MPH Orientation Handbook
Public Health Program
2018-2019

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Public Health is...
what we as society do collectively to assure
the conditions in which people can be healthy.

—Institute of Medicine (1988)
1. Public Health Program Description

The Public Health Program at The University of Texas Medical Branch (UTMB) is administered by the Department of Preventive Medicine and Community Health (PMCH). The program was pre-accredited in 1999 and has been fully accredited since 2002 by the national accrediting body, the Council for Education on Public Health (CEPH).

The Public Health Program at UTMB offers a professional MPH degree with an Epidemiology track, a Biostatistics track, and an Aerospace Medicine track. The Epidemiology and Biostatistics tracks are open to all applicants. The Aerospace Medicine track is open only to Preventive Medicine residents. The Public Health Program provides students with the knowledge, skills, and values they will need to work in fields that combine preventive medicine, community health, and public health.

As of summer 2018, over 150 graduates have earned the MPH degree. Degrees from the PMCH graduate programs, including the MPH, are awarded by the UTMB Graduate School of Biomedical Sciences (GSBS). The instructional and other related educational activities of the Public Health Program are supervised by the Graduate Program Director for the Public Health Program (Cara Pennel, DrPH, MPH). The coordination of the Public Health Program with other PMCH graduate programs and curricular tracks is directed by the Vice Chair for Education (Kristen Peek, PhD). The leadership of PMCH and oversight of education, research and service activities is guided by the PMCH-SOM Department Chair (Laura Rudkin, PhD).

The PMCH-GSBS Program administers five graduate degree programs: Public Health (Epidemiology, Biostatistics, and Aerospace Medicine Tracks), Population Health Sciences, Clinical Science, Medical Humanities, and Rehabilitation Sciences.
UTMB MPH Program Timeline

- **2000**: Opened for Preventive Medicine Residents
- **2002**: Fully accredited for 5-year term
- **2005**: Opened to all UTMB medical residents
- **2007**: Reaccredited for maximum 7-year term
- **2008**: Opened to UTMB medical students
- **2011**: Opened to UTMB PhD students & faculty
- **2014**: Reaccredited for maximum 7-year term
- **2017**: Opened to non-UTMB affiliated students
1.1 Mission and Values

The **MISSION** of the Public Health Program at The University of Texas Medical Branch at Galveston is to *contribute to the protection and promotion of health in human populations* by:

- Preparing students to practice skillful and evidence-based preventive medicine and public health;
- Conducting and communicating research that informs the diverse fields within public health; and
- Providing interdisciplinary expertise in the service of academic, professional, and community-based public health organizations.

We work toward this mission through the development, integration, and continual improvement of activities from our rigorous instructional program, collaborative and productive research agendas, and wide-ranging service commitments.

The Public Health Program core **VALUES** are informed by UTMB values. These are:

- *Education*. We are committed to life-long learning for our students, staff, faculty and community.
- *Innovation*. We always think of new ways to do things better.
- *Diversity*. We are committed to employ and educate a health care work force whose diversity mirrors the populations they serve.
- *Service*. We have a burning commitment to serve the health care needs of all Texans, regardless of their ability to pay.
- *Community*. We are committed to making our community a better place to live and work.
The institution’s core values were reaffirmed and expanded upon by PMCH faculty members during a strategic planning process in 2005. The faculty and staff charged with developing a departmental strategic plan began the process by identifying shared values. The PMCH consensus value statement included:

- **Integrity.** We fulfill our duties and responsibilities in an open, honest, and ethical manner.
- **Collegiality.** We value cooperation and collaboration. We are respectful of our colleagues, co-workers, and community members.
- **Effectiveness.** We are committed to being effective, efficient and productive in our teaching, research, and service activities.
- **Responsiveness.** We are flexible and adaptable. Within our areas of expertise, we are prepared to respond to institutional and community needs as they arise.

“The Department of Preventive Medicine has been established in this university for the specific purpose of helping in the solution of medico-social problems in Texas. The doctor must be an active force in helping improve social and economic conditions in the community. For in the last analysis, the problems of preventive medicine are social problems and their final solution must be social remedies.”

*James Person Simonds, MD, (1913)*

Dr. Simonds was the first chair of UTMB’s Department of Preventive Medicine.
1.2 Program Goals and Objectives

Our established goals and objectives guide us in our efforts to accomplish our stated mission. We have developed broad goals and measurable objectives for the Public Health Program and for each of its major functions: instruction, research, and service, as well as administration.

Instructional Goals and Objectives

1. Provide a rigorous, comprehensive, integrated public health curricular plan with high quality instruction.
   a. Offer courses with well defined competency-based objectives and corresponding content and assignments.
   b. Integrate core public health knowledge and skills across learning experiences.

2. Prepare students to perform the three core functions of public health—assessment, policy development, and assurance—in their chosen career settings.
   a. Require all public health students to demonstrate mastery of the program competencies.
   b. Require all public health students to practice the three functions through planned, evaluated, and coordinated applied practice experiences and integrative learning experiences.

3. Provide students with practical experience in applied public health settings.
   a. Expand the number of local organizations and agencies available for practice experience placements or capstone collaborations.
   b. Formally evaluate practice experience sites, preceptors, and projects to inform improvements.

4. Train students who will engage in lifelong learning in their chosen career settings.
   a. Impart the value of lifelong learning to students.
   b. Provide public health students the skills needed to stay current on the science and practice of their specific fields.

Research Goals and Objectives

1. Conduct research with applied implications for public health practice and policy making.
   a. Increase the number and productivity of research projects with relevance to public health.

2. Conduct community-based participatory research (CBPR).
   a. Increase the number and productivity of CBPR projects.
   b. Expand the number and role of community groups collaborating on CBPR projects.
3. Provide students with opportunities to be involved in faculty research projects.
   a. Expand the number of public health students in research collaborations with faculty members.

**Service Goals and Objectives**

1. Provide students with multiple and varied opportunities to perform community service of public health relevance.
   a. Increase faculty-public health student joint participation in community service.
   b. Strengthen public health student involvement in the UTMB Graduate Student Organization (GSO) service projects.

2. Encourage faculty members to employ their expertise in the service of public health professional and community organizations.
   a. Increase faculty involvement in public health service activities.

3. Identify the public health related workforce development needs of area health care and public health workers.
   a. Conduct an area needs assessment regarding public health continuing education.

4. Participate in planning and delivering continuing education programs on public health topics.
   a. Facilitate faculty participation in public health related continuing education activities.

**Administration Goals and Objectives**

1. Expand the student base for the Public Health Program.
   a. Increase the number of MD-MPH students enrolled.
   b. Increase the number of medical residents outside of Preventive Medicine enrolled.
   c. Increase the number of external (non-UTMB affiliated) students enrolled.

2. Enhance funding for Public Health Program activities.
   a. Obtain funding to assist MD-MPH students with cost of tuition and fees.
   b. Obtain funding to cover students’ practice experience expenses.

3. Expand the faculty base for the Public Health Program.
   a. Involve more PMCH and UTMB faculty from various disciplines in the Public Health Program.
   b. Establish more roles for public health practitioners in the various activities of the Public Health Program.
   c. Coordinate with other programs and departments to fund new faculty positions in public health fields.
4. Enhance demographic diversity of the Public Health Program.
   a. Encourage minority and female student and faculty participation in the Public Health Program.
2. **Student Competencies**

The Council on Education for Public Health, the accrediting body for schools and programs of public health, requires all MPH students acquire foundational knowledge and competence in public health.

In addition, the Public Health Program faculty members have generated and approved track specific competencies for students in the Epidemiology, Aerospace Medicine and Biostatistics Track. These guide curriculum improvement and program review by the faculty and provide students with additional focus in skills development.

### 2.1 Foundational Public Health Knowledge

The UTMB Public Health Program ensures that all MPH graduates are grounded in foundational public health knowledge. Grounding in foundational public health knowledge is measured by the student’s achievement of twelve learning objectives:

**Profession & Science of Public Health:**
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

**Factors Related to Human Health:**
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)
2.2 MPH Foundational Competencies

To prepare for careers in which they will contribute to the protection and promotion of population health, all MPH graduates are expected to demonstrate the following 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 care, public health and regulatory 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 at organizational, community and societal levels

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 or implementation 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
11. Select methods to evaluate public health programs

Policy in Public Health
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
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
15. Evaluate policies for their impact on public health and health equity

Leadership
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges
Communication
  18. Select communication strategies for different audiences and sectors
  19. Communicate audience-appropriate public health content, both in writing and through oral presentation
  20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice
  21. Perform effectively on interprofessional teams

Systems Thinking
  22. Apply systems thinking tools to a public health issue

2.3 Epidemiology Track MPH Competencies

To prepare for careers in which they will apply their epidemiologic knowledge, skills, and abilities to the protection and promotion of population health, UTMB MPH graduates in the Epidemiology track are expected to master the following competencies:

1. Evaluate basic epidemiologic measures of disease occurrence and association.
2. Apply the descriptive epidemiology of health risk factors and health-related outcomes by person, place and time.
3. Evaluate epidemiologic research hypotheses, study designs, and results.
4. Identify and explain sources of bias and confounding in epidemiologic research.
5. Identify data sources and analyze and interpret data for public health research, policy or practice.

2.4 Aerospace Medicine Track MPH Competencies

To prepare for careers in which they will contribute to health protection and promotion within specific populations exposed to hazardous environments, UTMB MPH graduates in the Aerospace Medicine concentration are expected to master the following competencies:

1. Apply the principles of aviation and space medicine to enhance health, promote safety, and improve performance of persons who work or travel in the aviation and space flight environment (consisting of the operational crews, passengers of air and space vehicles, and support personnel).
2. Identify the factors that influence the health of persons who work or travel in the aviation and space flight environment.

3. Describe the genetic, physiologic, and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to occupational and environmental hazards.

4. Apply primary, secondary and tertiary prevention approaches to disease and injury prevention for persons who work or travel in the aviation and space flight environment.

5. Identify and evaluate occupational and environmental hazards and recommend methods to reduce exposure and mitigate risk.

2.5 Biostatistics Track MPH Competencies

To prepare for careers in which they will apply their biostatistics knowledge, skills, and abilities to the protection and promotion of population health, UTMB MPH graduates in the Biostatistics track are expected to master the following competencies:

1. Assess sources of bias and variation in published studies, and threats to study validity.

2. Employ effect size, sample size, and power calculations in the design or interpretation of studies.

3. Inspect and organize raw data for inclusion in statistical analyses; organize and communicate results of analyses.

4. Explain the basic principles and practical importance of probability, random variables, and commonly used statistical probability distributions.

5. Analyze data, using appropriate statistical tools, accounting for types of variables and their distributions, as well as multiple testing issues.

6. Determine the impacts and ethical considerations involved in handling of outliers, accounting for missing data, and measures to assure reproducibility.
2.6 Portfolio Requirement

Throughout the program, all students will be required to create and maintain an ePortfolio using Google Sites. Appendix A includes a step-by-step guide on how to access and utilize the ePortfolio. The MPH Portfolio serves as:

- A guide to self-assessment of achievement of the MPH and concentration-specific competencies
- A compendium of documents that demonstrate accomplishments during the MPH program

Key elements of the portfolio include:
- A CV and/or a resume
- Writing samples from courses
- Tables of competencies, both MPH foundational and concentration-specific competencies and how they were attained
- Project reports, power point presentations, or other course or non-course based deliverables
- Practice experience deliverables
- Integrative learning experience product
3. **Curricular Plans**

The curricular plan includes courses in the core disciplines of public health and topics relevant to blending the practice of preventive medicine and public health. A minimum of 42 credit hours is required to earn the MPH. **Course descriptions** can be found here: [http://pmch.utmb.edu/education/courses/gsbs-core-courses](http://pmch.utmb.edu/education/courses/gsbs-core-courses).

In addition to coursework, the curricular plan also incorporates applied learning experiences in the form of the integrative learning experience (ILE) and the practice experience. The ILE (capstone) and applied practice experience provide students with two distinct opportunities to apply the knowledge and skills obtained in coursework to public health practice. The ILE and practice experience are separate requirements within the Public Health Program, but may be combined into a single larger project. Public Health faculty members guide students in identifying projects that suit the students’ professional goals and personal interests.
# MPH Epidemiology Track
## Curricular Plan 2018-2019

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Term</th>
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<td>Biostatistics I</td>
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<td>PHS 6070</td>
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<td>PHS 6012</td>
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*Whether a student is in the one-year or two-year program is determined by the Admissions Committee*
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# MPH Biostatistics Track
## Curricular Plan 2018-2019

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46 TOTAL
4. Integrative Learning Experience (Capstone Project)

The Integrative Learning Experience (ILE) is a requirement of all MPH students. The ILE is a culminating project that allows students to integrate the knowledge and skills they have gained throughout their MPH coursework and practice experience. It is intended to provide students with the opportunity to explore a public health area of interest in greater depth, produce a high-quality written product that aligns with their educational and professional goals, and demonstrate the synthesis of competencies attained during the MPH program.

For this project, each student will meet with Dr. Pennel (no later than the semester prior to beginning the ILE) to identify/refine their professional goals and interests to determine a possible ILE project. Based on this conversation, each MPH student will be matched to a faculty mentor within UTMB that aligns with their goals and interests to complete the ILE during their final semester. If possible, the ILE may be delivered in a manner that is useful to a community stakeholder as well. In this case, that individual would serve as a co-chair on the student’s committee (along with the faculty mentor).

Requirements for completion of the capstone project include:

1. A formal written proposal
   A. including a description of the ILE project (objectives/purpose, activities, timeline, and proposed final product) and identification of the foundational and track competencies that your ILE project will you attain
2. A high-quality written product that will be evaluated by the Program Director and the faculty mentor (and external stakeholder, if applicable)
3. The public presentation takes place as part of National Public Health Week near the end of the spring term. Students complete the written capstone report as part of the required Thesis hours in the final term of enrollment. In the UTMB Public Health Program, a wide variety of project types and topics have been addressed in capstone projects (See Appendix A).

The ILE project provides students the opportunity to apply public health skills to a topic of practical significance. The project allows the Public Health Program to evaluate the student’s performance on and synthesis of foundational and concentration public health competencies. The process for the ILE also meets requirements placed on the Public Health Program by the UTMB Graduate School of Biomedical Sciences and the national accrediting body in public health, the Council on Education for Public Health.

The main types of ILE projects include: a policy paper, a program evaluation report, a data analysis project with accompanying report, a rapid review, a publishable manuscript, or other comparable products.
University policy on academic dishonesty is clear: academic dishonesty in any form is strictly prohibited. Anyone found to be cheating or helping someone else cheat will be referred directly to the Dean of Students for disciplinary action. Penalties are severe and may include dismissal from the University. The risks associated with cheating far outweigh the perceived benefits. Academic dishonesty includes citing someone else's work as your own - if you are unsure whether your planned action constitutes academic dishonesty, seek clarification from your instructor. **All ILE products will be checked for originality using the iThenticate software.** A brief guide to avoiding plagiarism is included in the Appendix (See Appendix B).
Public health practice embraces all those actions that are directed to the assessment of health and disease problems in the population; the formulation of policies dealing with such problems; and the assurance of environmental, behavioral, and medical services designed to accelerate favorable health trends and reduce the unfavorable.

- Abdelmonem Affi Lester Breslow, (1994)
  The maturing paradigm of public health
5. Applied Practice Experience

The practice experience is a mentored, applied experience in a community or government agency or organization involved in public health practice. Practice experience sites, preceptors, and projects are selected to benefit the student, the host agency, and the Public Health Program. Students will receive professional mentoring, but will also complete projects that contribute to the mission of the hosting site. The practice experience is completed as part of PHS 6070 Public Health Practice. It requires **160 to 240 contact hours in a public health setting.** Students write summary reports and obtain written performance evaluations from their practice preceptors. In addition, student must create at least **two** products or deliverables for their practice experience site (assessment, survey, summary report, training manual, poster, PowerPoint, video, website, app, etc.).

The practice experience allows the student to be mentored by a public health professional outside of the classroom environment. The requirement provides students with real world experience and provides the program with an assessment of student performance by public health practitioners. The practice experience has been an invaluable mechanism for the Public Health Program and its faculty members and students to contribute to the broader community. As part of the CEPH accreditation requirements, public health students must complete a practice experience that utilizes practical skills.

The practice experience is a required and important part of the academic experience. The purpose of the Practice Experience is to provide students the opportunity to apply knowledge and skills developed in the classroom setting to the practice of public health in applied settings. In coordination with the Course Director (Dr. Pennel), the student will select a practice site. Under the supervision of the on-site Preceptor, the student will conduct a project relating to public health practice.

5.1 Pre-Enrollment Service Requirement

Prior to enrolling in credit hours for the Practice Experience (PHS 6070), each student is required to complete **a minimum of 20 service hours.** Students must coordinate these service opportunities on their own, although faculty and staff may provide information about certain events as they come up. Each student is able to choose where they complete these hours and whether they would like to complete the hours at one location or at multiple locations.

In order to confirm that this requirement has been met, each student will be required to complete a REDCap form that lists where they volunteered and the number of hours served. This form will be sent out by the Public Health Program Coordinator during the semester before you need to enroll in Practice Experience.

There are many organizations and agencies in the city of Galveston and Galveston County. Students should try to volunteer at places that align with their interests and possibly their career goals. Some possible locations include:
- Mobile food distributions with the Galveston County Food Bank
- Galveston’s Own Farmers Market (held every Thursday and Saturday)
- St. Vincent’s House
- The Young Gardener’s Program
- Resource Crisis Center

Students are welcome to contact other organizations or agencies in the area to learn about service opportunities that they may have.

5.2 Site Selection and Requirements

Site Selection

Practice experience sites are identified by the Public Health Program. The Galveston County Health District, Harris County Public Health, Galveston County Food Bank, and St. Vincent’s Clinic (a clinic providing indigent care), and UTMB Employee Health have been common sites available for previous practice experience. (See www.gchd.org, http://publichealth.harriscountytx.gov, http://www.galvestoncountyfoodbank.org, and http://www.stvhope.org/). A list of previous practice experience sites, preceptors, and projects are included in the Appendix (See Appendix C).

Students will be provided a list of practice experience sites and projects and will work with the Public Health Program Director and Course Director (Dr. Pennel) to select a site.

Requirements

As part of the practice experience, you must submit a proposal describing the agency or organization and its mission, the proposed project activities and objectives, and the preceptor’s position at the hosting agency or organization. The proposal also must include a timeline for completion of the contact hours (using a Gantt chart format) and a list of five target competencies. Of those five target competencies, at least three must be foundational competencies (the two others can be foundational or concentration competencies). The student is required to complete a written agreement regarding the project requirements which is signed by both the student and the preceptor.

Student performance during the practice experience is evaluated based on: a written final report describing the project and the skills and competencies developed, a performance evaluation by the on-site preceptor, and the two deliverables that the student creates for the agency/organization. Practice sites are evaluated based on student and preceptor reports assessing the experience. Practice sites and projects are also reviewed in summary form during formal meetings of the Public Health Program faculty.
6. Presentation Requirement

A public presentation is required for the completion of the MPH program. Students can choose whether they would like to present on their Integrative Learning Experience project or on their Practice Experience project. The forum for this presentation varies. Students may choose to present a poster presentation as part of the UTMB National Public Health Week Symposium (early April). If you plan to present at another venue (such as a local, regional, state or national conferences), you must obtain approval from the Public Health Program Director (Dr. Cara Pennel).

7. Graduation Requirements

• Completion of required credit hours:
  o Epidemiology: 42-45
  o Aerospace Tracks: 42
  o Biostatistics: 46

• Students must complete the MPH core and track curriculum detailed in Section 3.

• Students must successfully complete the Integrative Learning Experience project and final report detailed in Section 4. The student must also present their ILE project at the Annual Public Health Week Symposium (held in April during National Public Health Week) or at another conference of their choosing.

• Students must successfully complete the Public Health Practice Experience as detailed in Section 5.

• Students must complete all necessary steps for graduation. A checklist and important calendar dates are in Appendix D.

• Most importantly, read your emails from all faculty and staff to make sure that you have not missed anything!
“The task of the department of preventive medicine, in sum, is then:

(1) To teach the medical student what he needs to know about available techniques for the prevention of communicable disease;

(2) To give him an understanding of epidemiology and quantitative methods in medical science;

(3) To sensitize him to opportunities for arresting the development of non-communicable disease;

(4) To make him aware of the patient as a person and thus to initiate him more fully into the art of medicine; and ultimately

(5) To show him how medicine can help to maintain or increase productive energy in both normal and handicapped individuals.”

G. Smith and L.J. Evans, MD (1944)

“Preventive Medicine: An Attempt at a Definition.”
Science 100 (2586):39-42.
Appendix A

Accessing the E-Portfolio Template on Google Sites
How to Access the E-Portfolio Template on Google Sites

1. Go to Google Sites at https://sites.google.com – you will need to login with a Gmail account to use Google Sites

2. Click the red “Create” button on the left side of the webpage

3. Select “in Classic sites”. The screen should look like picture below. Select “Browse the gallery for more”
4. Click “Browse the gallery for more” box in the top row.

5. Search “UTMB MPH E-Portfolio”. Click the template and hit “Select”.

6. Choose a name for your site. Examples could be: “John Smith’s E-Portfolio” or “Susan Jones’ MPH Portfolio”. The site location that is listed under the site name box defaults to what you input as the name of your site, but you can change it if you would like.

7. Select a theme. This allows you to pick the color scheme and theme that you would like to use for your e-portfolio. You can customize it to whatever theme you would like, but make sure that it still looks professional.

8. Click the “I’m not a robot” CAPTCHA
9. If you’ve done everything correctly, the “Create Site” button should appear at the top left of the screen. Select “Create Site”.

![Create Site button on Google Sites](image1)

10. Now you’re on your personalized version of the e-portfolio! The template includes various pages: a welcome page, resume/CV info, competency info, practice experience and ILE info. They should be listed on the left side of the page.

![E-portfolio screen with template options](image2)
11. To edit content/add your info, click on the specific page that you want to edit on the left side and then click on the pencil icon in the white bar at the top of the page.

12. Some pages have red text at the top. That text is there as guide. Please remove all of the red text after you have edited the page.
13. The only info that you are REQUIRED to include in your ePortfolio is the Practice Experience proposal and two products. HOWEVER, this can be a great tool that can be sent to future employers since you can include your background and accomplishments.

If you do not want to include all of the information that is listed as an option in the template, you can delete pages as you would like. To delete a page, click on the page you wish to delete and hit the wrench icon at the top right of the page. You will see an option to “Delete page”.

14. In the same menu listed above, you will also see a “Manage site” option. If you select that, you will be able to rearrange pages, look at deleted items, change the theme, etc.

If you have any issues accessing the template or editing your ePortfolio, please contact Leslie Stalnaker at lastalna@utmb.edu.
Appendix B

Integrative Learning Experience/Capstone Project Examples
## Past Student Capstone Projects

### Entering 2017

<table>
<thead>
<tr>
<th>Student</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bailey, Christine</td>
<td>Using Statistical Techniques and Machine Learning to Assess Potential Biomarkers and Clinical Characteristics for differences between Chronic Hepatitis C Virus and Hepatocellular Carcinoma</td>
</tr>
<tr>
<td>Haas, Christopher</td>
<td>OmicsSpace: A Proposed Omics Data Plan for NASA Human Research and Clinical Investigations</td>
</tr>
<tr>
<td>Herring, Megan</td>
<td>Evaluating Case Study Based Learning in Transgender Healthcare</td>
</tr>
<tr>
<td>Rodriguez, Sergio</td>
<td>Review of Vaccine and One Health Approaches in Mitigating a Tick-borne Hemorrhagic Fever</td>
</tr>
<tr>
<td>Thaxton, Grace</td>
<td>The Effects of Childhood Moderate Acute Malnutrition on Systemic Inflammation and Immune Response</td>
</tr>
<tr>
<td>Thompson, Moriah</td>
<td>Defining the Normal Range of Cerebrospinal Fluid Opening Pressure in Adults: A Systematic Review</td>
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</table>

### Entering 2016

<table>
<thead>
<tr>
<th>Student</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean, Dylan</td>
<td>Maternal sleep hygiene and infant outcomes: A review of the literature.</td>
</tr>
<tr>
<td>Faz, Antonio</td>
<td>¡No Smoking Por Vapor! Systematic Literature Review on Perceived Risks and Benefits of Electronic Cigarettes Use among United States Youth</td>
</tr>
<tr>
<td>Morgan, Joshua</td>
<td>Nonprofit Hospital Community Benefits: The Effect of Needs Assessment Quality and Monetary Input on Health Outcomes.</td>
</tr>
<tr>
<td>Rubinstein, Rebecca</td>
<td>Relationship between social support and reactivation of herpes simplex virus (HSV), cytomegalovirus (CMV) and Epstein Barr Virus (EBV) in US and Foreign-Born Mexican Americans in the Texas City Stress and Health Study: A cross sectional sample of Texas City residents living near the Texas City refineries</td>
</tr>
<tr>
<td>Snell, Johnae</td>
<td>Can Badges in Gamified Systems Promote Weight-Related Behavior Change?</td>
</tr>
<tr>
<td>Suresh, Rahul</td>
<td>Dysrhythmias in Laypersons during Centrifuge-Simulated Suborbital Spaceflight</td>
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<tr>
<td>Garbino, Alejandro</td>
<td>Hypertension Screening of Commercial Divers from an Occupational Medicine Perspective</td>
</tr>
<tr>
<td>Jamal, Naiomi</td>
<td>An Evaluation Plan for a Parent Based Teen Pregnancy Prevention Program</td>
</tr>
<tr>
<td>Nusbaum, Derek</td>
<td>The Development of an Emergency Response Plan for Medical Contingencies During Commercial Spaceflight at the Houston Spaceport</td>
</tr>
<tr>
<td>Ronca, Shannon</td>
<td>Program Evaluation for Seeding Galveston</td>
</tr>
<tr>
<td>Shearer, Joseph</td>
<td>Health Outcomes of Gulf Coast Communities Following the Deepwater Horizon Oil Spill</td>
</tr>
<tr>
<td>Siddiqui, Sarah</td>
<td>Evaluating the Cost-Effectiveness of Tuberculosis Video Directly Observed Therapy Program at Harris County Public Health &amp; Environmental Services</td>
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<tr>
<td>Alloway, Taylor</td>
<td>Smartphone Application Interventions to Increase Weight Loss: A Systematic Review</td>
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<td>Animadu, Page</td>
<td>Emotional Health and Teenage Pregnancy in Galveston Independent School District Highschoolers</td>
</tr>
<tr>
<td>Chesson, C. Brent</td>
<td>Comparison of current evidence from randomized clinical trials and observational studies for immunogenicity in variable meningococcal C vaccine schedules in children, adolescents, and adults</td>
</tr>
<tr>
<td>Dong, Julia</td>
<td>The Impact of Mindfulness-Based Interventions on the Well-Being of Cancer Survivors: A Systematic Review</td>
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<tr>
<td>Han, Wei</td>
<td>A Systematic Review of Strategies to Reduce the Risk of Catheter Associated UTO in Long Term Care Facilities</td>
</tr>
<tr>
<td>Kulkarni, Kay</td>
<td>Effect of Obesity on Rehabilitation Outcomes following Hip/Knee Arthroplasty among Medicare Beneficiaries with Osteoarthritis</td>
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<tr>
<td>Mulcahy, Robert</td>
<td>Screening and Mitigation of Anxiety in Unique Environments</td>
</tr>
<tr>
<td>Mulgrave, Pierre</td>
<td>Food Allergy Risk Mitigation in Texas Independent School Districts</td>
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<tr>
<td>Robbins, Esther</td>
<td>A secondary Analysis of County Health Statistics for the Galveston County of Texas Report</td>
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<tr>
<td>Anyama, Best</td>
<td>Traumatic Brain Injury Intervention in Texas Youth Athletes: A Systematic Literature Review</td>
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<tr>
<td>Cochran, Ernest</td>
<td>Integrated Behavioral Healthcare at UTMB: A Cost/Benefit Study</td>
</tr>
<tr>
<td>Flores, Abel</td>
<td>Proposing a Model School-Based Childhood Obesity Prevention Program for Cuero, TX, A Rural Underserved City</td>
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<tr>
<td>Panas, Lawrence J.</td>
<td>The Effect of Demographic and Areas Effects on Mortality for Hispanics and non-Hispanics in Texas, 2000-2010</td>
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<tr>
<td>Paschall, Sean</td>
<td>Chronic Pain and the Prescription of Opioid Overdose Epidemic: Addressing Provider Attitudes and Concerns</td>
</tr>
<tr>
<td>Pham, Khoa</td>
<td>Basic Food Item Prices Between High Food Access Areas and Food Dessert Areas in Galveston, Texas</td>
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<tr>
<td>Wynne, Karon</td>
<td>A Review of Associations Between Traumatic Brain Injury &amp; Addiction and Therapeutic Interventions for Addiction in the Brain Injured Population</td>
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<td>Bennett, Alina</td>
<td>Evaluating the Felony Mental Health Court of Harris County, Texas</td>
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<tr>
<td>Chung, C. Yvonne</td>
<td>Hispanic Race as Risk Factor for Poor Outcome in Pediatric Unintentional Injuries</td>
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<tr>
<td>Clark, Seth</td>
<td>Implementing a Sustainable Monitoring and Evaluation Protocol for a Malnutrition Rehabilitation Program in a Resource-Limited Setting</td>
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<tr>
<td>Connolly, Joseph</td>
<td>Predictors of Prolonged Opioid Use Following Lumbar Fusions</td>
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Appendix C

Practice Experience Examples
<table>
<thead>
<tr>
<th>Student</th>
<th>Location</th>
<th>Preceptor</th>
<th>PHPE Title</th>
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<tbody>
<tr>
<td>Otokunrin, Denzel</td>
<td>Animal Resource Center</td>
<td>Amber Adams, MPH</td>
<td>Pet Overpopulation and Public Health</td>
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<tr>
<td>Kaldas, Paul</td>
<td>Research, Education, and Community Health (REACH) Coalition</td>
<td>John Prochaska, DrPH, MPH</td>
<td>Social Network Analysis of Community Organizations and Agencies in Galveston County</td>
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<tr>
<td>Herring, Megan</td>
<td>Trans Support Galveston/Texas Health Institute</td>
<td>John Cunningham, Director, eLearning and Training</td>
<td>Bridge healthcare gaps for local transgender persons</td>
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<td>Thompson, Moriah</td>
<td>NASA Johnson Space Center, Space &amp; Occupational Medicine Branch</td>
<td>William Traver, MD, MPH</td>
<td>Developing an occupational surveillance program for monitoring intracranial pressure (ICP) for the astronaut population</td>
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<td>Haas, Chris</td>
<td>NASA Johnson Space Center, Occupational Medicine Clinic</td>
<td>Simone Willingham, NASA JSC Occupational Medicine Clinic Director</td>
<td>Assessing the prevalence of cardiovascular disease risk factors in the NASA JSC flight controller community</td>
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<td>Bailey, Christine</td>
<td>American Academy of Pediatrics/American Association of Public Health Dentistry/National Dental Association</td>
<td>Janet Southerland, DDS, MPH, PhD</td>
<td>Systematic Literature Review of Fluoride Use in Water</td>
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<td>Muddasani, Swathi</td>
<td>Harris County Public Health, Houston, TX</td>
<td>Dana Beckham, DVM, MPH, MBA</td>
<td>TBD (Tuberculosis Program)</td>
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<td>Truitt, Jay</td>
<td>St. Vincent’s House, Galveston, TX</td>
<td>Barbara Slusher, MSW, PA-C, DFAAPA</td>
<td>Increasing Access to Oral Healthcare in the City of Galveston</td>
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<td>Bayes, Matt</td>
<td>Texas Department of State Health Services, Austin, TX</td>
<td>Michael Poole, MPH, CPH</td>
<td>Development of state issued screening forms for dispensing medical countermeasures from Strategic National Stockpile</td>
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<td>Thaxton, Grace</td>
<td>Galveston County Food Bank</td>
<td>Monica Jones, Development Director, Jade Mitchell, Nutrition Educator</td>
<td>Nutrition Assessment</td>
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<td>2016-2017</td>
<td>Student</td>
<td>Location</td>
<td>Preceptor</td>
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<td>Faz, Antonio</td>
<td>Children's Center, Inc., Galveston, TX</td>
<td>Pamela Seroka</td>
<td>Screening Tools for Mental Health and Substance Abuse</td>
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<td>Morgan, Josh</td>
<td>Galveston County Food Bank, Texas City, TX</td>
<td>Natalie Clark</td>
<td>Implementing a Food Inventory System and Policies at the Galveston County Food Bank</td>
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<td>Shirafkan, Ali</td>
<td>Cancer Prevention Research Institute of Texas (CPRIT)</td>
<td>Ana Rodriguez, MD, MPH</td>
<td>School-Based Human Papillomavirus Vaccination Rates in the Lower Rio Grande Valley</td>
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<tr>
<td>Snell, Johnae</td>
<td>Florida Department of Health; Division of Community Health Promotion: Maternal Child Health (MCH) Section of the Bureau of Family Health Services</td>
<td>Ghasi S. Phillips-Bell, ScD, MS Senior MCH Epidemiologist; CDC MCH Epidemiology Assignee Leticia Hernandez, PhD, MS MCH Epidemiologist</td>
<td>Bullying in Relation to Tobacco, Drugs, and Alcohol Use among High School Students, Florida Youth Risk Behavior Survey 2011-2015</td>
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<td>Dean, Dylan</td>
<td>Galveston County Health District, Air and Water Pollution Services</td>
<td>Lori FitzSimmons-Evans</td>
<td>Sampling and Analysis for Galveston County Water Quality</td>
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<td>Rubinstein, Rebecca</td>
<td>Harris County Public Health, Houston, TX</td>
<td>Dana Beckham, DVM, MPH</td>
<td>Tuberculosis and Video Directly Observed Therapy</td>
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<td>Allende Labastida, Javier</td>
<td>Transitional Learning Center</td>
<td>Gary Seale, PhD</td>
<td>Traumatic Brain Injuries and Opioid Addiction</td>
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<td>Malagaris, Ioannis</td>
<td>Shriners Hospitals for Children in Galveston</td>
<td>Epperson Kathy, RN, Project Coordinator</td>
<td>Restructuring Burn Model Systems database / Descriptive Analysis of National Burn Repository (NBR) and Burn Model Systems (BMS) at Shriners Hospital for Children</td>
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<td>Polychronopoulou, Efi</td>
<td>Galveston County Health District</td>
<td>Karla Ruiz, MPH, Epidemiologist</td>
<td>Descriptive Analysis of Disease Outbreaks in Galveston County</td>
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<td>Sodhi, Jaspreet</td>
<td>Chevron U.S.A. Inc., Health and Workforce Safety Unit</td>
<td>Dr. Heidi Erickson, Senior Epidemiologist</td>
<td>Epidemiology and Health Risk Assessment: Mortality Trends Cohort Study</td>
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<td>Ross, Jillian</td>
<td>Galveston Families, Children, and Youth Board</td>
<td>Kathy Tiernan</td>
<td>Burnet Elementary School Block Walk Assessment</td>
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<td>Location</td>
<td>Preceptor</td>
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<td>Mulcahy, Rob</td>
<td>NASA, Behavioral Health</td>
<td>Melchor Joaquin Antuñano, M.D., M.S.</td>
<td>Public Health Benefits of Anxiety Reduction</td>
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<td>Chondronikola, Maria</td>
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<td>Natalie Clark</td>
<td>Data assessment and meeting nutritional education needs</td>
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<td>Wynne, Karon</td>
<td>Transitional Learning Center</td>
<td>Dr. Gary Seale</td>
<td>Transitional Learning Center: Infection Control Program Development for a transitional care setting</td>
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<td>Parker, Aisha</td>
<td>Galveston County Health District</td>
<td>Lanny Brown</td>
<td>Disaster preparedness training curriculum for volunteers</td>
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<td>Newsome, Eli</td>
<td>Galveston County Health District</td>
<td>Dr. Dana Beckham</td>
<td>Pet registration project subcommittee proposal</td>
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<td>Johansen, Ben</td>
<td>NASA, Ben Taub Hospital</td>
<td>Dr. Eric Antonsen</td>
<td>Public Health Benefit of Use of Ultrasound to Diagnose Pulmonary</td>
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<td>Escobar, Betsy</td>
<td>Casa Juan Diego</td>
<td>Mark and Louise Zwick</td>
<td>Improvement of food handling and storage at Casa Juan Diego shelter and food bank</td>
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<td>Jamal, Naomi</td>
<td>Galveston County Health District</td>
<td>Jim Hilton</td>
<td>Development of parent based teen pregnancy prevention program</td>
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<td>Nusbaum, Derek</td>
<td>The Houston Spaceport at Ellington Field</td>
<td>Arturo Machuca</td>
<td>Development of an emergency response plan for medical contingencies at the Houston Spaceport</td>
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<td>Siddiqui, Sarah</td>
<td>Harris County Public Health and Environmental Services</td>
<td>Dana Wiltz-Beckham, DVM, MPH</td>
<td>Development of TB program surveys and cost and effectiveness analysis of Video Direct Observation Therapy Program (VDOT)</td>
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<td>Olsen-Koutrouvelis, Gayle</td>
<td>Galveston Urban Ministries</td>
<td>Jessica Capdeville</td>
<td>Nutrition curriculum development and education for children</td>
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<td>Follow-Up Galveston County Food Bank Assessment-Nutrition Education</td>
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<td>Galveston Urban Ministries</td>
<td>Josh Dorrell</td>
<td>STD/Pregnancy Prevention and Resources</td>
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<td>Cornelius Dong, Julia</td>
<td>Galveston County Women's ADA Resource Center/ Houston Health Science Center</td>
<td>Ellen Hanley/ Dr. Cheryl Person</td>
<td>Database Design for Entry &amp; Analysis of Public Health Survey Data</td>
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<td>Han, Wei</td>
<td>St. Vincent's House</td>
<td>Rev. Freda Maria Brown</td>
<td>Design Survey for Fresh Start Program and Accompanying Database</td>
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<td>Mulgrave, Pierre</td>
<td>YMCA-childrens program</td>
<td>Rosie Torrez/Brian Carrico</td>
<td>Training Child Care Workers on Food Allergies</td>
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<td>Robbins, Esther</td>
<td>GC-MAP and red cross</td>
<td>Rob Ruffner, exec dir of GC-MAP</td>
<td>Disaster Preparedness for Non-profits</td>
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<td>Kay Kulcarni</td>
<td>OLI (Osler Life-long Learning Institute)</td>
<td>Michele Sierpina</td>
<td>Aging in Place: Fall Prevention</td>
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<td>Shannon Roca</td>
<td>World Health Organization</td>
<td>Johannes Schnitzler</td>
<td>Disease Surveillance/Risk Reduction</td>
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<td>Guong Xu</td>
<td>Galveston County Health District</td>
<td>Randy Valcin</td>
<td>Summary Report of Health Status Data</td>
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<td>Shearer, Joe</td>
<td>LEAN Louisiana</td>
<td>Marylee Orr/Sharon Croissant</td>
<td>Educational materials Summarizing Environmental Assessments</td>
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<tr>
<td><strong>2013-2014</strong></td>
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<td></td>
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<tr>
<td>Student</td>
<td>Location</td>
<td>Preceptor</td>
<td>PHPE Title</td>
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<tr>
<td>Anyama, Best</td>
<td>Fort Bend County Health and Human Services</td>
<td>David Olinger</td>
<td>Emergency Preparedness-311: List of At Risk Residents</td>
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<td>Chesson, Brent</td>
<td>WHO, Dept. of Immunization Vaccines and Biologicals, Geneva, Switzerland</td>
<td>Ana Maria Henao-Restrepo, MD, WHO</td>
<td>Meningococcal Vaccine Schedule Assessment</td>
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<td>Chough, Natacha</td>
<td>NASA</td>
<td>Jennifer Law, MD, MPH</td>
<td>Review of Space Station Medication Protocols and Poison Control Risk</td>
</tr>
<tr>
<td>Name</td>
<td>Organization</td>
<td>Contact Person</td>
<td>Project Title</td>
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| Cochran, Ernest| Children’s Partnership, Texas City   | Lyndsay J. Perez        | Mental Health Risk Assessment Tool-
                                                                 | Utilization Assessment and Critique |
| Flores, Abel   | Community Boy & Girl Scouts Cuero, Texas | Sandi English, PhD     | Youth Fitness Community Project                |
| Panas, Lawrence| Galveston County Health District, Texas City | Dana Wiltz-Beckham, DVM | D’FEET Mammography Program Assessment           |
| Paschall, Sean | Jefferson County Public Health Department, Golden, Colorado | Mark B. Johnson, MD, MPH | Pain Control Related Overdose Provider Survey Assessment and Training |
| Pham, Khoa     | UTMB Senior Center Galveston, TX      | Ruth Finkelstein Suhler | Your Doctor’s Advice - Elderly Health Literacy Training |
Appendix D

Checklist & Academic Calendar
MPH CHECKLIST

Due dates are based on Summer 2019 Graduation. If your graduation date is NOT Summer 2019, please meet with the Public Health Graduate Program Director to set up a timeline.

Public Health Program Director (GPD): Dr. Cara Pennel (clpennel@utmb.edu)
Program Manager: Amber Anthony (alanthony@utmb.edu)

GRADUATION PROCESS

<table>
<thead>
<tr>
<th>STEP</th>
<th>DUE DATE (Graduation Summer 2019)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete <strong>ALL</strong> coursework and submit all required assignments (including those for the Integrative Learning Experience &amp; the Practice Experience)</td>
<td>July 16, 2019</td>
</tr>
</tbody>
</table>
| Complete the GSBS graduation information packet  
  1. Go to: http://gsbs.utmb.edu/  
  2. Click on "Current Students"  
  3. Click on “Ready for Graduation?”  
  4. Click on "Graduation Packet (PDF)" | August 2, 2019 |
| MPH Graduates need to complete the following items:  
  - Photo for Commencement Slideshow  
  - Academic Advisement Report – completed by Program Manager  
  - Diploma Name Card  
  - Graduation Fee – This is usually assessed and paid with your tuition & fees for the semester that you are scheduled to graduate. However, you should check your student account to make sure that you do not have a balance.  
  - Permission Form for Photo Use | |
<p>| Submit a copy of your current CV to the GSBS Coordinator, Laura Teed (<a href="mailto:lcteed@utmb.edu">lcteed@utmb.edu</a>) | August 2, 2019 |
| Check your student account for any holds. All holds on your account must be taken care of before you can graduate | August 2, 2019 |
| Turn in your keys, badge, etc. to Amber Anthony | August 16, 2019 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL TERM 2018</strong></td>
<td></td>
</tr>
<tr>
<td>July 16, 2018</td>
<td>Deadline for Returning Leave of Absence (LOA) students to notify GSBS office</td>
</tr>
<tr>
<td>August 1, 2018</td>
<td>On-Line Registration Opens for Fall</td>
</tr>
<tr>
<td>August 18, 2018</td>
<td>New Student Welcome Weekend, Orientation – Moody Gardens Convention Center</td>
</tr>
<tr>
<td>August 20-21, 2018</td>
<td>New Student All Schools, GSBS Orientation and Registration – UTMB Health Campus</td>
</tr>
<tr>
<td>August 24, 2018</td>
<td>Last Day to Register without Late Fees</td>
</tr>
<tr>
<td>August 27, 2018</td>
<td>First Class Day/Late Fee Assessment Begins</td>
</tr>
<tr>
<td>September 3, 2018</td>
<td>Labor Day Holiday – No GSBS Classes</td>
</tr>
<tr>
<td>September 4, 2018</td>
<td>Last Day to Add/Drop 1st Block of 8-Week Courses</td>
</tr>
<tr>
<td>September 11, 2018</td>
<td>Last Day to Add/Drop Full-Term Courses</td>
</tr>
<tr>
<td>October 22, 2018</td>
<td>2nd Block of 8-Week Courses Begins</td>
</tr>
<tr>
<td>October 29, 2018</td>
<td>Last Day to Add/Drop 2nd Block of 8-Week Courses</td>
</tr>
<tr>
<td>November 14, 2018</td>
<td>Deadline for submission of Thesis/Dissertation to GSBS (for December Graduation)</td>
</tr>
<tr>
<td>November 30, 2018</td>
<td>Deadline for submission of all final paperwork to GSBS (for December Graduation)</td>
</tr>
<tr>
<td>November 30, 2018</td>
<td>Deadline for submission of all final paperwork to GSBS for Advancing to Candidacy for next term</td>
</tr>
<tr>
<td>December 14, 2018</td>
<td>Last Day of Class, Deadline to remove “Inc” grade for previous term, Fall Degrees Awarded</td>
</tr>
<tr>
<td>December 19, 2018</td>
<td>Grades Due</td>
</tr>
<tr>
<td><strong>SPRING TERM 2019</strong></td>
<td></td>
</tr>
<tr>
<td>November 26, 2018</td>
<td>Deadline for returning Leave of Absence (LOA) students to notify GSBS office</td>
</tr>
<tr>
<td>December 1, 2018</td>
<td>Online Registration Opens for Spring</td>
</tr>
<tr>
<td>January 4, 2019</td>
<td>Last Day to Register without Late Fees</td>
</tr>
<tr>
<td>January 7, 2019</td>
<td>First Class Day/Late Fee Assessment Begins</td>
</tr>
<tr>
<td>January 14, 2019</td>
<td>Last Day to Add/Drop 1st Block 8-Week Courses</td>
</tr>
<tr>
<td>January 21, 2019</td>
<td>Martin Luther King Holiday – No GSBS Classes</td>
</tr>
<tr>
<td>January 22, 2019</td>
<td>Last Day to Add/Drop Full-Term Courses</td>
</tr>
<tr>
<td>February 18, 2019</td>
<td>President’s Holiday – No GSBS Classes</td>
</tr>
<tr>
<td>March 4, 2019</td>
<td>2nd Block of 8-Week Courses Begins</td>
</tr>
<tr>
<td>March 11, 2019</td>
<td>Last Day to Add/Drop 2nd Block of 8-Week Courses</td>
</tr>
<tr>
<td>March 26, 2019</td>
<td>Deadline for submission of Thesis/Dissertation to GSBS (for May Graduation)</td>
</tr>
<tr>
<td>March 29, 2019</td>
<td>Deadline for submission of all final paperwork to GSBS (for May Graduation)</td>
</tr>
<tr>
<td>April 12, 2019</td>
<td>Deadline for submission of all final paperwork to GSBS for Advancing to Candidacy for next term</td>
</tr>
<tr>
<td>April 26, 2019</td>
<td>Last Day of Class, Deadline to remove “Inc” grade for previous term, Spring Degrees Awarded</td>
</tr>
<tr>
<td>May 1, 2019</td>
<td>Deadline for approval by Program Director of Thesis/Dissertation to participate in Commencement</td>
</tr>
<tr>
<td>May 3, 2019</td>
<td>Grades Due</td>
</tr>
<tr>
<td>May 17, 2019</td>
<td>Commencement Ceremony (4:00pm; Levin Hall – Main Auditorium)</td>
</tr>
<tr>
<td><strong>SUMMER TERM 2019</strong></td>
<td></td>
</tr>
<tr>
<td>March 25, 2019</td>
<td>Deadline for returning Leave of Absence (LOA) students to notify GSBS office</td>
</tr>
<tr>
<td>April 1, 2019</td>
<td>Online Registration Opens for Summer</td>
</tr>
<tr>
<td>May 3, 2019</td>
<td>Last Day to Register Without Last Fees</td>
</tr>
<tr>
<td>May 6, 2019</td>
<td>First Class Day/Late Fee Assessment Begins</td>
</tr>
<tr>
<td>May 10, 2019</td>
<td>Last Day to Add/Drop 1st Block of 8-Week Courses</td>
</tr>
<tr>
<td>May 21, 2019</td>
<td>Last Day to Add/Drop Full-Term Courses</td>
</tr>
<tr>
<td>May 27, 2019</td>
<td>Memorial Day Holiday – No GSBS Classes</td>
</tr>
<tr>
<td>July 1, 2019</td>
<td>2nd Block of 7-Week Courses Begins</td>
</tr>
<tr>
<td>July 4, 2019</td>
<td>Independence Day Holiday – No GSBS Classes</td>
</tr>
<tr>
<td>July 5, 2019</td>
<td>Last Day to Add/Drop 2nd Block of 7-Week Courses</td>
</tr>
<tr>
<td>July 16, 2019</td>
<td>Deadline for submission of Thesis/Dissertation to GSBS (for August Graduation)</td>
</tr>
<tr>
<td>August 2, 2019</td>
<td>Deadline for submission of all final paperwork to GSBS (for August Graduation)</td>
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<tr>
<td>August 2, 2019</td>
<td>Deadline for submission of all final paperwork to GSBS for Advancing to Candidacy for next term</td>
</tr>
<tr>
<td>August 16, 2019</td>
<td>Last Day of Class, Deadline to remove “Inc” grade from previous term, Summer Degrees Awarded</td>
</tr>
<tr>
<td>August 23, 2019</td>
<td>Grades Due</td>
</tr>
</tbody>
</table>
Appendix E

Professionalism Expectations
Master of Public Health (MPH) Program
Professionalism Expectations

- **Come to class** – You should do your very best to attend all class sessions. If you need to miss a class, let your professor know in advance.

- **Graduate school is more than attending class**—Unlike undergrad, graduate school involves active participation in class. Be sure to stay on top of readings and other assignments so that you can participate in class discussions/activities.
  o Expect a challenge
  o Just because something does not seem applicable to you does not mean that it is irrelevant.

- **Email etiquette**
  o Address professors and staff in a professional manner
  o Use complete sentences
  o Do not use text abbreviations/lingo
  o Be concise

- **Laptop and phone etiquette**
  o All electronic devices should be put on silence/put away during class, unless they are being used to take notes or for an in-class activity. (No social media, Netflix, checking and returning personal or professional emails, etc.)
  o Professors can tell when you are not paying attention.
  o If you have a family emergency or are expecting an important phone call, let your professor know before class has started so that they have a heads up!

- **Checking and responding to UTMB email**
  o You should be checking your UTMB email AT LEAST once per day.
  o This is the most frequently used tool that faculty and staff use to communicate important information to you.
  o Be responsive. If someone asks you a question through email, do your best to get back to them within 24 hours.

- **Scheduling meetings with professors/staff**
  o You should always try to schedule meetings with faculty and staff before showing up to their offices. Be respectful of their schedules! Email them to set up an appointment so they can have that time set aside to help you to the best of their ability.
If you are running late or need to reschedule, try to let the person know ASAP!

- **Meeting with professors/staff**
  - Be respectful of professors’ time. Come to meetings prepared!

- **Check the syllabus and handbook before asking questions of professors/staff** – Usually the answer to your questions are included somewhere on the website or in a syllabus or program handbook! Always check your available resources thoroughly before asking for help!

- **Dress** – We do not expect you to wear business attire to class, but we also do not want you coming in looking like you just rolled off the couch. Put some effort into your appearance, it can be great practice before you enter the professional world!

- **Cheating/Plagiarism**
  - Do your own work. If you need assistance or guidance on an assignment, ask for help!
  - Utilize the plagiarism guide included in the MPH Handbook (Appendix F). Be sure to properly cite all of your referenced material in your coursework in a consistent format!
  - Plagiarism and cheating can result in serious consequences, so please avoid them at all costs!!
  - EndNote is a useful tool to help with citations and is available through the Moody Medical Library

If you have any questions or concerns about classes or the program, please contact Dr. Pennel before an issue gets out of hand.
A Brief Guide to Avoiding Plagiarism
Get the facts

By: Talitha May

Plagiarism is the practice of intentionally or unintentionally using someone else’s intellectual property without properly acknowledging the original source (Palmquist 173).

The University of Texas at Austin further explains “plagiarism” includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit” (Catalog sec. 11–802.d). To avoid plagiarism and its severe consequences, take the time to learn proper attribution.

Documenting your work establishes your credibility as a trustworthy writer, researcher, and professional. A properly documented text demonstrates to your readers that you have given credit where credit is due. Moreover, proper documentation indicates you have “joined the conversation” of your chosen profession and made an attempt to research your argument (Palmquist 2). Proper documentation far extends social conventions—it demonstrates the breadth and context of your research.

This guide is by no means comprehensive; however, it serves a springboard to learn essential rules for proper attribution, review various forms of plagiarism and gain an overview about style guides.
Understanding Plagiarism
policies and guidelines

University of Texas at Austin
The University of Texas at Austin expects students to “maintain absolute integrity and a high standard of individual honor in scholastic work” (Catalog sec. 11–801). For official policies regarding scholastic dishonesty, please refer to Chapter 11: Student Discipline and Conduct of the Institutional Rules on Student Services and Activities located at <http://www.utexas.edu/student/registrar/catalogs/gi05-06/app/appc11.html#Subchapter.11-800>.

Student Judicial Services discusses the University’s standards of academic integrity at <http://deanofstudents.utexas.edu/sjs/acint_student.php>.

LBJ School of Public Affairs
Once per academic year, all LBJ School of Public Affairs graduate students are required to review the University of Texas at Austin and LBJ School of Public Affairs’ policies regarding academic integrity and professionalism. The graduate advisor notifies students when to satisfy the requirement. Please refer to the LBJ graduate advising website at <http://www.utexas.edu/lbj/students/view_form.php?form_id=1> for detailed instructions explaining how to meet the requirement.

The LBJ School of Public Affairs has adopted Student Judicial Service’s suggested general statement regarding plagiarism: Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic honest will be strictly enforces. For further information, please visit the Student Judicial Services website: <http://deanofstudents.utexas.edu/sjs/index.php>. (SJS, Addressing par. 2)

Consequences of Plagiarism
Not giving credit where credit is due will damage your reputation as a trustworthy researcher. Furthermore, you could face penalties that may severely affect your academic and professional opportunities. In public service, for example, LBJ School of Public Affairs professor Dr. Robert Auerbach warns an academic disciplinary record may prevent you “from obtaining a security clearance.”

According to Andrea Lunsford, Director of the Program in Writing and Rhetoric at Stanford University, even “instructors who plagiarize, even inadvertently, have had their degrees revoked, their books withdrawn from publication” (396). Lunsford continues, “and outside academic life, eminent political, business, and scientific leaders have been stripped of candidacies, positions, and awards because of plagiarism” (396).

At the University of Texas at Austin, students may face severe sanctions. Please refer to “Consequences of Scholastic Dishonesty Can Be Severe!” at <http://deanofstudents.utexas.edu/sjs/scholdis_conseq.php> for current university sanctions.

Rules for Proper Attribution
The LBJ School of Public Affairs offers LBJ students the following basic rules to avoid plagiarism:

- Acknowledge the source of any direct or partial quotation
- Acknowledge the source of any paraphrase, summary or idea
- Acknowledge the source of any type intellectual property you use. Plagiarism “can occur with all types of media” (SJS, Plagiarism par. 2)
- Acknowledge the source of “an organization or structure” (Lunsford 396; SJS, Plagiarism par. 3)
- “Acknowledge a source when your own analysis or conclusion builds upon that source” (LWI, Rules par. 4)
- Acknowledge the assistance of anyone who may give you significant ideas (Lunsford 395)
- Acknowledge authorized collaboration—collaboration is not allowed unless your instructor specifically approves collaboration (SJS, Unauthorized par. 4).
- Do not “submit a substantially similar paper or project for credit in two (or more) courses unless expressly authorized to do so by your instructor(s)” (SJS, Multiple par. 2)
- Cite sources correctly according to your instructor’s preferred style manual
- When in doubt about how to acknowledge a source, consult either your instructor or the LBJ graduate writing center. Your instructors are always glad to offer assistance.
Plagiarism involves more than intentionally sampling a term paper from a friend or purchasing a text from a paper mill and presenting the text as your own research. Plagiarism also involves submitting the same assignments in two or more classes; and using another author’s ideas and argumentative forms, direct quotations, phrases and unique terminology without proper attribution. Moreover, plagiarism involves paraphrasing and summarizing without using proper attribution.

The following examples illustrate how to avoid plagiarism using proper documentation from both the MLA Style Manual and Guide to Scholarly Publishing, 3rd edition and the fifteenth edition of the Chicago Manual of Style (notes and bibliography system).

Key (adapted from the Chicago Manual of Style, 15th edition)
♦ P: MLA parenthetical citation
♦ B: Bibliography entry
♦ N: Chicago documentation style note (footnote or endnote)

Note: Please consult an appropriate style manual for comprehensive documentation rules.

Multiple Submissions
If graduate students face a time crunch, what is the problem if they submit the same term paper they wrote for two different classes if the required topic is similar in both classes? The online Catalog of the University of Texas at Austin: General Information explains, “submission of essentially the same written assignment for two courses without the prior permission of the instructor” constitutes academic dishonesty [Section 11-802 (b)].

Student Judicial Services explains multiple submissions are problematic because they are “inherently deceptive” and give writers an “unfair academic advantage” over other students (Multiple par. 6; 8).

Writers who submit the same assignment multiple times also face an academic disadvantage by not seizing the opportunity to apply new concepts and improve their writing skills. Writing assignments and audience expectations vary significantly, so take the time to complete an assignment that meets the new requirements of your particular rhetorical context. When approved by your instructor(s), however, you may either “re-work or supplement previous work on a topic” for a new text (SJS, Multiple par. 3).

Never assume that you may use or supplement previous work for any of your courses or capstone projects such as the thesis or professional report (PR); instead, you must always obtain the approval of your instructor(s).

Although tempting, especially during time crunches, avoid multiple submissions—instead, take the time to manage your writing projects and specifically address your unique writing contexts. If you need assistance managing your writing projects, consult your instructors or the LBJ Graduate Writing Center.

For comprehensive information regarding multiple submissions, please refer to the SJS Multiple Submissions discussion located at <http://deanofstudents.utexas.edu/sjs/scholdis_multsub.php>.

Improper Use of Ideas and Argumentative Forms
If you use someone else’s ideas, “line of thinking,” or even “organization or structure” without proper attribution, then you have plagiarized (Gibaldi MLA Style 151; Lunsford 396). Some students, for example, inadvertently plagiarize their professor’s ideas from lectures and use the borrowed information in papers for other classes.

You can avoid instances of unintentional plagiarism by acknowledging the lecture and distinguishing your professor’s ideas from your own by using proper attribution. The following examples, for instance, demonstrate how to cite a lecture and an idea derived from a book.

Using the Chicago Manual of Style, 15th ed., a writer can easily document an idea from a professor’s lecture:

According to Paul Burka, senior executive editor of Texas Monthly, well-written op-eds typically convey “unconventional wisdom.”

N: 2 Paul Burka, “LBJ School of Public Affairs Graduate Writing Center Seminar: Writing Persuasive Op-Eds.” Lecture, University of Texas, Austin, TX, October 7, 2002.

B: Burka, Paul. “LBJ School of Public Affairs Graduate Writing Center Seminar: Writing Persuasive Op-Eds.” Lecture, Austin, TX, October 7, 2002.
When in doubt, cite err on side of caution

Example: Original Text
My argument broadly speaking, is that the category of the aesthetic assumes the importance it does in modern Europe because in speaking of art it speaks of these other matters too, which are at the heart of the middle class’s struggle for political hegemony. The construction of the modern notion of the aesthetic artifact is thus inseparable from the construction of dominant ideological forms of modern class-society, and indeed from a whole new form of human subjectivity appropriate to that social order. In is on this account, rather that because men and women have suddenly awoken to the supreme value of painting or poetry, that aesthetics plays so obtrusive a role in the intellectual heritage of the present. But my argument is also that the aesthetic, understood in a certain sense, provides an unusually powerful challenge and alternative to these dominant ideological forms, and is in this sense an eminently contradictory phenomenon.
—Terry Eagleton, *The Ideology of the Aesthetic*, p. 9

Plagiarized Example
Aesthetics is a double-edged sword. It circulates dominant political ideologies, yet simultaneously challenges and actively criticizes them.

Explanation: The above example does not acknowledge Eagleton’s assertion from the original text. Without proper attribution, the writer is simply passing Eagleton’s ideas along as his or her original ideas.

Revision: Chicago
N: Terry Eagleton explains that aesthetics is a double-edged sword—it circulates dominant political ideologies, yet simultaneously challenges and actively criticizes them.\(^2\)


The revision includes a superscript number at the end of the sentence, indicating a borrowed idea. The superscript number corresponds to a note, which indicates complete publication information and the exact location of the borrowed idea. Even though the note provides complete publication information, the revision also provides a bibliographic entry. The format of a Chicago style bibliographic entry differs slightly from the note format even though both provide essentially the same publication information.

Unlike a note, however, the bibliography provides the author’s last name first (last name, first name); uses periods to separate elements; does not provide parenthesis around the location, publisher, and year; has a non-indented first line, yet indented subsequent lines; and is arranged alphabetically.

Even though the *Chicago Manual of Style* prefers including a bibliography, the manual indicates, “not all annotated works require a bibliography, since full details can be given in the notes” (612). As such, be sure to ask your instructors about whether or not they require a bibliography for class assignments—professors will typically require a bibliography for texts over four pages. As a word of caution, a bibliography is always a requirement for PR and thesis writers.

Revision: MLA
P: In *The Ideology of the Aesthetic*, Eagleton asserts that contemporary aesthetics is a double-edged sword because it circulates dominant political ideologies, yet simultaneously challenges and actively criticizes them (9).


In this revised example, by including the title and the author’s name, the writer refers the reader to the full description of the text in the bibliography. The parenthetical citation identifies the specific page number in which the reader may locate Eagleton’s claim.

Improper Use of Direct Quotations, Phrases, & Unique Terminology

If you use direct quotations, phrases, or unique terminology from a source without proper attribution, then you have plagiarized. You must surround the original text “you are quoting with quotation marks and identify the source and the page numbers (if any) on which the quotation can be found” and provide a bibliographic entry (Palmquist 167). Even if the text is factual, you must still use quotation marks.

When using the block quotation format, you do not need to use quotation marks; however, you must set the quotation off from the rest of the text and always include source attribution using an appropriate style. When using MLA documentation, for example, use a block quotation for text running longer than four lines (MLA 124). According to the 15th edition of the Chicago Manual of Style in contrast, “a hundred words or more—or at least eight lines—are set off as a block quotation” (447).

Consider the following quotation, for example, from Machiavelli’s text The Prince in MLA format. Machiavelli argues that people see what a prince appears to be rather than what he is:

Generally, men judge by the eye rather than the hand, for all men can see a thing, but few come close enough to touch it. All men will see what you seem to be; only a few will know what you are, and those few will not dare to oppose the many who have the majesty of the state on their side to defend them. (63–4).


To properly integrate quotations in your text, be sure to introduce the source and author using signal phrases (also known as introductory phrases) and signal verbs, which reflect the perspective the author is expressing. Examples of signal phrases include: according to Machiavelli, when Machiavelli says, in the words of Machiavelli, Machiavelli suggests, Machiavelli warns, and so forth.

For detailed information about proper quotation integration and introductory verb examples, visit the LBJ Graduate Writing Center.
Improper Use of Indirect Sources

If you want to use a quotation from a work that quotes another source, then you must cite both sources in your text and bibliography or works cited list. Simply attributing the original quotation to the secondary source is dishonest. Moreover, do not trust that the author correctly quoted the original text.

Style manuals differ in terms of how to cite secondary sources. The *Chicago Manual of Style*, 15th ed. explains,

To cite a source from a secondary source (‘quoted in…’) is generally to be discouraged, since authors are expected to have the works they cite. If an original source is unavailable, however, both the original and the secondary source must be listed.


The third edition of the *MLA Style Manual and Guide to Scholarly Publishing* states,

Whenever you can, take material from the original source, not a secondhand one. [...] If what you quote or paraphrase is itself a quotation, put the abbreviation *qtd. in* (“quoted in”) before the indirect source you cite in your parenthetical reference. (You may document the original source in a note; see 7.5.1.). (253)

N: Scott and Garrison point out that you can misrepresent an original source with sloppy note taking. As such, LBJ graduate students usually photocopy their sources and double-check the accuracy of their quotations.


Example: Original Text

If your transcription of a quotation introduces careless variants of any kind, you are misrepresenting your source.


Plagiarized Example

If you transcribe a quotation with careless variants, then you are not accurately representing your source. As such, LBJ graduate students typically photocopy their sources and double-check the accuracy of their quotations.

Explanation: The above example is plagiarized because it omits a signal phrase indicating the source of the borrowed material and lacks a citation in the text and bibliography. The example also uses exact wording and follows the same sentence structure of the original text. Furthermore, the example includes a new idea not present in the original source thus making it impossible for the reader to distinguish idea ownership.

Revision: Chicago

N: Scott and Garrison point out that you can misrepresent an original source with sloppy note taking. As such, LBJ graduate students usually photocopy their sources and double-check the accuracy of their quotations.


Explanation: The revised sentence not only differs in sentence structure, but provides a signal phrase, unique language and a note. Moreover, the example clearly distinguishes the paraphrase from the writer’s assessment of why LBJ students conscientiously photocopy on recycled paper and double-check the accuracy of their notes.

Improper Paraphrasing

When writers paraphrase, they rephrase detailed information from a source using their own words and sentence structure. As such, paraphrases lack quotation marks; however, you must still include the author’s name and page number, and provide publication information in your bibliography. Even though paraphrases are your restatements using your own words, paraphrases still derive from original sources, so you must always properly attribute.

Writers may treat paraphrases similar to quotations by including signal phrases. If in your paraphrase, you need to keep an author’s phrase or specific terminology, then surround the quoted material with quotation marks and cite accordingly.

Many forms of plagiarism and many ways to cite
Common Knowledge when uncertain, cite

Revision: MLA

P: According to Scott and Garrison, you can inaccurately represent an original source with sloppy note taking (147). As such, LBJ graduate students usually photocopy their sources and double-check the accuracy of their quotations.


Explanation: The revised sentence not only differs in sentence structure, but also provides a signal phrase and identifies a specific page number. The example offers unique language and provides the complete citation in the works cited. Moreover, the paraphrase explains why LBJ students double-check the accuracy of their quotations.

Improper Summarizing

A summary is a condensation of a source’s main ideas using your own words and sentence structure. Always indicate the source of your summary by referencing the author, specifying a page number, and including full bibliographic information.

Common Knowledge

Student Judicial Services explains that it may be difficult to differentiate “‘borrowed ideas (which must be cited) and ‘common knowledge’ (which generally requires no citation)” (SJS, Common par. 1).

For general guidelines regarding how to differentiate the two, visit “Common Knowledge: Whose Idea Is It, Anyway?” at <http://deanofstudents.utexas.edu/sjs/scholdis_avoid_ack_cn.php> or consult your instructor(s).

When you are uncertain about whether or not the information you want to borrow is common knowledge, then simply cite your source or seek assistance from your instructor. SJS also advises, “as you encounter particular facts or ideas, pay close attention to and note the sources.” (SJS, Common par. 2).

Andrea Lunsford developed the following to help writers determine whether or not they have to acknowledge sources (396). Although the list is not definitive, it allows you to see the range of possibilities:

Need to Acknowledge

- Summaries or paraphrases of a source’s ideas you glean from a source
- Facts that aren’t widely known
- Graphs, tables, and other statistical information taken or derived from a source
- Photographs
- Illustrations or other visuals you do not create
- Experiments conducted by others
- Opinions and judgements of others
- Interviews that are not part of a survey
- Video or sound taken from sources
- Organization or structure taken from a source

Don’t Need to Acknowledge

- Your own words observations, surveys and so on
- common knowledge
- Facts available in many sources
- Graphs or tables you create from statistics you compile on your own
- Drawings you create (Lunsford 396).
Ways to Avoid Plagiarism checklists

The following (non-comprehensive) checklist highlights some ways to avoid intentional and unintentional plagiarism:

**Quoting**
- Use quotation marks around quotations and partial quotations
- Use quotation marks around borrowed terminology and unique phrases
- Use verbs that express your author’s viewpoint
- Use signal phrases (author tags) in addition to proper documentation
- Acknowledge your sources by including notes or in-text parenthetical citations and a bibliography
- Use an appropriate block quotation format:
  - MLA style: for quotations running longer than 4 lines (MLA 124)
  - Chicago style: for “a hundred words or more—or at least eight lines” (447)
- Always cite your secondary sources

**Paraphrasing**
- Write paraphrases entirely in your own words and sentence structure
- Use signal phrases
- Use introductory verbs that characterize the author’s viewpoint
- Cite the original source in the text of your document and bibliography using an appropriate style
- Use quotation marks around any words you retain from the original source
- Clearly differentiate your ideas/explanations from the original source
- Double-check the original source to make sure the paraphrase is accurate

**Collaboration**
- Collaborate on assignments only with instructor authorization
- Know your instructor’s parameters for collaborative projects
- List the coauthors on a collaboratively written project. Gibaldi explains you may “state exactly who did what” or “acknowledge all concerned equally” (MLA Handbook 74)
- Acknowledge significant ideas/contributions from a conversation with instructors, classmates, and other reviewers (Lunsford 395)

**Electronic Resources**
- Attribute any information taken from electronic sources
- “When citing an article, always include the page range, if it is available, in the bibliography or reference list. If individual page numbers are not available, add a descriptive locator” (Chicago 696).
- Ask your instructor whenever in doubt about how to cite an electronic source—not finding a specific rule in a style guide does not give you the excuse to simply omit attribution
- Avoid copying and pasting passages from the Internet directly into your document without proper attribution

**Documentation**
- Consult a documentation guide and only use one type of documentation system consistently
- Acknowledge your sources by including notes or in-text parenthetical citations and a bibliography
- Acknowledge your sources for ideas even if you did not use their particular wording
- Ask permission to quote material from unpublished works
- Use proper attribution in all drafts that you submit to an instructor for “review, comments, and/or approval” (SJS, Plagiarism par. 4)

**Intentional and Unintentional Plagiarism**
- Avoid submitting previously written work
- Avoid turning in work from online resources that sell term papers for “research purposes” (Carbone, Don’ts par. 7)
- Double-check the accuracy of your notes and bibliographic information
- Use proper attribution in all drafts that you submit to an instructor for “review, comments, and/or approval” (SJS, Plagiarism par. 4)
Documenting your work establishes your credibility as a responsible writer and researcher. Proper documentation not only demonstrates to your readers that you have attempted to research your issue, but provides readers with a sense of context. Similar to motorists using turn signals in traffic and stopping at intersections, using proper documentation likewise consists of a shared set of consistent rules for communication. Style guides will differ depending upon the shared expectations and emphases of each field. Some guides, for example, highlight the date rather than the author to emphasize the timeliness of the information.

Style Manuals
Writers adopt a specific style guide depending on the demands of their field. Most style guides will not only provide documentation rules, but also grammar and usage rules. The following list highlights a few style manuals you may most likely use among your classes:

American Psychological Association (APA): used in psychology, sociology, and other behavioral social sciences

Chicago Manual of Style (CMS): used in many fields including the social sciences and humanities

Modern Language Association (MLA): used typically in the humanities


The Chicago Manual of Style
Professors at the LBJ School may likely require you to use the *Chicago Manual of Style*, 15th ed. and use the notes and bibliography system. The notes and bibliography system does not use in-text parenthetical citations, but places a superscript number directly after any information requiring attribution. This superscript number corresponds to either a footnote or an endnote, which provides a specific page number. Footnotes are located at the bottom of the page whereas endnotes are located at the end of your text. Notes are “‘preferably’ supplemented by a bibliography” (*Chicago* 594).

The following examples illustrate basic Chicago-style citations for a book:

Footnote or Endnote

Subsequent reference to the same source on the same page
2. Ibid.

Subsequent reference to the same source but on a different page
3. Ibid., 259.
4. Ibid., 250.

Subsequent referent to the same source, but with intervening references

Bibliographic reference of the same source
Works Consulted


—. The Role of Faculty in Confronting Academic Dishonesty at the University of Texas at Austin. Austin: University Press, 2001. Print.


Revision: X. 01.05.2009
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Bibliography Source Citations

MLA, 3rd ed.

CMS, 15th ed.