AUA TURPANJIAN COLLEGE *of* HEALTH SCIENCES





STUDENT INFORMATION MANUAL
MASTER OF PUBLIC HEALTH (MPH) PROGRAM
2023-2025

Master of Public Health Program

August *2023*

Dear Students:

We welcome you to the 2023-2025 Master of Public Health (MPH) program! You represent our 19th MPH cohort and join a distinguished line of health care professionals who since 1995 have chosen to seek this graduate degree. Here is an advice from a recent graduate: *"The two years* [of the MPH program] *will be transformative for you both professionally and personally, if you let it happen. Try to explore every option you will be given (be open for that), do not restrict yourself with the fear of making mistakes. Enjoy these two years☺."*

We believe that AUA and this program are different from other universities and programs you may have attended. The diverse backgrounds of the faculty and their different teaching methodologies, coupled with the up-to-date curriculum, are designed to challenge you to:

- think critically and reason analytically;
- present compelling and cogent arguments for interpretation of presented information, situations, and scenarios;
- excel as an individual *and* as a member of a team;
- acquire the tools and experiences necessary to assume key roles in the development of public health and health care delivery systems; and
- adapt to new and innovative teaching strategies and technologies;

You have been selected from among a highly competitive pool of applicants and, as such, face the high expectations of our faculty. We have confidence that you will meet and exceed these expectations. However, we also predict it will take a great deal of effort on your part – both individually and collectively – to achieve the goals you have set for yourselves and those we have established for you.

The following documents are intended to supplement information on the AUA website and other official university publications. They describe and provide considerable detail about the organization, administration, and philosophy of the MPH Program. We ask you to read and study this document in the coming days and ask any questions that you may have. Other supplemental information will be conveyed to you in the coming months and can be added to this binder.
We look forward to sharing an exciting academic experience with you!

Varduhi Petrosyan, MS, PhD
Dean, Turpanjian College of Health Sciences (CHS)

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A Guiding Paradigm for the MPH Program

The Institute of Medicine in the United States of America has defined the core functions of Public Health as *assessment, assurance, and policy/program development*. The Johns Hopkins University Bloomberg School of Public Health and the American University of Armenia Gerald and Patricia Turpanjian College of Health Sciences recognize *communication* as the fourth major function. These four functions are vital to managing the health of a population.

It is the goal of the AUA MPH program to provide all students with a firm understanding of the disciplines underpinning these functions. All core program requirements serve to provide the knowledge and skill base for professional practice in the diverse field of Public Health. The guiding framework for approaching all public health issues developed at Johns Hopkins and used at the American University of Armenia has been coined the "Problem Solving Paradigm." It is this paradigm that forms the basis of the course "Problem Solving in Public Health." This six-step paradigm provides the principles around which the required curriculum is organized and sequenced.

The steps of the paradigm are the following:

1. **Define the problem:** To define a Public Health problem, one must be able to acquire an understanding of why a particular issue is of concern for a particular population. One must also be able to see a problem from its many perspectives to determine from which vantage point (and from what depth) a problem is best approached. To do this, one must be able describe the characteristics of the populations and exposures involved. One must also be able to understand the issue in a historical context. Defining a Public Health problem is an iterative process – and is often the most challenging part the paradigm as the other steps will undoubtedly influence the way one sees and defines a problem. Additional challenges and opportunities are evident when groups – and not just individuals – engage in this process.

2. **Measure the magnitude:** Once a Public Health problem is defined, it is imperative to measure its parameters. Thus, the need for biostatistics, vital statistics, and demography, as well as the skills to store, process, manipulate, and report data.

3. **Understand the key determinants:** Once a public health problem is defined and quantified, it must be decided whether the issue(s) should be addressed. It then becomes important to understand the key determinants of the problem:
    a. biologic etiology: host → agent → vector
    b. environmental influences
    c. socio-cultural and behavioral practices of the at-risk population

    This step involves both an understanding of the natural history of the disease process and the identification of risk-factors and at-risk populations.

4. **Develop intervention/prevention strategies:** With a clear understanding of the determinants of the Public Health problem, a number of alternate interventions can be proposed at the cellular/microbial, individual, family, community, and/or population level.

5. **Set policy/priorities:** Once the broad range of alternatives are identified and their relative merits considered, policy must be set bringing into play a variety of communication, leadership, and management skills, as well as ethical and financial assessments.

6. **Implement and evaluate:** Having set policy, it must be implemented and evaluated, again invoking many of the same quantitative and analytic skills used in the problem definition and measurement phases.

In addition to the core Public Health skills and knowledge that are integral to the MPH curriculum, students will gain communication skills necessary to affect change. These skills are acquired from the preparation and participation in such activities as written papers, oral persuasive speaking exercises, team activities, scientific presentations, budget preparation, and grant/proposal preparation.

Students will use individual and group assignments as well as self-directed study to develop areas of concentration. There is a responsibility to attend classes, comply with academic guidelines and standards, and complete assignments.

In the last term of the MPH Program, all students will present their "Integrating experience projects" (Master Thesis), which has been developed over the two-year program. The project integrates the core public health knowledge and skills, the knowledge and skills that have been acquired as students seek breadth and depth in their chosen area, and professional practice skills. This will culminate in the submission of a scholarly paper and a public presentation.

As is evident, the Problem Solving Paradigm that serves as the common theme throughout the MPH curriculum is both iterative and cyclic. The paradigm will serve as a framework for organizing and connecting sometimes seemingly disparate disciplines and perspectives. In the end, all share the goal of improving the health of a population.

Learning Objectives and Competencies
MPH Program

In the last few years the MPH Program faculty revised the list of MPH Program competencies to be in line with the requirements of the Council on Education for Public Health (an independent agency recognized by the U.S. Department of Education to accredit schools of public health or public health programs) and faculty and student feedback.
This section describes a multi-dimensional view of MPH competencies used in the development of the MPH program. This organization facilitates the conceptualization of the course content in ways, which assure requisite knowledge, and skills are addressed across the breadth of the core curriculum within a context, which promotes the rapid integration of these skills into professional practice behaviors. This organizational framework also guides the future development and evaluation of the program. The list of MPH competencies include 12 foundational knowledge competencies, 22 core competencies, and six concentration specific competencies:

CEPH FOUNDATIONAL KNOWLEDGE
1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge
7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)

CEPH CORE COMPETENCIES
Evidence-based Approaches to Public Health
1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context

3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice
Public Health & Health Care Systems
5. Compare the organization, structure and function of health systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity
Planning & Management to Promote Health
7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design, implementation or critique of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management, specifically after funding for a project is secured
11. Select methods to evaluate public health programs
Policy in Public Health
12. Discuss the policy-making process[1]
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations[2]
15. Evaluate policies for their impact on public health and health equity
Leadership
16. Apply leadership and/or management principles to address a relevant issue; such principles may include creating a vision, empowering others, fostering collaboration, and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges[3]
Communication

1 This competency refers to technical aspects of how public policies are created and adopted, including legislative and/or regulatory roles and processes, ethics in public policy making, and the role of evidence in creating policy.

2 This competency refers to the ability to influence policy and/or decision making, such as through stakeholder mobilization, educating policy makers, etc. Ability to argue in support of (or in opposition to) a position, as in a standard debate, is not sufficient. Students must produce a product that would be part of an advocacy campaign or effort (e.g., legislative testimony, fact sheets, advocacy strategy outline, etc).

3 "Negotiation and mediation," in this competency, refers to the set of skills needed when a common solution is required among parties with conflicting interests and/or different desired outcomes. Such skills extend beyond the level of negotiation required in a successful intra-group process; effective communication within a work group or team is more closely related to competency 16.

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content
Interprofessional and/or Intersectoral Practice
21. Integrate perspectives from other sectors and/or professions to promote and advance population health[4]
Systems Thinking
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative[5]

Concentration: Evidence-based Public Health Practice
C1.Apply evidence-based approaches in the design and management of health programs
C2. Design quantitative and qualitative studies to investigate public health problems
C3. Collect primary quantitative and qualitative data for decision-making
C4. Organize and manage data for analysis and decision-making
C5. Analyze primary and secondary data for decision-making
C6. Synthesize quantitative and qualitative data for decision-making

Students develop breadth/depth in areas of personal interest through the selection of topics for individual and group assignments and self-directed study.

Curriculum Matrix for the MPH Program is available on the MPH website at https://chs.aua.am/files/2021/08/Curriculum-Map-2021-.pdf

4 This competency requires direct engagement (in-person or online) between the student and an individual or individuals in a profession or sector other than public health; students must combine the external sector/profession's perspective and/or knowledge with their own public health training to complete a task, solve a problem, etc.. Role-playing, in which public health students assume the identity of an individual from another profession or sector to which they do not already belong, is not an acceptable substitute for actual engagement with an individual or individuals from a profession or sector outside of public health.

5 Systems thinking tools depict or map complex relationships, demonstrating, for example, how component parts of a system interact with and influence one another. Examples include causal loop diagrams, systems archetypes, network analyses, and concept maps. Logic models and evidence tables are not sufficient to address this competency.

Gerald and Patricia Turpanjian College of Health Sciences
Master of Public Health Program

The Master of Public Health (MPH) program within the Gerald and Patricia Turpanjian College of Health Sciences is affiliated with the Johns Hopkins University Bloomberg School of Public Health and represents an integrated effort to develop expertise in managing health programs, assessing the health needs of the people, and translating that knowledge into improved health by designing, implementing, and evaluating programs to meet those needs.

The primary goal of the program is to train and develop health professionals in the disciplines of public health and management of health care facilities. Currently, the MPH program is a two-year graduate program. Upon satisfactory completion of the first year, there is an opportunity for students to leave the program with a Certificate in Public Health (CPH). However, recommendations are for students to complete the full two-years of concentrated course work and acquire the MPH degree.

In 1995, the Zvart Avedisian Onanian Center for Health Services Research and Development (CHSR) was established to respond to the research and development needs in the multi-disciplinary field of Public Health, and provides hands-on training for students and graduates. Staff within the CHSR often serve as Teaching Associates and work with the students on many practical aspects of the research process.

The MPH curriculum provides a conceptual and theoretical grounding in the core disciplines of public health. The second year consists of advanced studies in core disciplines and provides the students an opportunity to concentrate on Evidence-based Public Health Practice and apply their knowledge and skills to problems of importance in a supervised setting. ***The following description of courses is subject to modification as the program continues to adapt to the dynamic field of public health education. Changes may occur in response to faculty or student recommendations or through peer review processes.***

The first year curriculum is sequenced around a guiding professional practice paradigm which integrates core competencies and knowledge within a framework of professional practice. The curriculum is divided into two modules, each consisting of several courses:

Module I: Public Health Problem Solving & Techniques of Problem Investigation
General Principles of Public Health Problem Solving (Core Required)
Epidemiology (Core Required)
Introductory Biostatistics (Core Required)
Inferential Biostatistics (Concentration Specific)
Social & Behavioral Sciences in Public Health (Core Required)
Comparative Health Systems (Core Required)

Module II: Program Planning, Implementation & Evaluation
Health Services Management (Core Required)
Health Economics & Finance (Core Required)
Politics of Public Health (Core Required)
Program Development and Evaluation (Core Required)
Problem Investigation in Environmental Health (Core Required)
MPH Thesis Project Planning *(this is an on-going activity arranged through the MPH Program)*

The required courses during the second year will concentrate on Evidence-based Public Health Practice and preparation of the integrating experience projects. The MPH Program may also offer elective courses not mentioned below.

Module III: Evidence-based Public Health Practice
Qualitative Research Methods (Concentration Specific)
Survey Research Methods (Concentration Specific)
Training of Trainers (Core Required)
Intermediate Epidemiology (Concentration Specific)
Biostatistics: Modeling & Sampling (Concentration Specific)
Master's Project Implementation – I (Core Required)

Module IV: Synthesis
Program Planning (Concentration Specific)
Data Management Systems (Concentration Specific)
Public Health Internship (Core Required)
Master's Project Implementation- II (Core Required)

The **Masters Project** (or "**Integrating Experience Project**") is an integrating experience, an opportunity for students to pursue a public health issue of professional relevance in a supervised, supportive setting that incorporates the core tools of public health in the identification or solution of a "real-world" problem or situation.

MPH students are required to complete an integrating experience project as part of their core requirements. The objective of this requirement is to provide the students with an opportunity to demonstrate their ability to integrate and apply core MPH competencies within a personally and professionally relevant context.

The integrating experience project is a two-year process which begins with skills and knowledge learned in the Problem Solving course. The Problem Solving course provides the basic conceptual model for the organization and sequencing of the MPH core curriculum as well as a generic framework for professional practice activities. During the Problem Solving course, students are encouraged to think about and begin planning their integrating experience project.

Possible frameworks for the project include:

Problem Solving Analysis
Research Grant Application
Community Service Grant Application
Program Implementation Plan
Program Evaluation Plan

During the Spring Term of 2024, additional detailed documentation will be conveyed to you to supplement the information in this manual. Group and individual meetings will be arranged so that you can begin planning your project. During the Spring Term of 2024, students will be required to submit a preliminary project plan to the Resident Faculty of the CHS for review.

It is important that you keep up with the individual deadlines to allow sufficient time for a thorough literature review, instrument acquisition and development, IRB submission and approval, pilot testing, and preparation of the final paper. Throughout much of this process, courses are ongoing and require consistent attendance and substantial effort to complete.

Those students who would be interested in following the Professional Publication framework for the Integrating Experience Project that includes data collection and analysis, would need to register for an elective course PH 303 for two credits to get permission for using the more advanced framework.

Reflective of the diverse constituent professions of public health, the program uses a variety of teaching approaches, emphasizes active learning in both individual and group settings, and evaluates students in terms of knowledge and skills and their ability to synthesize, integrate, and apply this knowledge and skill in a practical setting.

Academic Year 2023-2024

Classes will be held from 15:30 to 19:00 or 19:30, Monday-Friday except for designated university holidays or as otherwise announced for a specific course.

Fall Semester 2023 [16 units]

PH302 General Principles of Public Health Problem Solving (3)
Harutyunyan Ts

PH322 Epidemiology (3)
Agopian

PH 319 Introductory Biostatistics (3)
Sahakyan

PH321 Inferential Biostatistics (2)
Sahakyan

PH310 Social & Behavioral Sciences in Public Health (3)
Harutyunyan Ts

PH331 Comparative Health Systems (2)
Petrosyan

Spring Semester [14 Units]

PH340 Health Services Management (3)
TBA

PH330 Health Economics & Finance (3)
Atherly & van den Broek-Altenburg

PH333 Politics of Public Health (1)
Ellison

PH350 Project Development and Evaluation (4)
Petrosyan

PH311 Problem Investigation in Environmental Health (2)
Bartrem

PH390 MPH Integrating Experience Project Planning (1) [Pass/No Pass]
Petrosyan
(Will run throughout the year; specific meeting dates TBA)

Roles and Responsibilities of MPH Students

Over and above the expectations made of all students at AUA, it is the responsibility of each student in the MPH Program to meet the following expectations:

1. Share responsibility with the rest of the class to uphold the law and respect the rights of others. This includes living honorably, holding other members of the community to the same high standard of conduct, and taking action when necessary to safeguard the interest of the University and its community.

2. Read and comply with all rules and regulations of the University as stated in the AUA Catalog, AUA Student Handbook, and other official documents.

3. Take responsibility to assure understanding of the academic policies and procedures regarding the MPH curriculum and graduation requirements, registration and advising processes, and grading policies.

4. Accept responsibility for the maintenance of the academic integrity of the institution and for preserving an environment conducive to the safe pursuit of the program's educational, research, and professional practice missions.

5. Attend all classes unless previously excused. In addition, each student is expected to be on time for the start of class, submit assignments by due dates, prepare papers and reports in a scholarly manner, and participate in classroom discussions and activities. In an unusual situation such as an emergency when this is not possible, timely communication with the course instructor, the MPH Program Coordinator, or the Associate Dean as soon as possible is required.

6. Adhere to a high standard of academic ethics which includes individual performance on homework, examinations, written reports, and assignments. Exceptions are when projects are assigned to teams and when quoted sources receive proper citation (referencing). Cheating or copying work from other people or materials are unacceptable behaviors and constitute serious offenses which could result in dismissal from the program. Carefully read the AUA Student Handbook, particularly the section on the Student Code of Ethics.

7. Engage in constructive dialogue with faculty and administration in resolving problems.

8. Identify and develop professional career goals and interests. If they are compatible with course objectives, include relevant or related subject material when selecting projects or study areas.

9. Anticipate and discuss major issues or questions concerning the academic program and pertinent non-academic concerns. Heed reminder notices and other academic advisement information.

10. Follow through on obligations to understand administrative policies and procedures affecting payment of tuition and fees, academic eligibility for scholarship, and other financial aspects of

the course. Observe registration and payment deadlines; complete and submit appropriate forms.

For more information see the AUA Policies at https://policies.aua.am/ .

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Grading in the MPH Program

The MPH curriculum is broad-based and multi-disciplinary. In addition to the resident faculty, the visiting professors or lecturers come from universities located throughout the United States. The academic preparation and professional experiences of the faculty are not the same. Therefore, they will use different styles and approaches to education and the evaluation of their courses. It is important that MPH students are aware of the variability and interpretation of scores and evaluation instruments used for each course.

Each faculty member, at the start of his/her course, will clearly define the evaluation criteria for the course. Evaluations can consist of written assignments, term papers, problem sets, in-class exercises, presentations, and examinations, and other modalities. Due to the team-oriented nature of public health practice, participation is often an explicitly graded component.

What may not be clear is that the expected performance indicators necessary to receive a specific letter grade may differ among faculty. Some instructors may take away credit when a student is consistently late for class or does not turn in assignments on time. In some courses a numerical score of 75 may indicate acceptable or superior accomplishment; but in others, this numerical score may indicate poor or unacceptable performance. The faculty will explain to the students their grading criteria and the typical distribution of grades. They will provide an interpretation of their expectations and scores for a particular assignment. Students must be alert to the grading differences among the faculty. Ultimately, it is the student who is responsible for performing to the best of his or her ability on every assignment: The faculty do not give grades, the student ***earn*** them.

Please remember that it is very important that should a student not understand the assignment of a grade on a particular item, he or she should direct inquiries to the faculty member or the course Teaching Assistant as soon as possible. The intent of grading exercises is not only to assess abilities, but to provide constructive information for improvement in subsequent evaluations.

Resolving Grade Disputes

Should a student believe he or she has been unfairly graded on an assignment or a course, this concern must first be raised with the course faculty. The AUA Policy Appeal policy suggests "A grade may be changed only to correct a mathematical error or misapplication of a grading standard previously announced in the syllabus. Students may petition for a grade review by following the procedure outlined below within 30 calendar days after the official publication of grades." (https://policies.aua.am/policy/11)

If the appealing student truly feels an injustice has occurred and lower grading is a result of biased assessment the grievance may be filed with the Ethics and Grievance Committee of the Faculty Senate at AUA. This process is NOT to be abused to seek a higher letter grade for any reason other than rectifying an incorrect or biased assessment.

For more details see the AUA Policies at https://policies.aua.am/ .

Academic Calendar 2023 – 2024

Fall 2023	
Semester begins	Monday, August 21, 2023
Freshman Orientation	Wednesday, August 23, 2023 Thursday, August 24, 2023
Classes Begin	Monday, August 28, 2023
Last Day to Add/Drop a Class (15-week courses)	Sunday, September 3, 2023
Armenian Independence Day*	Thursday, September 21, 2023
Last Day to Withdraw from a Class with a Grade of W for 15-week courses	Tuesday, October 17, 2023
Timeline to Petition to Graduate for January Conferral	Sunday, October 1, 2023
	Tuesday, October 31, 2023
Thanksgiving Holiday	Thursday, November 23, 2023
	Friday, November 24, 2023
Course Evaluations open for 15-week courses	Monday, November 27, 2023
Classes End	Tuesday, December 12, 2023
Final Exams	Thursday, December 14, 2023
	Friday, December 15, 2023
	Saturday, December 16, 2023
	Monday, December 18, 2023
	Tuesday, December 19, 2023
	Wednesday, December 20, 2023
Grades Due	Friday, December 22, 2023
Christmas Day	Monday, December 25, 2023

Spring 2024	
New Year and Armenian Christmas Holiday*	Monday, January 1, 2024
	Saturday, January 6, 2024
Commemoration Day*	Sunday, January 7, 2024
Registration for Spring 2024 all students begins (subject to change)	Tuesday, January 9, 2024
Semester begins	Wednesday, January 10, 2024
Classes Begin	Wednesday, January 17, 2024
Last Day to Add/Drop a Class (15-week courses)	Tuesday, January 23, 2024
Army Day*	Sunday, January 28, 2024
Women's Day*	Friday, March 8, 2024
Last Day to Withdraw from a Class with a Grade of W for 15-week courses	Thursday, March 7, 2024
Spring Break (subject to change)	Monday, March 4, 2024
	Saturday, March 9, 2024
Timeline to Petition to Graduate for June Conferral	Friday, March 1, 2024
	Sunday, March 31, 2024
Easter Memorial Day (Monday)	Monday, April 1, 2024
Genocide Commemoration Day*	Wednesday, April 24, 2024
Labor Day*	Wednesday, May 1, 2024
Victory and Peace Day*	Thursday, May 9, 2024
Course Evaluations open for 15-week courses	Monday, April 29, 2024
Classes End	Saturday, May 11, 2024
Final Exams	Monday, May 13, 2024
	Tuesday, May 14, 2024
	Wednesday, May 15, 2024
	Thursday, May 16, 2024

	Friday, May 17, 2024
	Saturday, May 18, 2024
Grades Due	Monday, May 20, 2024
First Republic Day*	Tuesday, May 28, 2024
Summer 2024	

Gerald and Patricia Turpanjian College of Health Sciences
Zvart Avedisian Onanian Center for Health Services Research and Development

Applied learning is central to the MPH Program. Students are encouraged to gain practical experience in applying their newly acquired knowledge and skills over the course of their two years of study. A number of opportunities for supervised/mentored applications are available through the Zvart Avedisian Onanian Center for Health Services Research and Development (CHSR). Students are strongly encouraged to apply for temporary research positions, which periodically will be advertised. In general, these are paid opportunities, but should be considered an adjunct to your formal educational experience.

The CHSR is an applied research center located within the College of Health Sciences at the American University of Armenia (AUA). The center was established in 1995 to respond to the research and development needs in the multi-disciplinary field of Public Health in Armenia. Included within the CHSR is the Garo Meghrigian Institute for Preventive Ophthalmology located at the AUA Center.

The staff within the CHSR offers their expertise as a resource to support and facilitate the existing public health infrastructure. The guiding principles of the center are to:

- Provide supervised field training for students enrolled in the AUA Master of Public Health Program;
- Serve as a venue for linkages between the Ministry of Health, donor agencies, and the expertise of the program's faculty;
- Respond to requests for technical assistance from local Armenian ministries and research institutes;
- Support programmatic development of health services in conjunction with the Ministries of Health of the region;
- Respond to the requests for technical assistance from international organizations working on health projects in Armenia and the region.

Among some of the organizations with whom the CHSR has worked are the following:

- American International Red Cross
- American International Health Alliance
- AmeriCares
- Armenian Health Alliance
- Armenian International Dental Association
- Armenian Medical International committee
- Armenian National Center for AIDS Control and Prevention
- Armenian National Institute of Health
- Armenian Social Transition Project (PADCO/Abt)
- Catholic Relief Society
- FAMRI Center of Excellence in Translational Research at Johns Hopkins University
- Georgetown University Institute for Reproductive Health
- Grand Challenges Canada
- Institute for Global Tobacco Control, Johns Hopkins University
- Jinishian Memorial Program

- Lions Club International Foundation
- Management Sciences for Health
- Nork Marash Medical Center
- Open Society Institute
- Population Communications Service, Johns Hopkins University
- Primary Care Center, Gyumri
- Primary Health Care Reform Project
- Project Harmony
- Project NOVA
- United Methodist Committee on Relief (UMCOR)
- UNICEF
- University of Pennsylvania
- University of Texas, Medical Branch
- USAID
- Wellstart International
- World Bank
- World Health Organization and others.

The reputation of CHSR has led to an increase of research projects and staff. The two Institutional Review Boards (IRB) of AUA registered with the US Department of Health and Human Services. In addition, the university filed and completed the process for a Federalwide Assurances of Protection for Human Subjects. As a result the CHSR may now compete for US federally funded projects, and it is anticipated there will be an increase in the number and scope of research studies. Currently, there are numerous proposals in different stages of development within the Center.

For further details visit the CHSR website at https://chsr.aua.am/ and/or review the CHS Newsletters.

Copies of student integrating experience projects (MPH Projects) are available for public review at the MPH website at https://chs.aua.am/master-projects/ by years.

MPH Integrating Experience Project
Demonstration of Core Area Competencies: Evaluation Guidelines

The primary educational objective of the project is to demonstrate appropriate consideration and application of core concepts, skills, and knowledge in analyzing a public health problem within any of the proscribed frameworks. The selected core and concentration (Evidence-based Public Health Practice) competencies must be addressed in each project.

- Select quantitative and qualitative data collection methods appropriate for a given public health context
- Interpret results of data analysis for public health research, policy or practice
- Assess population needs, assets and capacities that affect communities' health
- Apply awareness of cultural values and practices to the design, implementation or critique of public health policies or programs
- Design a population-based policy, program, project or intervention
- Select methods to evaluate public health programs
- Select communication strategies for different audiences and sectors
- Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation
- Describe the importance of cultural competence in communicating public health content

- Apply evidence-based approaches in the design and management of health programs
- Synthesize quantitative and qualitative data for decision-making

These competency areas cut across the domains identified for each specific framework. For example, quantitative competence may be demonstrated in the literature review and/or methodology section and/or results and/or discussion section of a publication framework. All papers are required to demonstrate minimum competence, **but are held accountable to a level of competence consistent with the problem and framework as defined by the student**. An example of this is when a student refers to an advanced statistical analysis in his/her design. Although the statistical test may exceed the competence expected of an MPH graduate, by virtue of having introduced it, that student is accountable to correctly describe and apply it.

1. History: Appropriate and sufficiently thorough consideration of relevant historical information surrounding the problem ranging from trend information to assessments of previous efforts and related research. Some basic questions include: How has this problem impacted human population in the past? What, if anything, has been done to from a societal, public health, and scientific perspective to *study or solve* this problem in the past? How has this problem – or the definition of the problem - changed over time?

2. Quantitative Sciences (assessment/analysis): Appropriate and sufficiently thorough consideration of epidemiology, demography, vital statistics, and biostatistics (analytical planning, sample size, etc.). Some basic questions include: What quantitative (or qualitative) evidence has been generated to study or solve this problem? What is the strength of the evidence? What types of evidence need to be applied or generated? What types of systems have existed (or need to exist) to study or solve this problem? What

assurances are there that he evidence that will be applied or generated in this project (or study) will be sound? Reproducible?

3. Biological considerations (determinants): Appropriate and sufficiently thorough consideration of biologic concepts (genetics, physiology, immune response, life cycles, processes such as aging, growth, and development, and physiologic measurements). Some basic questions include: In the chain of causation for this public health problem, what are the potential roles of biology, both causes and impacts? What is happening with the human organism (or other species) that needs to be considered when studying or solving this problem?

4. Social/cultural/behavioral considerations (determinants): Appropriate and sufficiently thorough consideration of socio-cultural and behavioral factors which directly or indirectly impact on the problem under consideration. Some basic questions include: In the chain of causation for this public health problem, what are the potential societal/cultural/behavioral causes and impacts? What is happening with human groups that needs to be considered when studying or solving this problem? In what ways does human behavior (i.e., thing we do) need to be considered when studying or solving this problem?

5. Environmental and/or occupational considerations (determinants/impacts): Appropriate and sufficiently thorough consideration of the role and interaction of the physical environment -- which can include both the "man-made" physical environment and natural environment. Some basic questions include: In the chain of causation for this public health problem, what are the potential environmental causes and impacts? What is it about the environment outside of the human organism (either the natural environment or man-made environment) that needs to be considered when studying or solving this problem? What impacts humans when they are in their homes, their cities, their work places, or in transit between these "places."

6. Management and/or policy and/or resource utilization considerations: Appropriate and sufficiently thorough consideration of management precepts ranging from the domains of administration to leadership to financial planning (budgeting) to policy setting to implementation and planning (logistics). Some basic questions include: From an organizational standpoint, what must be done when creating systems for studying or solving this problem? What is the best (and most efficient) way to study or solve this problem? What resources must be organized to study or solve this problem? Information? Human resources? Capital? In the chain of causation for this public health problem, what are the potential management or policy causes and impacts?

MPH Integrating Experience Project 2023-2025
Problem Solving Framework: Paper Format Guidelines

Heading {cover sheet}

Who is the intended audience; who is presenting the information?

Executive Summary

A one-page synopsis summarizing the key point. For the synopsis, emphasis should include the major recommended actions as well as the nature and magnitude of the problem with a brief discussion of the rationale.

Statement of Problem

Define Problem

Define problem, assumptions, magnitude and distribution, limitations of data, introduce issue, terminology.

State Goals/Objectives

What is the desired result? What criteria will be used in evaluating 'success'?

Magnitude of the Problem

Describe what is known about problem, incidence, prevalence, economic impact, human impact {justify why it is a public health problem and why it is important to solve}

Key Determinants

Describe risk factors & risk behaviors, the natural history of the disease process, other knowledge about the nature of the problem.

Prevention/Intervention Strategies

Describe and discuss current intervention/prevention strategies being used as well as additional options for intervention/prevention.

Policy & Priority Setting

Assess the relative advantages and disadvantages of the possible intervention/prevention strategies previously outlined. Consider potential benefit to individuals and to society, cost to individuals and to society, technical and political feasibility, ease of implementation, and potential obstacles. Presentation should be balanced and cover the range of options.

Specific Recommendations

This section specifies the recommended course(s) of action and a rationale for selecting that/those action(s).

Implementation & Evaluation

For the recommended course of action identify barriers to implementation, political steps necessary for implementation, and means of evaluating the impact of the intervention. This section should relate your stated goals with the recommended course of action.

MPH Integrating Experience Project 2023-2025
Problem Solving Framework: Project Critique Guidelines

1. **Executive Summary**
   Briefly summarizes problem, magnitude, key determinants, recommended course of action

2. **Statement of Problem**
   Was the problem clearly identified and defined?
   Is it an appropriate/relevant public health problem?
   Is the group/organization/agency selected to hear the argument appropriate?

3. **Magnitude of the problem**
   Is the magnitude of the problem clearly identified?
   Are the strengths and limitations of the measures/estimates discussed?
   Does the paper make a compelling case that the problem is significant enough to warrant attention?

4. **Key Determinants**
   Are the appropriate biological, behavioral, and environmental determinants of the problem addressed?

5. **Prevention/Intervention Strategies**
   Are current efforts summarized?
   Are a sufficient breadth of options/strategies considered?
   Do the options follow from the key determinants discussed?

6. **Policy & Priority Setting**
   Are the relative advantages and disadvantages of each option/strategy considered?
   Are the benefits/risks compared at individual, community, and societal levels?
   Are political, economic, and technical feasibility considered?

7. **Recommendations**
   Are the recommendations consistent with the analysis of the problem?

8. **Implementation & Practice**
   Are the likely barriers to implementation addressed?
   Are logistical/technical/resource concerns addressed?

9. **Evaluation**
   Is the impact of the proposed intervention measurable?
   Is 'success' defined?
   Are provisions made for evaluating the impact of the recommended course of action?

10. **Overall Impression**
    Is a compelling argument made that would convince you to adopt the recommended strategy? Is the argument presented succinctly and effectively?

MPH Integrating Experience Project 2023-2025
Problem Solving Framework: Evaluation Score Sheet

Student Name:_____ Date: _____

Grade: (4 = exceptional; 3 = fully met; 2 = partially met; 1 = not met/missing)

A. Demonstration of Core Area Competencies _____

1. History
2. Quantitative sciences (assessment/analysis)
3. Biological considerations
4. Social/cultural/behavioral considerations
5. Environmental and/or occupational considerations
6. Management/resource and/or policy considerations

B. Framework specific criteria

1. Executive Summary: _____
2. Statement of the problem: _____
3. Magnitude of the problem: _____
4. Key Determinants: _____
5. Prevention/Intervention Strategies _____
6. Policies and Priority Setting: _____
7. Recommendations: _____
8. Implementation & Practice: _____
9. Evaluation: _____
10. Overall Assessment: _____

Result: _____ **Unconditional Pass** _____**Conditional Pass**

Comments/specific instructions:_____

_____

_____

MPH Integrating Experience Project 2023-2025
Research Grant Proposal Framework: Paper Format* Guidelines

1. Abstract

2. Specific Aims

3. Background

4. Methods
    - Design
    - Population
    - Sample Size (calculations, assumptions, references)
    - Analysis

5. References

6. Budget

7. Human/animal subjects

*The format may be modified to comply with the specific requirements of the intended granting agency (please consult MPH Resident Faculty or your advisors). The specific evaluation criteria outlined for the grant proposal format, including demonstration of all core area competencies must still be addressed. For those formats where the core area competencies are not easily incorporated, an expanded background section is recommended.

MPH Integrating Experience Project 2023-2025

Research Grant Proposal Framework: Project Critique Guidelines

1. Importance of the problem to public health: has the magnitude of the problem been characterized? Has a case been made for its importance?

2. Feasibility of the overall proposal:
   -technical;
   -logistical (*time line/research plan*);
   -administrative; political; and financial

3. Presentation of the written product:
   - organization of material
   - logical progression of ideas
   -appropriate use of graphs/tables
   - language understandable, simple
   - able to complete within page limitations

4. Design appropriate to answer the question
   -consideration given to options
   -rationale given for choosing design
   -strengths and limitations inherent in design discussed

5. Population choice reasonable and feasible
   -considerations/advantages/disadvantages of choice

6. Sample size appropriate to answer question
   -limitations, assumptions noted, calculations, references for formula chosen

7. Analysis appropriate to answer the question
   -plan sufficient to address research question
   -level of data collection/coding sufficient
   -confounding/interaction/bias/design limitations accounted for

8. Budget adequate, excessive, or in sufficient detail

9. Are ethical issues appropriately addressed

10. Overall scientific merit
    -is the study design appropriate to the stated objectives?
    -is the appropriate level of data used?
    -has an appropriate literature review been included?
    -does the project increase our understanding or replicate inconclusive/controversial findings?

MPH Integrating Experience Project 2023-2025

Research Grant Proposal Framework: Evaluation Score Sheet

Student Name:_____ Date: _____

Grade: (4 = exceptional; 3 = fully met; 2 = partially met; 1 = not met/missing)

A. Demonstration of Core Area Competencies _____

1. History
2. Quantitative sciences (assessment/analysis)
3. Biological considerations
4. Social/cultural/behavioral
5. Environmental and/or occupational considerations
6. Management/resource and/or policy considerations considerations

B. Framework specific criteria

1. Public health importance: _____
2. Feasibility of the overall proposal: _____
3. Presentation of the written product: _____
4. Design appropriate to answer the question: _____
5. Population choice reasonable and feasible: _____
6. Sample size appropriate to answer question: _____
7. Analysis appropriate to answer the question: _____
8. Budget appropriate: _____
9. Ethical issues appropriately addressed: _____

Overall Assessment: _____

Result: _____ Unconditional Pass _____Conditional Pass

Comments/specific instructions:_____
_____
_____
_____

MPH Integrating Experience Project 2023-2025

Community Service Grant Proposal Framework: Paper Format Guidelines

1. **Executive Summary:** Describe the importance of the problem to public health and its magnitude; provide a brief summary / overview of the proposal and the methods that you will use.

2. **Specific Aims/ Objectives**: State the aims and objectives of the proposal in **measurable** terms.

3. **Introduction:**
    a. Background information including a situational analysis for the community of interest;
    b. Review of the literature regarding the topic;
    c. Appraisal of different strategies that might address the problem;
    d. Recommendation for a course of action, including the rationale used to make this decision.

4. **Methodology**
    a. Conceptual framework
    b. Implementation plan synopsis (who, what, when, plans for self-sufficiency)
    a. Evaluation plan synopsis (measurable objectives; time frame; methodologies; data sources needed)

5. **Budget/Planning**

6. **Ethical Considerations, Community Support**
    a. Indicate community acceptance/support of program
    b. Discuss ethical/human rights considerations
    c. Discuss linkages/integration of proposed program with existing community resources
    d. Discuss sustainability beyond funding period.

7. **References**

*****_The format may be modified to comply with the specific requirements of the intended granting agency (please consult MPH Resident Faculty or your advisors). The specific evaluation criteria outlined for the grant proposal format, including demonstration of all core area competencies must still be addressed. For those formats where the core area competencies are not easily incorporated, an expanded background section is suggested_.

MPH Integrating Experience Project 2023-2025

Community Service Grant Proposal Framework: Project Critique Guidelines

1.Importance of the problem to public health
- has the magnitude of the problem been characterized?
- is a case made for its importance?

2.Feasibility of the overall proposal
- technical
- logistical
- administrative
- political
- financial

3.Presentation of the written product
- organization of material
- logical progression of ideas
- appropriate use of graphs/tables
- language understandable, simple
- able to complete within page limitations

4.Design / conceptual framework appropriate to address the problem
- consideration given to options
- rationale given for choosing intervention
- strengths and limitations inherent in choice discussed

5.Implementation component adequately discussed

6.Evaluation plan appropriate (to goals; methods used; data source)

7.Budget adequate or excessive

8.Ethical issues appropriately addressed.

9. Integration/coordination with existing community resources

10. Plans for self-sufficiency/sustainability

11. Overall merit
- is the design appropriate to the stated objectives?
- is the appropriate level of data used?
- has an appropriate literature review been included?
- does the project appropriately apply / translate existing knowledge?

MPH Integrating Experience Project 2023-2025
Community Service Grant Proposal: Evaluation Score Sheet

Student Name:_____ Date:_____

Grade: (4 = exceptional; 3 = fully met; 2 = partially met; 1 = not met/missing)

A. Demonstration of Core Area Competencies _____

1. History
2. Quantitative sciences (assessment/analysis)
3. Biological considerations
4. Social/cultural/behavioral
5. Environmental and/or occupational consideration
6. Management/resource and/or policy considerations considerations

B. Framework specific criteria

1. Public health importance _____
2. Feasibility _____
3. Presentation of the written product _____
4. Design / conceptual framework _____
5. Implementation component _____
6. Evaluation plan _____
7. Budget _____
8. Ethical issues _____
9. Integration/coordination with existing community resources _____
10. Plans for self-sufficiency/ sustainability _____
11. Overall merit _____

Result: _____ Unconditional Pass _____Conditional Pass

Comments/specific instructions:_____

_____

_____

MPH Integrating Experience Project 2023-2025
Program Implementation Framework: Paper Format Guidelines

1. Executive Summary
2. Situational Analysis / Priority Setting
3. Strategy Appraisal
4. Allocation of Resources
5. Programming
6. Budgeting
7. Implementation
8. Evaluation
9. Summary

MPH Integrating Experience Project 2023-2025
Program Implementation Framework: Project Critique Guidelines

1. Executive Summary: summarizes key points; engages reader

2. Situational Analysis / Priority Setting:
   - assessment of current health situation; of relevant related factors (environmental, political, etc); of how current situation differs from desired state
   - appropriate amounts and quality of data presented
   - needs identified
   - and method of determining priority defined (burden of disease, effectiveness, etc)

3. Strategy Appraisal:
   - several feasible strategies considered; appropriate criteria considered (political, economic, impact, etc); assumptions defined; and sensitivity analysis considered

4. Allocation of Resources:
   - consideration of where resources will come from (new; divert existing)
   - feasibility of such action; and structural/systemic capacity for such allocation

5. Programming:
   - program goals clearly defined
   - organizational issues addressed (human resources, training, space assignments)
   - operational issues addressed (capital, facilities, equipment)
   - time line

6. Budgeting:
   - related to program plans; reasonable; thorough; and sufficient detail

7. Implementation:
   - responsible individuals/positions identified
   - consideration given to potential barriers
   - time lines/contingency plans (PERT/GANNT/CPM)

8. Evaluation:
   - measurable objectives identified; objectives relevant to stated goals
   - and indication of how measurements will be made

9. Organization/Presentation:
   - easy to read/understand; quality of tables and figures; logical progression of ideas

10. Overall assessment:
    - is the situational analysis appropriate for assessing the needs of the target group?
    - are appropriate strategies identified and critiqued?
    - and are program goals clear and feasible given the resources available?

MPH Integrating Experience Project 2023-2025
Program Implementation Framework: Evaluation Score Sheet

Student Name:_____ Date: _____

Grade: (4 = exceptional; 3 = fully met; 2 = partially met; 1 = not met/missing)

A. Demonstration of Core Area Competencies _____

1. History
2. Quantitative sciences (assessment/analysis)
3. Biological considerations
4. Social/cultural/behavioral
5. Environmental and/or occupational considerations
6. Management/resource and/or policy considerations

B. Framework specific criteria

1. Executive Summary: _____
2. Situational analysis/ Priority setting: _____
3. Strategy appraisal: ____
4. Allocation of resources: _____
5. Programming: _____
6. Budgeting: _____
7. Implementation: _____
8. Evaluation: _____
9. Organization / presentation: _____
10. Overall assessment: _____

Result: _____ Unconditional Pass _____Conditional Pass

Comments/specific instructions:_____

_____

_____

_____

MPH Integrating Experience Project 2023-2025

Program Evaluation Proposal Framework: Paper Format Guidelines

1. Summary
2. Introduction/Specific Aims
3. Literature review
4. Research questions/Hypotheses
5. Methods
6. Setting
7. Sources of data
8. Analysis
9. Logistical Considerations
10. Ethical considerations

MPH Integrating Experience Project 2023-2025
Program Evaluation Framework: Project Critique Guidelines

1. Summary: summarizes main ideas, captures reader's interest

2. Introduction/specific aims: problem defined; goals stated; relevance of project

3. Literature review: quality/thoroughness of literature review (what is/what is not known); demonstrates where this project fits in (new methods; new approach)

4. Research questions/hypotheses: measurable objective or testable hypothesis; provide conceptual framework for inter-relationship of variables

5. Methods: design identified; appropriate to answer question (Campbell/Stanley); consideration given to options; rationale given for choosing design; strengths and limitations inherent in design discussed (validity); measurements; constructs; definition and tools (reliability)

6. Setting
   - population identified appropriate to answer the research question;
   - provide inclusion/exclusion criteria;
   - provide sampling frames, techniques for assignment (randomization);
   - considerations/advantages/disadvantages of choice

7. Sources of data
   - describe data, data forms from which variables are derived;
   - type of data (primary, secondary);
   - collection/cleaning procedures;
   - attach relevant documents as appendices (questionnaires, consent forms, etc.)

8. Analysis
   - statistical techniques identified; appropriate to answer the question;
   - methods described; limitations noted (assessment of reliability);
   - plan sufficient to address research question;
   - confounding/interaction/bias/design limitations accounted for;
   - issues of power/sample size addressed; calculations shown

9. Logistical considerations (personnel, time lines, budgets)

10. Ethical considerations

11. Overall assessment. Is the study design appropriate to the stated objectives? Appropriate level of data used? Appropriate literature review been included? Does project increase understanding or replicate inconclusive/controversial findings?

MPH Integrating Experience Project 2023-2025
Program Evaluation Proposal: Evaluation Score Sheet

Student Name:_____ Date:_____

Grade: (4 = exceptional; 3 = fully met; 2 = partially met; 1 = not met/missing)

A. Demonstration of Core Area Competencies _____

1. History
2. Quantitative sciences (assessment/analysis)
3. Biological considerations
4. Social/cultural/behavioral
5. Environmental and/or occupational considerations
6. Management/resource and/or policy considerations

B. Framework specific criteria

1. Summary _____
2. Introduction/specific aims: _____
3. Literature review: _____
4. Research questions/hypotheses: _____
5. Methods: _____
6. Setting: _____
7. Sources of data: _____
8. Analysis: _____
9. Logistical considerations: _____
10. Ethical considerations: _____
11. Overall assessment: _____

Result: _____ Unconditional Pass _____Conditional Pass

Comments/specific instructions:_____

_____

_____

MPH Integrating Experience Project 2023-2025

Oral Presentation Critique Score Sheet

Student's Name: _____

Grade: (4 = exceptional; 3 = fully met; 2 = partially met; 1 = not met/missing)

1. Content _____
- Was the target audience identified?
- Was the type of presentation clear?
- Was the issue clearly identified and defined?
- Were key features presented?
- Was sufficient supporting detail provided?
- Were the recommendations/assertions supported?

2. Organization _____
- Was the content organized and presented in a coherent manner?
- Were new or unfamiliar terms explained?
- Did the presentation of ideas flow smoothly?

3. Style _____
- Did the speaker(s) hold your interest?
- Was the speaker convincing/effective?
- Was the speakers' voice loud enough? understandable?
- Did the speaker make eye contact with the audience?

4. Audio-visuals _____
- Were visuals (graphics, transparencies/slides) used effectively?
- Was the quality of the slides appropriate (readable, correct spelling, not cluttered)
- Was an appropriate number of visual aids used?
- Were visuals clearly explained?
- Did the visuals add to the presentation?

5. Time Utilization _____
- Was the time appropriately allocated to the parts of the presentation?
- Were the time constraints followed?
- Did it appear that the presentation had been rehearsed?

6. Questioning _____
- Were questions appropriately addressed? With confidence and knowledge?
- Did the speaker interact with the audience?

7. Overall Impression
- Was a compelling argument made?
- Was the presentation convincing?
- Was an understanding and application of core knowledge demonstrated? _____

Those students who will conduct more advanced Integrating experience projects that are more time consuming and require more advising from faculty need to register for the elective course PH303 Special Studies Seminar (two credits) in the program.

MPH Integrating Experience Project 2023-2025

Professional Publication Framework: Paper Format* Guidelines

1. Abstract
2. Introduction
3. Methods and Materials
4. Results
5. Discussion
6. References
7. Tables and Figures
8. List of appropriate journals where this might be published

*This format may be adapted to comply with the submissions guidelines of specific journals provided a copy of those guidelines are attached as an appendix and the cover page indicates the intended journal. Otherwise, please use the format proscribed in the "uniform requirements for manuscripts.....".

Regardless of the format, the evaluation items associated with this format must be addressed in the paper. For those formats where the core area competencies are not easily incorporated, an expanded background or discussion section is suggested.

Note: Students considering a literature review-type project need to describe the criteria by which they select articles for inclusion and the criteria for assessing/critiquing the study findings in their Methods section. Presentation of an evidence table is strongly encouraged. Policy/practice implications of the findings must be included.

Reference
International Committee of Medical Journal Editors. Uniform requirements for manuscripts submitted to biomedical journals. Annals of Internal Medicine. 1997; 126(1):36-47 (*reprint of article included in next section*).

MPH Integrating Experience Project 2023-2025

Professional Publication Framework: Project Critique Guidelines

1. Importance of the problem to public health
   - -has the magnitude of the problem been characterized?
   - -is a case made for its importance?
2. Organization/ Presentation
   - - easy to read/understand
   - - quality of tables and figures
   - - logical progression of ideas
   - -conformity with guidelines of target publication/standard format
3. Abstract appropriately structured and an adequate reflection of paper's content
4. Introduction places the current study in the context of current knowledge
   - -quality/thoroughness of literature review
   - -demonstrates where this project fits in
5. Design appropriate to answer the question
   - -consideration given to options
   - -rationale given for choosing design
   - -strengths and limitations inherent in design discussed (validity)
   - -strengths and weaknesses of measurements (reliability)
6. Population appropriate to answer the research question
   - -considerations/advantages/disadvantages of choice
7. Analysis appropriate to answer the question
   - -methods described; limitations noted
   - -plan sufficient to address research question
   - -level of data collection/coding sufficient
   - -confounding/interaction/bias/design limitations accounted for
   - -issues of power sample size addressed (**calculation shown, assumptions stated**)
8. Plausibility of results appropriately addressed
9. Public health implications appropriately addressed
10. References complete and adequately reflecting current literature on the topic; peer-reviewed sources provide adequate support for assumptions or background information.
11. Overall scientific merit
    - -is the study design appropriate to the stated objectives?
    - -is the appropriate level of data used?
    - -has an appropriate literature review been included
    - -does the project increase our understanding or to replicate inconclusive/controversial findings

MPH Integrating Experience Project 2023-2025
Professional Publication Framework: Evaluation Score Sheet

Student Name:_____ Date: _____

Grade: (4 = exceptional; 3 = fully met; 2 = partially met; 1 = not met/missing)

A. Demonstration of Core Area Competencies _____

1. History
2. Quantitative sciences (assessment/analysis)
3. Biological considerations
4. Social/cultural/behavioral considerations
5. Environmental and/or occupational considerations
6. Management/resource and/or policy considerations

B. Framework specific criteria

1. Public health importance: _____
2. Organization/ presentation: _____
3. Abstract: _____
4. Introduction: _____
5. Design: _____
6. Population: _____
7. Analysis appropriate to answer the question: _____
8. Plausibility of results: _____
1. Public health implications appropriately addressed: _____
10. References complete: _____
11. Overall Assessment: _____

Result: _____ **Unconditional Pass** _____**Conditional Pass**

Comments/specific instructions:_____

_____

_____

_____