisting of the following:

- A current resume or CV;
- A description of the proposed project (it should address a public health change);
- Goals or Aims;
- The public health issue and background of the problem justifying its significance (i.e. how this work will promote public health and well-being of the population that it will address) (appropriately cited);
- The expected project(s) outcomes or expected results;
- Outline that includes all aspects of the project(s) including timeline, deliverables and student, faculty and preceptor's roles;
- Competencies that will be addressed through the practicum experience that clearly outlines how the competencies will be achieved as evidenced by the final project(s).
- Fully Executed University Affiliation Agreement with the precepting agency and ECU.
- Please be aware that some agencies may require criminal background check, drug screen and orientation modules prior to the beginning of your field practicum.

Students will identify a minimum of **five (5)** competencies total (**three (3)** foundational and **two (2)** concentration competencies that are clearly assessed through this course. Students **must** choose as one of their **five** competencies, a foundational leadership competency or HPAL concentration competency #4 as one of the competencies.

*The faculty instructor and preceptor must approve the practicum description and agreement form prior to the student registering for the practicum.*

**Deliverables**

During the practicum, students should complete a monthly reflection due by the 5<sup>th</sup> of each month of their practicum to describe the progress to date. These reflections will be reviewed by the student's faculty instructor. In addition, the preceptor will complete a midpoint and final evaluation of student performance. The student will complete a leadership self-assessment in addition to their preceptor and faculty instructor at both the midterm and final evaluation. All three parties will meet to discuss assessment scoring for achieving final consensus on student leadership competency mastery. At the conclusion of the practicum, the doctoral student will develop a written paper that outlines the project (s) aims, introduction, background, methods, results, discussion and conclusion that explains the contribution to field of public health. The student should also include a reflective component that expresses how the applied practicum experience has demonstrated mastery of the five selected competencies. Upon field placement completion, the student will complete a preceptor evaluation. The student will prepare a poster and give a 25-30-minute presentation presented to their doctoral colleges, faculty instructor and agency preceptor/staff. This final presentation will be held at the end of the course semester. In addition, the preceptor will complete an evaluation of the field placement experience and engagement with the DrPH HPAL program.

### DrPH Practicum Checklist

|  |  |
|--|--|
| 1. Identify Practicum Site and Field Supervisor  |  |
| 2. Current UAA must be active; if not must complete a new UAA                                    |  |
| 3. Determine what your project and role will be during the practicum                             |  |
| 4. Draft learning objectives and learning contract details                                       |  |
| 5. Meet with agency preceptor and field placement course instructor to discuss learning contract |  |
| 6. Complete learning contract and submit signed copies to DrPH internship coordinator            |  |
| 7. Register for PUBH 8684  |  |
| 8. Conduct Midpoint Review and also Leadership Self-Assessment                                   |  |
| 9. Send updates from the Midpoint Review to DrPH Course Instructor/Internship Coordinator        |  |
| 10. Schedule practicum presentation  |  |
| 11. Submit Written Report  |  |
| 12. Submit Organizational Report   |  |
| 13. Submit student Final Practicum Leadership Self-assessment                                    |  |
| 14. Complete Field Supervisor Practicum Evaluation   |  |

**DrPH HPAL PUBH 8684 Program Practicum Agreement**

*Complete ALL INFORMATION, then submit the completed agreement to the Department of Public Health Internship Coordinator with copy to PUBH 8684 Course Instructor.*

\*\*\*\*\*

**Student Information**

Name: \_\_\_\_\_ Banner ID #: \_\_\_\_\_

Email: \_\_\_\_\_

**PUBH 8684 Course Information**

Semester and year for which you are **REGISTERING** for the practicum

**Year** \_\_\_\_\_ **Fall** \_\_\_\_\_ **Spring** \_\_\_\_\_ **Summer** \_\_\_\_\_

Hours per week on-site: \_\_\_\_\_ Start date of the practicum: \_\_\_\_\_

End date of the practicum: \_\_\_\_\_

Midpoint Review date with Field Supervisor: \_\_\_\_\_

Final Evaluation date & Final Presentation: \_\_\_\_\_

Practicum Site (agency name, department, division, etc.): \_\_\_\_\_

\_\_\_\_\_

Practicum Site Mailing Address: \_\_\_\_\_

\_\_\_\_\_

**Field Supervisor Information:**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

## Practicum Leadership Self-Assessment

**Instructions:** As part of the midterm and final evaluation both the student, field supervisor/course instructor will complete the leadership self-assessment below. Students must use the table below to reassess their current competency levels and reflect any improvements made as a result of their practicum experience for the foundation and concentration competencies selected in the field practicum. Students must then use a separate page to provide a detailed description of the practicum task/s or deliverable/s that led to achieving Meets Standard or Mastery Achieved for each competency. The field supervisor will separately complete the assessment as well providing description of evidence of achievement through practicum deliverables that provide justification for scoring. The student, field supervisor and course instructor will review together with findings compiled in the evaluations.

| <b>Leadership, Management, and Government Competencies</b>  | <b>Not Addressed</b> | <b>Meets standard</b> | <b>Mastery Achieved</b> |
|---|----------------------|-----------------------|-------------------------|
| Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners.                        |                      |                       |                         |
| Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.   |                      |                       |                         |
| Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems.  |                      |                       |                         |
| Create a strategic plan.  |                      |                       |                         |
| Facilitate shared decision making through negotiation and consensus-building methods.   |                      |                       |                         |
| Create organizational change strategies.  |                      |                       |                         |
| Propose strategies to promote inclusion and equity within public health programs, policies and systems.   |                      |                       |                         |
| Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.   |                      |                       |                         |
| Propose human, fiscal and other resources to achieve a strategic goal.  |                      |                       |                         |
| Cultivate new resources and revenue streams to achieve a strategic goal.  |                      |                       |                         |
| Apply relevant ethical, legal, and human rights principles to difficult and controversial public health decision-making.  |                      |                       |                         |
| Apply lean management tools and techniques to resolve operational problems and enact sustainable change.  |                      |                       |                         |
| <b>Data and Analysis Competencies</b>   | <b>Not Addressed</b> | <b>Meets Standard</b> | <b>Mastery Achieved</b> |
| Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels. |                      |                       |                         |
| Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.  |                      |                       |                         |
| Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health.                              |                      |                       |                         |
| Develop a fully integrated evaluation of a program or policy that incorporates a plan for both outcome and process evaluation.  |                      |                       |                         |
| <b>Policy and Programs Competencies</b>   | <b>Not Addressed</b> | <b>Meets Standard</b> | <b>Mastery Achieved</b> |

|  |                      |                       |                         |
|--|----------------------|-----------------------|-------------------------|
| Design a system-level intervention to address a public health issue.   |                      |                       |                         |
| Integrate knowledge of cultural values and practices in the design of public health policies and programs.   |                      |                       |                         |
| Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis. |                      |                       |                         |
| Propose interprofessional team approaches to improving public health.  |                      |                       |                         |
| Develop evidence-based strategies for changing health law and policy.  |                      |                       |                         |
| Develop financial and business plans for health programs and services.   |                      |                       |                         |
| <b>Education and Workforce Development Competencies</b>  | <b>Not Addressed</b> | <b>Meets Standard</b> | <b>Mastery Achieved</b> |
| Assess an audience's knowledge and learning needs.   |                      |                       |                         |
| Deliver training or educational experiences that promote learning in academic, organizational or community settings.                                       |                      |                       |                         |
| Use best practice modalities in pedagogical practices.   |                      |                       |                         |

## **Doctor of Public Health Policy Administration & Leadership**

### **Comprehensive Exam Policy**

#### **Purpose**

The doctoral comprehensive examination is a single examination consisting of essay questions from interdisciplinary and concentration coursework. Timing of the comprehensive exam is determined via consultation with the DrPH program faculty and/or DrPH Program Director. The purpose of the examination is to assess students on the following areas:

- Knowledge of foundational issues that transect the broad field of public health. This includes students' recognition of important questions and issues, as well as their resourcefulness, judgment and understanding regarding information acquisition, integration, and synthesis within the field.
- Mastery of an area of specialization within, or complementary to, the field of public health.
- Student's readiness for the research phase, including their knowledge of research methods appropriate to their particular area(s) of specialization.

#### **Eligibility**

To be eligible, the student must meet the following criteria:

- Complete all interdisciplinary and concentration courses. Documentation must be provided to the student's academic advisor indicating their successful completion; this includes no deferred or missing grades.
- Have a minimum grade-point average of 3.00 at the time the examination is given, for graduate work done at East Carolina University.
- Satisfy the English Competence requirement.
- At this time, the student needs to provide their academic advisor that all interdisciplinary and concentration course requirements must have been completed and students must provide documentation that all the requirements have been met prior to setting a comprehensive exam date.

There are three steps to the comprehensive examination:

1. The pre-comprehensive examination meeting with the student's academic advisor.
2. The comprehensive examination itself.
3. The post-comprehensive examination meeting with the student's academic advisor to discuss the results.

## Comprehensive Exam Procedures

1. **Request to take comprehensive exam** - Doctoral Student completes “comprehensive exam request form.” (See Appendix A for form).
2. **Develop the questions** - The comprehensive exam comprises a question from each of the PUBH interdisciplinary and core classes developed by the faculty member teaching the course. Note HUMS 7004 is excluded.
3. **Exam is developed** - Each respective faculty member will send the program director the question developed from their course. These questions are collated and reviewed by both the teaching faculty and program director before the comprehensive exam questions are finalized. Each professor will specify the desired response length of their question(s).
4. **Schedule the written and oral examinations** - The student must complete the Examination Request Form (Appendix A) available from their academic advisor. Eight weeks’ notice is required by the program for scheduling the written examination. It is the student’s responsibility to initiate the scheduling process with their academic advisor. Once the date is set, the exam is set up in Canvas) on the predetermined date and time for administration. Students have one (1) calendar week to complete the written exam via blackboard. They may use course documents, notes, books, etc. for responding to the exam questions. While the written exam is “open book” students may not seek outside assistance or use additional resources not utilized in coursework.
5. **Emergencies and deadlines** - In the event of an emergency (e.g., critical illness, death in the family) during the exam period, a student may ask their academic advisor or program director to extend the deadline (see [ECU Policy for Excused Absence from Dean of Students](#)).
6. **Comply with academic integrity policies** - The written comprehensive exam is a take-home, open book exam, representing the student’s independent work. In preparing to write the examination, learning resources from previous classes may be used. However, the comprehensive exam questions should not be discussed with anyone, including faculty, except in cases where clarification is needed for their specific question(s). The final written product must represent the student’s unassisted work. Prior to the submission of the examination, no one except the student should read or edit the written responses for any reason. A signed statement certifying that the comprehensive exam answers are the student’s original work and that the exam has been completed without the assistance of other students, colleagues, or faculty members is required as part of the exam. This attestation includes no sharing of exam questions with any other students during or after the exam.
7. **Formatting the essays (style)** - The examination document should consist of separate, coherent essays (unless otherwise noted) in answer to the questions. The essays should conform to APA or AMA style. Each essay should be answered as a separate question in Blackboard (Canvas).
8. **Formatting the essays (length)** - Answers to each question need not be of equal length. Each professor will specify the desired length of a response. Submissions must be double-spaced pages with one-inch margins and 12-point font.
9. **Submitting the essays** - Responses for each exam question are to be upload to (Canvas) through Safe Assign. Students have one (1) calendar week to complete the exam; work submitted after the deadline will not be accepted.



10. **Reviewing student responses** - Faculty teaching in the DrPH will have four weeks to review their question(s). Individual committee members may choose to return the written examination with comments, but it is not required.
11. **Student Notification of Comprehensive Examination Grade** Students will be notified by their academic advisor within four (4) weeks of taking comprehensive examinations on whether they have 1) successfully passed; 2) partially passed but require remediation by “retaking” the exam for a specific course(s) in which their answers were unsatisfactory; or 3) “failed” by providing unsatisfactory responses to a each exam question post 2<sup>nd</sup> attempt .
12. **Remediation** Students are allowed one opportunity for remediation to retake all or portions of the comprehensive examination with new questions on the same subject matter. Remediation must occur within two (2) weeks from time of notice. Students can not enroll in further coursework until successful passage of the comprehensive examination has occurred. Students who fail to be successful in passing the comprehensive examination after remediation will be terminated from the program.



\_\_\_\_\_ Has it been approved by the UMCIRB?      If not, when will it be reviewed for approval? \_\_\_\_\_

\_\_\_\_\_ Has it been approved by the IACUC?      If not, when will it be reviewed for approval? \_\_\_\_\_

\_\_\_\_\_ Has it been approved by the by the Biosafety Committee?  
If not, when will it be reviewed for approval? \_\_\_\_\_

\_\_\_\_\_ Dissertation research may lead to inventions or other intellectual property  
\_\_\_\_\_ Office of Technology Transfer (OTT) has been contacted?  
If not, when will OTT be consulted? \_\_\_\_\_

Approvals:

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Dissertation Director signature Date

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Program Director signature and/or Committee Representative Date

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Dean of the Graduate School or Designee Date

Dear Student:

Congratulations on achieving doctoral candidacy. In recognition of this milestone, the Graduate School would like to announce your accomplishment to the ECU community. In accordance with the provisions of the Family Educational Rights and Policy Act (FERPA), your written consent is required to release this information. Please indicate your consent below by completing A. or B.

- A. \_\_\_\_\_ *By signing below, I hereby give my consent to the East Carolina University Graduate School to announce my advancement to doctoral candidacy through electronic communications and/or other official university notices*

---

Name (Printed or Typed) Date

---

Signature

- B. \_\_\_\_\_ *By signing below, I do not give permission for this information to be announced through electronic communications and/or other official university notices.*

---

Name (Printed or Typed) Date

---

Signature

## **East Carolina University Brody School of Medicine Department of Public Health DrPH HPAL Integrated Learning Experience Guidelines**

### **Overview**

The DrPH HPAL Integrated Learning Experience (ILE) serves as the culminating project that results in award of the DrPH HPAL degree for doctoral candidates. The ILE is known as the dissertation providing the evidence of both foundational and concentration competencies that demonstrates doctoral candidates are ready for executive-level positions within public health agencies, industries, organizations or in academic public health programs. Students apply principles and skills learned in coursework and other parts of the DrPH curriculum to a significant topic of public health. The purpose of the ILE is to bring the interdisciplinary perspective obtained through the DrPH curriculum on a topic selected by the students to enhances student professional and scholastic development in their public health leadership careers.

The ILE consists of the following steps: 1) Proposal Development; 2) Proposal Defense that clearly describes how the competencies selected will demonstrate mastery; 3) ILE dissertation; 4) ILE Defense that clearly demonstrates mastery of the DrPH competencies outlined in the proposal. *Note that steps 1, 2 and 4 require face to face meetings.*

The ILE must address a question or issue that advance the knowledge and practice of leadership in public health relevant to a public health problem or challenge and that entails clear implications for leadership at organizational, community, and/or policy levels. The Project must address a significant public health issue at the individual, group, organization, community, or population level and should strive to address multiple levels whenever possible. The ILE should (1) identify new approaches to existing problems or apply existing approaches to a new problem, identify new principles for addressing existing public health issues or identify existing principles that can be used to guide new efforts in public health or (2) implementation plan generated by the ILE must have the potential to make one or more important improvements in the health of the public, or the ILE's identification and analysis of past failures and successes must lead to principles for leading organizational, policy or community change that have potentially important ramifications for the public's health. (3) leadership experience must be incorporated into the ILE either by directly playing leadership roles in designing, implementing, and/or evaluating responses to the public health problem of interest and using findings from research and evaluative activities to propose mechanisms or policy initiatives for future organizational, policy or community change consideration. In addition the doctoral candidate must include an assessment of their own strengths and weaknesses in leadership capacities including cultural proficiency.

### **Competencies to be Addressed in the ILE**

The process of preparing and defending the proposal, completing a dissertation project, preparing the final product summarizing the project, and publicly presenting and defending the project are

part of the learning process leading to the successful completion of requirements for the DrPH degree. This process provides faculty with opportunities to observe student mastery of program competencies, as well as opportunities for the student to develop additional competency. Students will incorporate at least four (4) DrPH HPAL foundational competencies and at least two (2) DrPH concentration competencies in their ILE from list below:

## **ILE Committee**

### **The Dissertation Committee**

Before students can begin the ILE, students must complete DrPH HPAL core, concentration and elective coursework; (2) successfully pass comprehensive exams; and (3) receive approval from their academic faculty advisor to establish their dissertation committee.

The student will select their dissertation committee comprised of a minimum of three (3) but no more than five (5) members. The chair, methodologist and at least one committee member who is faculty who teach in the DrPH and who has substantial experience in public health practice. Students may select an additional committee member from faculty who teach in the DrPH, or other ECU faculty member, or community member who has served as mentor for the student's Applied Practicum Experience (APE) project. Students should expect that a Chair will not agree to serve in this capacity without meeting with the student, learning about the student's ideas for a Dissertation and discussing possible revisions that may need to be made to the Project ideas. Once the committee members have agreed to serve and the ILE topic confirmed, the student will submit a completed *Doctoral ILE Committee Designation Form* to the DrPH HPAL Program Director.

### **ILE Committee Role**

The Committee will guide the student and assist in defining the direction of the ILE Proposal. The Committee has the ultimate authority in the direction of the Dissertation; thus, data collection or other Dissertation activities shall not begin until the Committee approves the Dissertation Proposal. If a committee member leaves during the course of their ILE Project, she or he may continue service on the Committee with the approval of the program director. Otherwise, the member will be replaced with the approval of the Committee Chair. Should the Committee Chair leave, she or he may continue service as a Committee Chair or as a Member with the approval of the program director. Any change in the membership or leadership of the Committee requires that a *Change in Doctoral Dissertation Committee Designation Form* be completed to document all changes to the Committee. This form is to be submitted to the DrPH HPAL program director for approval and signature and to the Department Chair for approval and signature.

### **ILE (Dissertation) Proposal and Proposal Defense**

The Dissertation proposal ("the Proposal") is a formal written document that outlines the topic of the Dissertation, all Dissertation activities, and benchmarks and timelines for initiation, implementation, and completion of the ILE Project. It also establishes the criteria that define what will constitute a final written product that will be acceptable to the Committee at the completion of the ILE (Dissertation).

The Proposal has four parts: (1) It must outline the topic clearly and in detail. The topic must be stated as an empirical research question. (2) It must include a literature review which is a scholarly analytical synthesis that demonstrates the student's ability to critically evaluate the relevant literatures on leadership and organizational, community, or policy change as they relate to understanding the issue and identifying alternative courses of action. (3) It must describe the proposed methodology for the ILE Project clearly and explicitly. It should identify and describe appropriate methods to study the issue, which should include qualitative, quantitative, mixed methods, qualitative/quantitative policy analysis, and/or evaluation research methods. The discussion should include a rationale for including the selected methods and strategies over alternative methods that might be appropriate. If primary data collection will be involved, methods of recruitment, data collection, and human subject's protections must be described in detail, and copies of data collection instruments should be included in an Appendix. (4) It must specify the expectations and clearly describe how the competencies identified will be mastered in the final written product. Dissertation proposals should not exceed 100 pages in length, inclusive of references, appendices, or other supporting material.

Any Doctoral Dissertation Proposal that involves research on human subjects or data obtained from human subjects must be submitted to the ECU Institutional Review Board (IRB) and, when necessary, to all other IRBs with jurisdiction. Committees and students should work carefully together to identify the best time to apply for IRB approval; IRB approval must NOT be sought until the Project's methods have been approved by the Committee. However, students should be prepared to submit modifications to the IRB-approved protocol should such modifications be necessary based on feedback obtained during the proposal defense.

The Proposal will not be considered "final" until it has been successfully defended in a formal proposal defense meeting. Prior to the proposal defense meeting, students are expected to work collaboratively with their Committee Chair and Committee Members to ensure that the Proposal is satisfactory to all individuals serving on the Committee. This "first tier" approval is designed to ensure that the student has received full input from all individuals serving on his or her Committee, and to ensure that the student has their Committee's support to move forward. Without this "first tier" approval from the Committee, the Committee Chair may refuse to grant approval for the student to schedule their proposal defense.

The proposal defense will be arranged by the Committee Chair after the Proposal has received "first tier" approval from all Committee Members. The Committee Chair and all Committee Members are expected to attend the proposal defense. The proposal defense should be scheduled with committee members in a timely fashion, ideally two weeks in advance of the proposed time and date. With prior approval from the Committee Chair, a Committee Member may join the proposal defense by conference call or other distance-conferencing technology as needed in special circumstances.

At the proposal defense meeting, the student will present the topic, literature review, methodology, IRB review status, the planned final product of their Dissertation and describe in detail the competencies to be achieved by the ILE product. All those in attendance will be encouraged to ask questions and provide the student and Committee with additional input and/or suggestions regarding the Proposal.

Following this question-and-answer session, the student will be asked to wait outside while the members of the Committee consider the proposal and defense. A majority of the Committee Members must approve the Proposal for it to be considered approved. At the conclusion of the proposal defense meeting, the student and Committee will meet and discuss any necessary revisions to the Proposal. The Proposal will be considered to be final after those revisions are completed and accepted by the Committee. This approval must be documented by completion of the **Dissertation Proposal Defense Approval Form**. The form is signed by members of the Dissertation Committee and forwarded to the DrPH HPAL program director and department chair for signature. This form is then sent to the Office of University Registrar with copies forwarded to the student and the DrPH HPAL program director.

Students must register for three (3) Dissertation credit hours in every semester for three semesters (total of 9 hours). If the dissertation is not completed by this time, students must register for one (1) hour per ECU policy until the project has been completed and successfully defended.

### **The ILE Final Product and Defense**

The Dissertation final product will take the form of a written document. A final product is expected to be a well-written, cohesive document that is concise, clear, and directed toward the empirical question of interest as well as the public health applications of the findings (including proposed solutions that are based on the findings). The final product must (a) identify the topic and major question(s) of the Dissertation; (b) include the literature review for the Dissertation; (c) describe the methodology used to address the question(s) of the Dissertation; (d) summarize the results of the Dissertation and conclusions drawn, i.e., what was discovered as a result of studying the issue using the methodology in the Dissertation, and (e) describe how the DrPH HPAL competency mastery was achieved as well as a discussion of the project's significance, including its implications for public health practice, research and policy.

Upon completion of Dissertation Project activities and receipt of a draft of the Final Product, the Committee Chair will guide the student to prepare a refined draft for an oral defense. The student should anticipate multiple revisions with the Committee Chair during this process and should discuss the time that is required for these revisions with the Chair. \

The Committee Chair and Members must all have an opportunity to review and provide feedback. Committee Members must have received a copy of the full draft from the student at least six weeks prior to the defense date and have had an opportunity to provide feedback to the student and Committee Chair. Thus, students and Committee Chairs must work closely during this phase of the project to determine the student's readiness to distribute drafts to the Committee Members. The Committee Chair is responsible for scheduling the public defense date and time.

At the oral defense, the final product will be presented and defended by the student during this milestone event. The student will be expected to demonstrate that the Project meets the criteria for a scholarly work as outlined above, with an emphasis on the implementation of the methodology, how the results logically follow from the findings, the implications of the project for public health practice, research, and policy and how the DrPH HPAL competencies were achieved.

The defense should be scheduled so that a minimum of 30 minutes are reserved for attendees to ask questions regarding the final product. At the conclusion of the question-and-answer period, the Dissertation Committee members and any members of the DrPH HPAL faculty who attended the defense will confer in a private, closed-door session to discuss the defense. The student will remain close by and available to the committee. The Dissertation Committee members will provide feedback regarding the student's performance and determine the outcome of the defense. Two outcomes are possible at this closed-door session: a pass or fail. If the student receives a determination of fail, the Committee may require substantial revisions to the dissertation, followed by a repeated defense, or the Committee may determine that the student has failed with no option for revision. Passing or failing status is determined by a majority vote of the Dissertation Committee. The Chair of the Committee will convey the pass or fail decision to the student immediately after the closed-door session, in a private conversation.

The outcome must be documented by completion of the **Dissertation Final Defense Approval Form**. The form is signed by members of the Dissertation Committee and forwarded to the DrPH HPAL Program Director and the Associate Dean for Academic Affairs for signature. (Because the DrPH is not affiliated with a single department, no signature from a Department Chair is required.) The form is then sent to the Office of University Registrar with copies forwarded to the student, the DrPH Program co-Directors, and the BSOM Office of Student Affairs.

The passing of the ILE oral defense does NOT mean the student has passed the ILE entirely. The student will not be considered to have passed the ILE in its entirety until the final product has been accepted and approved by the department chair and dean of the graduate school. Neither the chair nor the dean should make major revisions at this stage. The student should make these revisions in a timely manner and, at a minimum, all revisions must be completed and accepted by the committee two weeks (10 working days) prior to the deadline for degree conference for that semester. Once any necessary minor revisions have been made and the product is given final approval by the Committee Chair, the student may provide copies of the final product to the Committee Chair and Committee Members. Students must follow ECU's dissertation submission policies found here <http://libguides.ecu.edu/vireo/etd/home>

If the Committee determines in its closed-door session that the student has failed the defense but has the option of substantial revisions, the student must schedule a meeting with the Committee Chair as soon as possible, to determine the nature of the Committee's concerns and to determine what changes must be made to address those concerns. The student will then be required to make the necessary changes, re-draft the final product, and follow the procedures above for distributing new versions of the final product to the Committee and for preparing a new public defense. A student is permitted only one "fail" vote; should the student fail a second defense with the result that it is unlikely that the student can successfully pass the ILE, whereby it is clear the student has worked closely with the faculty sponsor and has received adequate guidance, in exceptional circumstances—marked by an awareness of significant and substantive factors not known to the committee at the time of the initial examination— a candidate who receives a 2<sup>nd</sup> "fail" will be asked to leave the program.



## DrPH HPAL Integrative Learning Experience (Dissertation) Approval Form

DrPH students fulfill the Integrative Learning Experience through the completion of a dissertation.

DrPH dissertations must meet the following criteria:

- Students must generate field-based products consistent with advanced practice that are designed to influence programs, policies or systems addressing public health.
- Students must demonstrate synthesis of a minimum of two (4) DrPH Foundational Competencies and two (2) concentration competencies through the dissertation work and final products.

*The rubric included in this form does not need to be completed until the final dissertation submission and defense. The criteria provided in the rubric below are not the only criteria by which students are assessed. The committee is encouraged to provide a comprehensive assessment of the student's dissertation proposal and final dissertation. Students should familiarize themselves with the criteria to ensure successful completion of the DrPH dissertation requirement.*

**Students are required to submit a copy of this form upon submission of the dissertation proposal to the Office of Student Records along with other required documentation per the submission guidelines. Completion of this form is required for accreditation purposes.**

### To be completed by the student:

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_ Major: \_\_\_\_\_

Course of Enrollment: PUBH 9000 - Dissertation Research Completed Final Product: Dissertation

### ***To be completed by DrPH students only:***

*The DrPH dissertation (Integrative Learning experience) must demonstrate synthesis of foundational and major competencies where the student produces a high-quality written professional product(s) that is appropriate for their educational and professional goals.*

Final DrPH Foundational Competencies (i.e. 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_  
DrPH 1; DrPH 2)

Final Concentration Competencies (i.e. 1. \_\_\_\_\_ 2. \_\_\_\_\_  
DrPH-H1; DrPH-H3)

Briefly describe how the proposed dissertation will synthesize the selected competencies above:

**To be completed by the Dissertation Advisor (in consultation with all committee members) Submit documents to program director**

*Successful completion of the final dissertation and defense requires that students score a minimum of “Sufficient (1)” on **each** criterion.*

| <b>Evaluation of the Doctoral Dissertation and Defense</b> |  |  |   |              |
|--|--|--|---|--------------|
|  | <b>Not Sufficient (0)</b>  | <b>Sufficient (1)</b>  | <b>Outstanding (2)</b>  | <b>Score</b> |
| <b>Knowledge</b>   | Student did not sufficiently demonstrate knowledge and understanding of the area of study.   | Student demonstrated sufficient knowledge and understanding of the area of study.  | Student demonstrated outstanding knowledge and understanding of the area of study.  |              |
| <b>Design</b>  | Student did not sufficiently describe the design and methods for their research-based study.   | Student sufficiently described the design and methods for their research-based study.  | Student clearly and comprehensively described the design and methods for their research-based study.  |              |
| <b>Interpretation of Results</b>                           | Student did not sufficiently interpret research findings and limits of the study.  | Student sufficiently interpreted research findings and addresses limits of the study.  | Student clearly and concisely interpreted research findings and addresses limits of the study.  |              |
| <b>Implications of Findings</b>                            | Student did not sufficiently articulate original ideas about the usefulness of the study’s findings to public health.  | Student sufficiently articulated original ideas about the usefulness of the study’s findings to public health.   | Student clearly articulated original and innovative ideas about the usefulness of the study’s findings to public health.  |              |
| <b>Communication</b>                                       | Written and oral presentation does not meet formatting, grammatical and clarity expectations.  | Written and oral presentation is sufficient. Student wrote with clarity and concision. Student did a good job delivering the oral presentation.                        | Dissertation was very well written and in the appropriate format. Student did an outstanding job delivering and defending during the oral presentation.           |              |
| <b>To be completed for DrPH students only:</b>             |  |  |   |              |
|  | <b>Not Sufficient (0)</b>  | <b>Sufficient (1)</b>  | <b>Outstanding (2)</b>  | <b>Score</b> |
| CEPH Expectation for DrPH ILE Final Products               | Student did not produce field-based products consistent with advanced practice designed to influence programs, policies or systems addressing public health. | Student produced quality field-based products that are consistent with advanced practice designed to influence programs, policies or systems addressing public health. | Student produced outstanding field-based products consistent with advanced practice designed to influence programs, policies or systems addressing public health. |              |

|  |   |  |   |  |
|--|---|--|---|--|
| Synthesis of DrPH Foundational and Concentration-Specific Competencies | Student did not demonstrate synthesis of the selected <i>DrPH Foundational and Concentration Competencies</i> . | Student's demonstration of synthesis of the selected <i>DrPH Foundational and Concentration Competencies</i> was sufficient. | Student's demonstration of synthesis of the selected <i>DrPH Foundational and Concentration Competencies</i> was comprehensive. |  |
|--|---|--|---|--|

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*Student, Printed*

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*Student, Signature*

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*Date*

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*Dissertation Advisor, Printed*

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*Dissertation Advisor, Signature*

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*Date*

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*Faculty Advisor (if different than dissertation advisor), Printed*

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*Faculty Advisor (if different than dissertation advisor), Signature*

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*Date*

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*Program Director, Printed*

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*Program Director, Signature*

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*Date*

## **Application to Graduate**

Following successful completion of the requirements of the doctorate degree as determined by the Major Professor, students must make a formal application for graduation (<http://www.ecu.edu/cs-acad/gradschool/graduation.cfm>).

The *[Application for Graduation](#)* must be made and submitted to the Office of the Registrar at least one semester prior to completing the requirements of the degree as stated by the Graduate Catalog (. Students must also complete the *[Graduate Summary Form](#)*. Submit both completed and printed forms to the Graduation Services office in the Office of the Registrar. The weblinks for the application and graduate summary form can be found on the ECU Graduate School website