

# PUBLIC HEALTH, MPH: COMMUNITY AND BEHAVIORAL HEALTH PROMOTION

The Community and Behavioral Health Promotion (CBHP) track focuses on promoting the health of communities through innovative approaches to community engagement and collaborative practice. Coursework addresses theories and frameworks in social and behavioral science, evidence-based methods for program planning (including assessment) and implementation, and program evaluation. Students apply a social justice and equity-centered approach to public health training and practice. Methodological approaches address quantitative, qualitative, and community-engaged techniques.

## Related Certificate

- Interprofessional Graduate Certificate in Public and Population Health (<http://uwm.edu/graduateschool/interprofessional-graduate-certificate-in-public-and-population-health>)

The Zilber School of Public Health (SPH) offers a Master of Public Health (MPH), a PhD in Public Health with a Concentration in Community and Behavioral Health Promotion, a PhD in Public Health with a Concentration in Biostatistics, a PhD in Environmental Health Sciences, and a PhD in Epidemiology.

## Master of Public Health

The Master of Public Health offered by the Zilber SPH is a professional master's degree program with five distinct tracks of study. The MPH program provides students with a broad understanding of public health practice and allows specialization in Biostatistics, Community and Behavioral Health Promotion, Environmental Health Sciences, Epidemiology, or Public Health Policy and Administration.

Like most MPH programs, the Zilber SPH's program imparts knowledge and skills in each of these core disciplines in public health, helping prepare all students to analyze information and consider solutions to public health problems using a social justice lens at the community, institutional, and societal levels. Courses have been designed to teach program- and track-level competencies as defined by Zilber SPH faculty. Program-level competencies reflect key public health skills including systems thinking, ethics, analytical methods, communications/informatics, diversity/culture, leadership, and professionalism. In addition, students engage in a specific track of study, gaining deeper competency in one of the five areas. Upon graduation students are prepared for positions in a range of population health settings and/or for doctoral-level study.

### Application Deadlines

Application deadlines vary by program, please review the application deadline chart (<http://uwm.edu/graduateschool/program-deadlines>) for specific programs. Other important dates and deadlines can be found by using the One Stop calendars (<https://uwm.edu/onestop/dates-and-deadlines>).

## Admission Requirements

### Admission

An applicant must meet Graduate School requirements plus as the desired track of study requires: the following program requirements to be considered for admission to the program. These materials will be considered in a holistic admissions process with special attention to ensure a diverse student body.

1. Three letters of recommendation from persons familiar with the applicant's academic experience and potential for graduate work in public health.
2. CV or resume.
3. Score report from the General Test of the Graduate Record Examination (GRE) (<http://uwm.edu/graduateschool/admission/#gre>), taken within the last five years.
4. The admissions committee may consider GMAT (<http://uwm.edu/graduateschool/admission/#gmat>), LSAT, MCAT scores in place of GRE (<http://uwm.edu/graduateschool/admission/#gre>) scores. Students requesting this or any other exception should apply in writing for consideration by the Applications Review Committee.
5. Address the following two Short Essay questions, limiting responses to no more than 500 words (approximately 250 words per question):
  - Describe how your professional, volunteer, and educational background has led you to seek a degree in Public Health.
  - How will your desired track of study help you reach your personal and professional goals in Public Health?
6. International applicants must also meet admission standards set and monitored by UWM's Center for International Education.
7. MPH applicants must use SOPHAS (<https://sophas.org>) to apply. When applying applicants must select their track of which they are applying; Biostatistics, Community and Behavioral Health Promotion, Environmental Health Sciences, Epidemiology, or Public Health Policy & Administration.
8. Tracks may have additional admission requirements, which can be found here (<http://uwm.edu/publichealth/faqs>).

## Credits and Courses

All students enrolled in the MPH program take a common set of core classes designed to give basic skills and knowledge of public health concepts. The core curriculum consists of at least 24 credit hours, including at least a four-credit Field Experience and a two-credit capstone seminar. In addition to the common core, students complete the required coursework in one of five specialization tracks: Biostatistics, Community and Behavioral Health Promotion, Environmental Health Sciences, Epidemiology, or Public Health Policy and Administration. The MPH degree varies from 46-48 credits depending on the track. Students must maintain a cumulative G.P.A. of 3.0 or better in order to progress through the program.

Unless noted, all courses are 3 credits.

### MPH Required Common Core Courses (at least 24 credits)

Code	Title	Credits
PH 702	Introduction to Biostatistics	3
PH 703	Environmental Health Sciences	3
PH 704	Principles and Methods of Epidemiology	3

PH 705	Principles of Public Health Policy and Administration	3
PH 706	Perspectives on Community & Behavioral Health	3
PH 708	Health Systems and Population Health	3
PH 790	Field Experience in Public Health (See following section for details) <sup>1</sup>	4
PH 800	Capstone in Public Health (See following section for details) <sup>2</sup>	2
Total Credits		24

<sup>1</sup> Satisfactory/Unsatisfactory; may be taken for 1, 2, 3, or 4 credits in a given semester.

<sup>2</sup> Completed in the final year of study.

### Field Experience

The Field Experience enables students to apply knowledge and skills learned in the classroom to public health problems in a community context. Students work with their Faculty Advisor and school staff to identify a placement that matches their public health interests and career goals. Possible placement settings include a local health department, state health department, non-profit agency, hospital system, or research institute. The experience is a mentored placement engaging both a Faculty Advisor and a Site Preceptor.

Students complete three credits (80 contact hours per one credit, 240 hours total) with the organization. The specified competencies, scope of work, and final products for the organization are defined in a learning agreement, which is signed by the student, preceptor, faculty advisor and course instructor. Students must demonstrate attainment of at least five competencies, three of which must be foundational competencies (see Field Experience Handbook), and two of which are identified from the track competency sets. One foundational competency is required of all students:

- **19.** Communicate audience-appropriate public health content, both in writing and through oral presentation

Students complete at least two products as agreed upon with the Site Preceptor.

In addition to the three credits/240 hours with an organization, students complete a one-credit module as part of the Field Experience designed to integrate competencies in leadership, negotiation, and interprofessional teamwork. The required competencies are:

- **CEPH 16.** Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
- **CEPH 17.** Apply negotiation and mediation skills to address organizational or community challenges.
- **CEPH 21.** Perform effectively on interprofessional teams.

Students fulfill these competencies through a series of activities including forums, workshops, case studies, an 8-week course, or specific projects at the organization. Students from at least two professions constitute an interprofessional team. Assessments for the leadership, negotiation and interprofessional team competencies may be presentations in a forum, written reflections, or other written and/or oral exercises.

All four credits may be taken in one semester, or spread out over two semesters.

### Capstone

The capstone requires students to integrate the knowledge and skills learned in the classroom, Field Experience, and/or lab into some aspect of professional public health practice. Students work with their Faculty Advisor to write a project proposal the semester prior to the capstone reflecting the student's interests and career goals. Students then implement the project during their final semester of the program. The project has both a written paper and oral presentation component, in addition to attending a weekly seminar. The capstone project is an opportunity for students to demonstrate public health competencies.

### Community and Behavioral Health Promotion

Code	Title	Credits
<b>Concentration Requirements</b>		
PH 701	Public Health Principles and Practice	3
PH 725	Theories and Models of Health Behavior	3
PH 726	Community Health Assessment	3
PH 727	Program Planning & Implementation in Public Health	3
PH 728	Program Evaluation in Public Health	3
<b>Methods "S"Electives</b>		
Select a minimum of 6 credits from the following:		6
PH 729	Survey Research Methods in Public Health	
PH 776	Qualitative Approaches in Public Health Policy and Administration	
PH 831	Community Engagement and Participatory Research Approaches in Public Health	
<b>Electives</b>		
Select one of the following:		3
PH 719	Social Justice in Public Health	
PH 740	Special Topics in Public Health:	
PH 752	Public Health and Mental Health	
PH 999	Independent Study	
KIN 732	Physical Activity and Health Across the Lifespan	
Other classes as approved by advisor		
Total Credits		24

## Program Requirements

### Faculty Advisor

Each student will be assigned a track-specific Faculty Advisor during Orientation week preceding the first semester. Faculty Advisors assist the student in the development of an individual Plan of Study designed to advance the career goals of the student and be consistent with the track curriculum. The Advisor plays an important role in connecting the Field Experience, Capstone, and career goals for each student.

UWM's Zilber School recognizes the importance of a strong faculty advising program coupled with a sound system for monitoring student progress in all programs. Each semester, students are asked to assess their own progress through a required survey. They also complete a progress form together with their advisor. Feedback to students will be provided by 1) their faculty advisor in December during their advisor-

student meeting and 2) a letter in May signed by their faculty advisor and program director confirming progress and noting any guidance for subsequent years, including plans and timetable for remediation when necessary.

Administrative offices of the Zilber School of Public Health have staff assigned on policies and procedures for admission, academic progression, and graduation. If deemed necessary, any student can petition to the Zilber SPH's Office of Academic and Student Affairs for a reassignment of Faculty Advisor. Program track faculty will make every effort to accommodate requests to give all students opportunities for success in the program.