

Doctor of Public Health Student Handbook

2013 – 2014

Preface

This Handbook offers an overview of the policies and procedures that affect students in the Doctor of Public Health degree program. However, it does not represent a contract with students, as policies and procedures presented herein may change without notice. Though not an official document, this Handbook is intended to serve as a guideline for the degree program within the context of the University of Kentucky Regulations and Procedures. Questions should be directed to the Director of Doctoral Studies or to the Director of Admissions. The College of Public Health is headed by a Dean with the support of administrative staff.

University of Kentucky College of Public Health Mission Statement

As a component of Kentucky's land grant institution, the Mission of the College of Public Health at the University of Kentucky is to apply comprehensive health approaches to better understand and to help reduce burdens and disparities of health problems on individuals, families, and communities.

Dr. Pamela B. Teaster
Director of Doctoral Studies
859-218-0196

Dr. James Holsinger
Senior Associate Dean, Academic and International Affairs
859-323-6314

Ms. Rebecca Flanagan
Administrative Assistant
859-218-2092

Table of Contents

Letter from the Dean	4	Additional Information	27
University of Kentucky	5	Medical Center I.D. Badges	27
Doctor of Public Health Professional Program	5	Student I.D. Badges	27
Doctor of Public Health Program Description	6	Library Resources	27
Doctor of Public Health Curriculum Planning Sheet	8	Computing Services	27
Doctor of Public Health Course Descriptions	9	E-mail	27
DrPH Program Sequence	13	Conference Rooms	27
Epidemiology Curriculum	14	Dress Code	27
DrPH Academic Policy	15	Confidentiality of Student Records	27
The Core Principles and Qualifying Examinations	15	Electronic Devices	28
Phase I Examination (Core Principles Examination)	15	University Health Services	28
Departmental Phase II Examination Policies	16	Senate Procedures and Definitions	
CPH 997 Field Practicum	18	Related to Academic Honesty	28
Capstone or Dissertation Option	19	Appendix I: Capstone Manual	30
Capstone Outline and Guidelines	20	Appendix II: Forms	61
Capstone Writing Guidelines	22	Appendix III: Core Competencies	71
Grades and Grade Point Averages	22		
Acceptable Courses	23		
Continuing Education	23		
Transfer and Waiver of Courses	23		
Time Limit for Degrees	24		
Graduation	24		
Diplomas	24		
Accounts Payable	24		
University of Kentucky and			
College of Public Health Policies	24		
Student Responsibility	24		
Confidentiality and Disclosure	24		
Diversity	25		
Equal Educational and Employment Opportunities	25		
Disabilities	25		
Drug Free Institution	25		
UK Academic Ombud	25		
Smoke-Free Environment	26		
Class Attendance	26		
Class Cancellations	26		
HCC Code	26		
Fitness for Duty	26		
Social Media Guidelines	26		

Letter From the Dean

Dear DrPH Students:

I am pleased that you have elected to seek a Doctor of Public Health degree from the College of Public Health, a U.S. News and World Reports Top 25-ranked School of Public Health. Welcome to the University of Kentucky family.

Public health has had a resurgence of interest among policymakers and the health community over the last several years. As we focus on the premise that prevention of disease is the best approach to controlling costs and improving health status, more and more individuals who want to make a contribution to society see careers in public health as an avenue to accomplish their goals. Your decision to pursue a professional doctorate with us indicates that your goal is to be one of these individuals—a future public health leader.

Since the founding of the Johns Hopkins School of Public Health in 1916, we have seen a growth in the number of schools dedicated to population-based approaches to improving the health of people. Our College of Public Health joins almost 50 other established schools in providing training opportunities that prepares students for successful careers in public health. We have many graduates who are superb examples of how the degree, and the skillset they developed during their training, have served as a foundation for their future. Indeed, graduates of our DrPH degree programs are currently making a difference in Kentucky and throughout the world.

Through our efforts in education, research, and service, our commitment at the College of Public Health is to make Kentucky, the nation, and the world a healthier place to live. We have a new, vibrant and exceptional opportunity to work with the many academic programs and resources of the University in order to contribute to its efforts to become a top 20 public research university by 2020. We are delighted that you have decided to join us in this exciting venture.

Warm regards,



Stephen W. Wyatt, DMD, MPH
Dean and Professor
College of Public Health
University of Kentucky



The University of Kentucky

The University of Kentucky, a land grant institution, was established in 1865. It began offering graduate work in 1870 and awarded its first graduate degrees in 1876. The University is a complex institution with both colleges dedicated to the liberal arts as well as a number of professional colleges. As the Commonwealth's comprehensive institution of higher learning, it is charged with a statewide mission in higher education, research, and service. The University ranks among the top 30 public U.S. research universities, according to the Carnegie Foundation for the Advancement of Teaching.

From an enrollment of 273 students in 1876, the University has grown to include over 40,000 students. There are 90 program areas awarding doctoral degrees in 61 fields, masters degrees in 120 fields, and 5 specialist degrees. Currently, more than 5800 graduate students per year are enrolled in these degree programs and other advanced study programs which are centrally administered by the Graduate School. There are over 8,000 faculty and staff members on the Lexington campus alone. UK is the largest single employer in the Lexington-Fayette County area.

The University is organized under a Provost, who is responsible for the academic programs of all colleges including Agriculture, Architecture, Arts and Sciences, Business and Economics, Communications, Education, Engineering, Fine Arts, The Graduate School, Law, Social Work, Health Sciences, Dentistry, Medicine, Nursing, Pharmacy, and Public Health. University Hospital, which provides not only comprehensive treatment to patients, but also extensive teaching opportunities for the health professions colleges located in close proximity to central campus.

The University of Kentucky College of Public Health concluded a comprehensive self study and a September 2004 site visit from representatives of the Council on Education for Public Health (CEPH). As a result of this self study and site visit, on June 13, 2005, CEPH granted the College of Public Health full accreditation for 5 years. In October, 2010, the College of Public Health was re-accredited for a seven-year term, extending to December 31, 2017.

The Doctor of Public Health Professional Program

Purpose

The Doctor of Public Health (DrPH) degree is an advanced professional practice degree designed to prepare students as senior level administrators and policy makers, providing leadership to protect and improve the health of the public. The DrPH is the highest degree attainable for the public health practitioner. Although public health comprises many clinical and professional disciplines, it has a unique focus on entire populations rather than individual patients. Utilizing a multi-disciplinary approach, the DrPH professional program will provide broad knowledge of five public health disciplines (biostatistics, environmental health, epidemiology, health services management, and health behavior) along with focused knowledge in the student's area of concentration. The DrPH program is consistent with the mission of the Commonwealth of Kentucky Cabinet for Health and Family Services (an affiliate in the program), the 1999-2000 Plan of Work of the Council on Postsecondary Education that identifies public health as one of its four

broad social goals for postsecondary education in Kentucky, and recommendations of the National Academy of Sciences Institute of Medicine.

History

The University of Kentucky has provided graduate education in public health since 1988, when the Master of Science in Public Health degree program was approved by the Commonwealth of Kentucky's Council on Higher Education. It was originally designed to provide academic support for medical residents in the department's programs in general preventive medicine and occupational medicine. However, the program was later made available to individuals who met the requirements and demonstrated a career interest in public health. The program offered its first graduate courses that same year, and awarded its first MSPH degree in 1989. There are over 75 graduates of the MSPH program.

With the advent of the University of Kentucky School of Public Health, the public health degree officially became the Master of Public Health (MPH) degree in January 2000. The first full MPH class of students was accepted for the fall 2000 semester. On September 18, 2000, the Council on Postsecondary Education approved the Doctor of Public Health for inclusion among the programs offered by the University of Kentucky School of Public Health. The first DrPH class was admitted for the spring 2001 semester.

On May 4, 2004, the Board of Trustees granted college status to the school making it the sixth health care college at the University of Kentucky. Major features distinguish the College of Public Health from other schools. Because the College is located in a state with a significant population with health problems, a significant focus of the College continues to be on Kentucky's health problems and the major health disparities that the state experiences. Also, few colleges of public health are located on the campus of a land grant institution. This influences the nature of the college in its orientation and mission. It also allows for a relatively unique interaction with other colleges, including the UK College of Agriculture, through agricultural safety and health programs, and the UK College of Engineering through an environmental health program.

The college's emphasis is on bridging research and education to public health practice. As a result, public health practice degrees, the MPH and DrPH, were developed first. The Graduate Center in Gerontology, which offers a doctoral degree in gerontology as well as a DrPH and MPH, prepares students for academic and research careers. A new PhD degree has been approved in Biostatistics and Epidemiology.

Location

The University of Kentucky College of Public Health is housed and based in the College of Public Health Building at 111 Washington Avenue. Departmental offices, many of the core faculty, the College's Dean, and the Admissions/Student Affairs Office are also located at that site. Students are advised to familiarize themselves with the Washington Avenue location in order to avail themselves of the services and resources available through the UKCPH's faculty and staff.

The College of Public Health is located in close proximity to a number of public health and health administration

organizations. The College is only 30 miles from the state capitol in Frankfort, which has facilitated close interaction with various state agencies, the use of state personnel as preceptors, and the development of research and service contracts. State officials serve on the College's advisory committees and hold voluntary faculty appointments in the College.

Doctor of Public Health Program Description

The Doctor of Public Health (DrPH) is a terminal professional degree. It is designed as a school-wide advanced degree and requires a minimum of 63 semester hours of course work beyond the Master's degree. The DrPH candidate must have a Master of Public Health, a Master of Science in Public Health, or an equivalent degree. Examples of equivalent degrees are programs related to public health, such as the Master of Arts in Communications, or the Master of Science in Nursing along with course work equivalent to the five basic core courses in the MPH curriculum.

All students must have a public health overview course (CPH 663) unless an entering student has an earned MPH from an accredited school or program. Students who have not met the requirement of completing Master's degree introductory level courses in each of the five core areas must do so on a non credit basis, with a minimum grade of "B" prior to enrolling in the first doctoral course in each discipline. Students will complete a curriculum spanning the five core areas of concentration offered by the College of Public Health. Typically, a full-time student will require at least three years beyond the Master's degree to complete the program. The program is designed to accommodate non-traditional, working, and part-time, students, and the DrPH curriculum has been developed to accommodate both. The curriculum specifies prerequisite introductory courses in each of the five core areas of public health (health behavior, biostatistics, environmental health, epidemiology, and health services management). All DrPH course work begins at a higher level and assumes introductory level knowledge of this content.*

The DrPH curriculum includes:

- Fifteen semester hours of required course work in the core curriculum, which consists of an advanced course in each of the five core public health areas

of concentration (i.e., biostatistics, epidemiology, health behavior, health services management, and environmental health).

- Six hours of second level advanced courses in the student's area of concentration and biostatistics.
- Minimum of eighteen hours of professional elective course work consistent with the student's area of concentration
- Nine additional hours of electives determined through consultation with the student's faculty advisor.
- A three hour research methods course
- Six hours of supervised public health field experiences.
- Six hours of a problem-based integrated capstone or a research-based dissertation demonstrating appropriate discipline understanding.

For program and student support services, contact:

Laverne R. Carter, Director of Admissions
University of Kentucky College of Public Health
111 Washington Ave, Room 120C
Lexington, KY 40536-0003
(859) 218-2066
Ircarte@uky.edu

For specific questions about program content, contact:

Pamela B. Teaster, PhD
Director of Doctoral Programs
University of Kentucky College of Public Health
151 Washington Avenue, 336 Bowman Hall
Lexington, KY 40536-0059
(859) 218-0196
pteaster@uky.edu

Doctor of Public Health (DrPH) Planning Sheet

Prerequisite Curriculum:

DrPH curriculum is minimum 63 semester hours. Must complete courses listed below (or their approved equivalent).(Hours earned for prerequisite coursework will not be applied to the DrPH degree requirements)

<i>Health Behavior</i>		<i>Environmental Health</i>		<i>Epidemiology</i>		<i>Health Services Management</i>	
CPH 604	<input type="checkbox"/>	CPH 601	<input type="checkbox"/>	CPH 605	<input type="checkbox"/>	CPH 650	<input type="checkbox"/>

DrPH Core Curriculum, Part A

Must complete **ALL** five core courses.

<i>Health Behavior</i>		<i>Biostatistics</i>		<i>Environmental Health</i>		<i>Epidemiology</i>		<i>Health Services Management</i>	
CPH 940	<input type="checkbox"/>	CPH 930	<input type="checkbox"/>	CPH 921	<input type="checkbox"/>	CPH 910	<input type="checkbox"/>	CPH 950	<input type="checkbox"/>
Health Related Behaviors		Advanced Biostatistical Methods		Prof. Seminar in Environmental Health		Advanced Epidemiology		Well Managed Public Health Org.	

DrPH Core Curriculum, Part B

Must complete **Three** of the following core courses, including course in area of concentration.

<i>Health Behavior</i>		<i>Biostatistics</i>		<i>Environmental Health</i>		<i>Epidemiology</i>		<i>Health Services Management</i>	
CPH 941	<input type="checkbox"/>	CPH 931	<input type="checkbox"/>	CPH 921	<input type="checkbox"/>	CPH 911	<input type="checkbox"/>	CPH 951	<input type="checkbox"/>
Prof. Seminar in Health Enhancement		Pro. Seminar in Biostatistics [Required]		Prof. Seminar in Environmental Health		Prof. Seminar in Epidemiology		Prof. Seminar in P.H. Management	

DrPH Core Curriculum, Part C

Doctoral students must complete **ALL** of the following

CPH 995	Doctoral Research Methods in Public Health	<input type="checkbox"/>
CPH 996	Public Health Project Research (1-6 credit hours; maximum of 6 credit hours per semester)	<input type="checkbox"/>

Advanced Courses in Area of Concentration (Selectives)

Doctoral students must complete **five** courses in major area of concentration (Requires advisor approval)

And **two** courses in a minor area of concentration (Requires advisor approval)

<i>Other</i>	<i>Epidemiology</i>	<i>Epidemiology</i>	<i>Health Services Management</i>	<i>Health Services Management</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other Requirements

Students must complete **ALL** of the following requirements

CPH 997	<input type="checkbox"/>	Phase I Exam	<input type="checkbox"/>	CPH 997	<input type="checkbox"/>	Major Problem Solving Capstone Project	<input type="checkbox"/>
Doctoral PH Field Practicum I (2, 3 or 4 hrs)		Phase II Exam	<input type="checkbox"/>	Doctoral PH Field Practicum II (2, 3 or 4 hrs)			

Doctor of Public Health Course Descriptions

CPH 910 TOPICS IN ADVANCED EPIDEMIOLOGY: LECTURE AND LABORATORY (3)

Provides the student with an introduction to advanced epidemiologic content areas as well as methods designed to meet the research and practice needs of health professionals. A series of topic-driven lectures, discussions, applied problem sets and case studies will focus on the application of epidemiologic principles used in disease research and intervention studies. This course is taught with a corresponding laboratory each week that emphasizes the content of the course with applied applications using the microcomputer or small group discussions. Problem sets will require the use of statistical and epidemiologic software for the microcomputer. Some content areas of the course will use the Do-Epi software developed by the CDC for teaching epidemiology and computing.

CPH 911 PROFESSIONAL SEMINAR IN EPIDEMIOLOGY (3)

CPH 911 is an advanced course in one of the five content areas of public health. All students enrolling will have completed the prerequisite introductory course at the Masters' degree level, and the advanced course at the doctoral level. The Professional Seminar in Epidemiology is designed as the opportunity to link academic work in epidemiology with application in public health practice, and to prepare the student for a leadership role in public health. This will be accomplished through readings, case studies and exercises, and individual research relevant to the discipline and the profession of public health.

CPH 920 ADVANCED ENVIRONMENTAL HEALTH (3)

Is the first required Environmental Health course in one of the five content areas of public health for DrPH candidates. All students enrolling will have completed the prerequisite introductory course at the Master's degree level. This Professional Seminar in Environmental Health is designed to provide comprehensive coverage of the principles upon which the Environmental Health field relies. This will be accomplished through text and journal readings, case study, and discussion of the core, emerging, and controversial issues in environmental and public health.

CPH 921 PROFESSIONAL SEMINAR IN ENVIRONMENTAL HEALTH (3)

An advanced, elective course that develops depth in one of the five content areas of public health. All students enrolling will have completed the prerequisite introductory course at the Master's degree level and the advanced course at the doctoral level. The Professional Seminar in Environmental Health is designed as the opportunity to link prior academic work in environmental health with application in public health practice and to prepare the student for a leadership role in public health. This will be accomplished through readings, case studies and exercises, and individual research relevant to the discipline and the profession of public health.

CPH 930 ADVANCED TOPICS IN BIOSTATISTICS (3)

Addresses advanced topics in biostatistics for the public health professional. Content emphasizes biostatistical concepts over methodology to prepare students for generalist public health positions. Course topics will address public health problem solving using study design, vital statistics, data, large health surveys, and an overview of multivariate statistics including multiple regression, logistic regression, longitudinal data, survival analysis, and recursive partitioning. Prerequisites: STA 570/580 or equivalent and one semester of calculus.

CPH 931 PROFESSIONAL SEMINAR IN BIOSTATISTICS (3) **[Required for all DrPH students]**

Professional Seminar in Biostatistics is an advanced course in one of the five content areas of public health. All students enrolling will have completed the prerequisite introductory course at the Masters' degree level and the advanced course at the doctoral level. The Professional Seminar in Biostatistics is designed as the opportunity to link academic work in biostatistics with application in public health practice and to prepare the student for a leadership role in public health. This will be accomplished through readings, case studies and exercises, and individual research relevant to the discipline and the profession of public health.

CPH 940 HEALTH-RELATED BEHAVIORS: MODELS AND APPLICATIONS (3)

This course uses both classic and up-to-date works on models of health-related behavior, including the Health Belief Model, the Theory of Reasoned Action, Social Learning Theory, and Protection Motivation Theory, discussing development of the models, similarities and differences, strengths and weaknesses, and suggestions for future model development. Students will assess the extent to which the models explain behavior and behavior change empirically and how useful they may be (or not be) in the development of primary and secondary prevention interventions, including those implemented within clinical practice. Behaviors to be discussed will include HIV-related risk behaviors, licit and illicit substance use, eating practices, exercise, and other heart disease-and cancer-related behaviors.

CPH 941 PROFESSIONAL SEMINAR IN HEALTH BEHAVIOR (3)

Professional Seminar in Health Enhancement is an advanced course in one of the five content areas of public health. Students enrolling will have completed the prerequisite introductory course at the Master's degree level and advanced course work at the doctoral level. This course is designed as the opportunity to link academic work in health enhancement with application in public health practice, and to prepare the student for a leadership role in public health. This will be accomplished through readings, case studies and exercises, and individual research relevant to the discipline and the profession of public health.

CPH 942 SEMINAR IN PUBLIC HEALTH COMMUNICATION (3)

Seminar in Public Health Communication is intended to acquaint students with theory and empirical work related to communication in public health settings. It is designed to provide insight into the communication that serves as the lifeblood of the organized institutions which promote public health. Those who wish to have a significant role in the management of others, who wish to improve their understanding of organizations, who wish to understand how groups and individuals fit into the larger mission, who need to applied advanced information and communication technologies, and who desire to become more effective communicators will find taking this course worthwhile. This

course is primarily designed to give students a background in theories, perspectives, concepts, and approaches to understanding communication. Thus, it seeks to promote student understanding, analytical skills, and critical thinking necessary for such professions as consulting, research, and management and for their own personal development.

CPH 950 THE WELL MANAGED PUBLIC HEALTH CARE ORGANIZATION (3)

Addresses effective senior management of public and private organizations focusing upon public health. Effective management processes will be addressed through lectures, readings and case studies applying the concepts to public health organizations.

CPH 951 PROFESSIONAL SEMINAR IN HEALTH SERVICES MANAGEMENT (3)

This is an advanced course in one of the five content areas of public health. All students enrolling will have completed the prerequisite introductory course at the masters' degree level, and the advanced course at the doctoral level. The Professional Seminar in Public Health Management and Practice is designed as an opportunity to link academic work in public health management with application in public health practice and to prepare the student for a leadership role in public health. This will be accomplished through readings, case studies and exercises, and individual research relevant to the discipline and the profession of public health.

CPH 952 SEMINAR IN ADVANCED LEADERSHIP: THEORY AND PRACTICE (3)

This course provides the opportunity to link academic work in public health leadership with application in public health practice and to prepare the learner for a leadership role in public health. This will be accomplished through readings, case studies, exercises, and individual research relevant to the disciplines of the profession of public health and leadership.

CPH 953 SEMINAR IN ETHICAL AND MORAL DECISION-MAKING (3)

This course provides the opportunity to link academic work in public health decision-making with its application to public health practice and to prepare the learner for the practice of public health decision-making based on ethical and moral principles. This will be accomplished through

readings, case studies, exercises, and individual research relevant to the disciplines of the profession of public health decision-making. The period of Nazi Germany 1933-1945 will compose the underlying case study. The seminar will consider in depth the decisions made by Nazi political and military leaders, citizens, religious leaders, concentration camp commanders, guards, prisoners, physicians, scientists and business leaders. Films will be used extensively in the seminar.

CPH 954 SEMINAR IN ADVANCED PUBLIC HEALTH FINANCE AND ECONOMICS (3)

This course provides the opportunity to link academic work in public health finance and economics with application in public health practice and to prepare the learner for key leadership roles in public health. This will be accomplished through readings, case studies, exercises, and individual research relevant to the disciplines of the profession of public health finance and economics.

CPH 955 PLAGUES AND POLITICS (3)

This course provides the opportunity to link the political aspects of national and international epidemics and diseases while understanding the responsibility of the US Public Health Service for developing and implementing policies and procedures for dealing with them.

CPH 956 PROGRAM EVALUATION FOR PUBLIC HEALTH PROFESSIONALS AND LEADERS (3)

The course is designed to provide DrPH students with knowledge and skills to guide and critically review program evaluations in their roles as public health professionals and leaders. The course focuses on providing an overview of the key concepts, methods, and approaches to program evaluation with an emphasis on public health practice. Topics include approaches to program evaluation, defining evaluation questions, managing an evaluation, program evaluation standards, program evaluation designs, reporting and disseminating results and findings, and political issues of evaluation.

CPH 960 BIOLOGY OF AGING (3)

The course will be organized utilizing a systems approach to presentations, class discussions, class readings, and on-line discussions. All in-class presentations will include preparatory readings, and students are expected to play

active roles by asking questions and by participating in classroom discussions. This class is primarily focused on the Biology of Aging, but the student will be required to generally recognize and discuss the outcomes of these biological changes in terms of the effects on the individual, particularly in terms of physical function, but also in terms of psychosocial effects.

CPH 961 HUMAN AGING: CELL TO SOCIETY (3)

This lecture course examines the dynamic interaction between cellular, individual, and societal changes and behavior over the life course of human aging. This course will explore and examine relationships between physiological changes that occur with aging and their bidirectional impact on society, ranging from individual to societal level behavior, including, but not limited to public policy, ethics, decision making, cognition, and health behavior (prerequisite: GRN 612 or permission of instructor).

CPH 993 PROFESSIONAL SEMINAR IN FOUNDATIONS OF PUBLIC HEALTH PRACTICE

This course is a culminating experience doctoral-level professional seminar based on ASPH competencies. Students will have the opportunity to link evidence-based academic work in public health with the foundations of practice. This course reflects core competencies including cultural issues, professionalism, ethics, techniques in community-based participatory research, and understanding health equity and social justice issues as they relate to public health practice. A fundamental part of this course is to prepare the learner for a community advocacy role in public health using skill sets developed by critical analysis and leadership.

CPH 994 PROFESSIONAL SEMINAR IN LEADING PEOPLE – MANAGING ORGANIZATIONS

This course is a culminating experience professional seminar, based on ASPH competencies, providing the opportunity to link academic work in public health leadership, management, and ethics with application to public health practice and to prepare the learner for a leadership role in public health. This course reflects the ASPH core competencies of doctoral education adopted by the University of Kentucky College of Public Health. This will be accomplished through readings, case studies, exercises, and individual research relevant to the disciplines of public health leadership and management.

CPH 995 DOCTORAL RESEARCH METHODS IN PUBLIC HEALTH

This course focuses on the concepts and methods of health services and public health research. It is structured around the primary stages of research proposal development. It is designed for DrPH students in the College of Public Health and other graduate students who have successfully completed the appropriate prerequisites. Upon completion of the course, students should be able to:

- conceptualize a research project and generate testable hypotheses,
- summarize the literature related to a particular research question,
- describe the various study designs that are used to conduct research,
- understand how sampling is used in the research framework,
- be able to explain the ingredients of basic power calculations (ie. what to bring to the biostatistician),
- understand and have a working knowledge of the key components of a survey research instrument (questionnaire),
- understand the importance of qualitative research stemming from focus groups, case-studies, and other ethnographic research,
- have facility with basic statistical tools used to test research hypotheses,
- understand the importance and the processes of data collection,
- understand why data reduction and presentation are important, and
- be able to share research findings in appropriate venues.

CPH 996 PUBLIC HEALTH PROJECT RESEARCH (1-12)

Research Credit for the Doctoral Degree.

Students may not register for more than 6 research credit hours in any semester.

Registration for research credit hours will require a scope of work developed with the student's Capstone Committee Chairperson and endorsed by signature.

A student cannot register for additional research credit hours if an "I" or an "S" remains on the record for previous research credit hour registrations.

CPH 997 FIELD PRACTICUM (2, 3, or 4)

The purpose of the field requirement is to encourage exposure to professional public health practice and the application of didactic knowledge and problem solving in the field. The two doctoral field experiences are required of all students regardless of prior work experience. Doctoral Field Experience I (two hours) will be an introductory, one semester experience for a total of 120 contact hours. Doctoral Field Experience II (four hours) will be an advanced, one semester experience for a total of 240 hours. The field experience time periods are set as minimum expectations; it is assumed that some students will elect to expand their field work activities.

CPH 998 SPECIAL TOPICS IN PUBLIC HEALTH: RESEARCH METHODS IN PUBLIC HEALTH

This course focuses on the concepts and methods of health services and public health research. It is structured around the stages of proposal development, including conceptualization of the research question and testable hypotheses, review of the literature, research design, development of measures, data collection and analysis.

CPH 998 SPECIAL TOPICS IN PUBLIC HEALTH: (SUBTITLE REQUIRED) (3)

This course addresses contemporary topics of significance to the field of public health. Offered as a formal classroom study of specific topics and problems. May be repeated to a maximum of eight semester hours. Prerequisite: Consent of instructor.

CPH 999 DIRECTED STUDIES IN PUBLIC HEALTH

Directed studies concern study and research on contemporary and specific topics and problems of significance to the field of public health and the interests of individual students. Offered as an independent study course with consent of instructor. May be repeated to a maximum of eight semester hours. Topics, objectives, assignments, readings, and grading criteria will be developed by the instructor for each Special Topics in Public Health offering.

Doctor of Public Health Program Sequence

FULL-TIME STUDENT SCHEDULE:

<i>1st Fall Semester</i>	<i>1st Spring Semester</i>	<i>2nd Fall Semester</i>	<i>2nd Spring Semester</i>	<i>3rd Fall Semester</i>	<i>3rd Spring Semester</i>	<i>3rd Summer Session</i>	<i>4th Fall Semester</i>
2 9X0 Courses I selective	3 9X0 Courses Phase I Exam	1-2 9X1 Courses 1-2 Selectives	2-3 Selectives or 1 9X1 Course	2 Selectives First Practicum	CPH 995 2 Selectives Phase II Exam	Second Practicum	6 Hours Research

PART-TIME STUDENT SCHEDULE:

<i>1st Fall Semester</i>	<i>1st Spring Semester</i>	<i>2nd Fall Semester</i>	<i>2nd Spring Semester</i>	<i>3rd Fall Semester</i>	<i>3rd Spring Semester</i>	<i>4th Fall Semester</i>	<i>4th Spring Semester</i>
1-2 Selectives or 1 9X1 Course	1 9X0 Course 1 Selective or 1 9X1 Course	2 9X0 Courses	2 9X0 Courses Phase I Exam	1 9X1 Course 1-2 Selectives	1 Selective First Practicum	2 Selectives	2 Selectives

<i>4th Summer Session</i>	<i>5th Fall Semester</i>	<i>5th Spring Semester</i>
Second Practicum	1 Selective 3 Hours Research Phase II Exam	1 selective 3 Hours Research

Epidemiology Curriculum

All students concentrating in Epidemiology are required to take the following two courses.

CPH 911 Professional Seminar in Epidemiology

CPH 931 Professional Seminar in Biostatistics

In addition to these courses, DrPH students concentrating in Epidemiology must take at least 5 (15 credit hours) of the following courses. Some of these courses may be currently going through the university process for final approval and may be taught under a different, temporary course number.

CPH 610	Injury Epidemiology	3
CPH 612	Infectious/Emerging Diseases Epidemiology	3
CPH 614	Managerial Epidemiology	3
CPH 616	Cardiovascular Disease Epidemiology	3
CPH 617	Environmental/Occupational Epidemiology	3
CPH 618	Epidemiology of Aging (GRN 770)	3
CPH 662	Public Health Response to Terrorism	3
CPH 711	Chronic Disease Epidemiology	3
CPH 718	Special Topics in Epidemiology: Decision-Making in Health and Medicine	3
CPH 718	Special Topics in Epidemiology: Oral Health Epidemiology	3
CPH 718	Special Topics in Epidemiology: Cancer Epidemiology	3

In addition to the regular selective courses in Epidemiology, students may want to take elective courses. The following are some courses that students concentrating in Epidemiology have found useful. However, there are a number of other elective courses that could be valuable:

CPH 535	Databases & SAS Programming	3
CPH 631	Design & Analysis of Health Surveys	3
CPH 632	Mixed Models in Public Health	3
CPH 664	Biostatistics in Clinical Trial	3

DrPH Academic Policy

A two-part comprehensive written examination will be required of all DrPH students. The two phase examination process is intended to assess and demonstrate the student's comprehension of core principles of public health practice and test students' ability to apply advanced knowledge and show competency in their stated specialty area prior to proceeding to the capstone project.

Phase I Core Principles Examination:

The purpose of the Core Principles Examination is to evaluate achievement and retention of core principles and basic knowledge in Biostatistics, Environmental Health, Epidemiology, Health Behavior, and Health Services Management. The Core Principles Examination should be taken at the end of the academic year in which the final required 9X0 class is taken and is required to be taken no more than one year after the completion of the final 9X0 class. The core principles exam is administered by the Director of Doctoral Studies. In order to be eligible for the **Core Principles Examination** a student must:

1. Complete an Academic Affairs Checklist verifying that courses have been completed and that s/he is in good academic standing during the semester that the examination is requested.
2. Have successfully completed CPH 910, CPH 920, CPH 930, CPH 940, and CPH 950.
3. Clear written expression is one important element in the evaluation of the Core Principles Examination. Students are encouraged to take advantage of opportunities to improve their writing skills prior to taking the Examination, but all students are expected to complete the Examination itself without any outside assistance.

[NOTE: THE PHASE I EXAMINATION IS UNDER REVIEW DURING THE 2013-2014 ACADEMIC YEAR. STUDENTS WILL BE INFORMED OF THE STRUCTURE AND CONTENT OF THE EXAMINATION BY APRIL 1, 2014]. The examination is graded on a pass, minimal pass, no pass basis. In order to pass the examination, a student must obtain a minimum of three pass and two minimal pass scores, including a pass in the student's area of concentration. If a student fails to meet the requirements for passing the examination, a committee made up of appropriate Department Chairs or their representatives and chaired by the Senior Associate

Dean for Academic Affairs (or his or her representative) will determine the conditions to be met in order for the student to be eligible to advance in the program. These conditions must be in writing and approved by the Director of Doctoral Studies. Failure to pass the area of concentration exam and/or obtaining a score of 70% or below may result in termination from the DrPH program. Failing three or more areas of concentration will result in termination from the DrPH program. Failing two areas of concentration for a second time will result in termination from the program. Students who fail the examination will not be permitted to withdraw from the program prior to dismissal.

Phase II is the Qualifying Examination, which is designed to test a student's ability to apply advanced knowledge and show competency in his or her stated specialty area. Its overall purpose is to verify that the student has sufficient understanding of, and competence in, his or her fields to become a candidate for the degree. The Qualifying Examination is administered by the Chairperson of the student's specialty area of concentration. Each department will determine the scope and nature of the Phase II Examination.

The Qualifying Examination is designed to demonstrate problem-solving ability in the field, and successful completion is necessary for the student to proceed to the capstone project. If a student fails all or part of the Qualifying Examination, a review committee made up of the faculty of the student's chosen specialty area will recommend to the Dean the conditions to be met in order for the student to advance in the program. If a student is required to complete a remedial plan, he or she will have one academic year from the time of the unsuccessful examination result to complete the plan. A second failure of the Qualifying Examination constitutes grounds for termination from the DrPH program.

Departmental Phase II Examination Policies:

Department of Epidemiology:

1. Examination Committee: The DrPH student's Capstone committee shall serve as the student's Phase II Examination Committee.
2. Examination: The committee will write three questions, and the chair will solicit three questions from the student. The student's questions will not be used, but the exercise of writing them will be part of the learning process. The exam will consist of three questions to be answered in a period of one week. The answers should be 15 to 20 pages—5 to 7 pages per question, not including references and graphics. Format should include one-inch margins, double-spaced, Times New Roman 12-point font. Students cannot answer with a PowerPoint presentation. Grading will be pass/fail.
3. Assessment of Examination: Grading criteria are clarity of writing, appropriateness of references, and quality of critical analysis. The Phase II Examination Grade Sheet will be submitted to the Office of the Associate Dean for Academic Affairs.
4. Policy on retaking examination: Students not receiving a passing score may retake the examination after completion of a remedial course of action developed by the committee. The second examination will be the final opportunity for the student to fulfill the requirements for the Epidemiology Phase II Examination and must be completed between 6 and 18 months after the first examination scores are reported to the student.
5. Appeals Policy: Students failing the second examination have the prerogative to appeal the decision to the Dean of the College of Public Health and that appeal will be handled in accordance with College policies.

Department of Gerontology:

1. Examination Committee: The DrPH student should identify a member of the graduate faculty with a primary appointment in gerontology to serve as chairperson of the examination committee. The student and chairperson will then identify 2 additional faculty members (at least one from gerontology) who, with the chairperson, will design the Phase II examination for the student.
2. Examination Focus: The student will submit to the committee a brief (1 page limit) synopsis describing

the particular area of interest and specialization within gerontology and public health. Based on this synopsis the committee will develop an examination project based on a specific and relevant public health issue. The project will involve both written and oral presentation components. The written component will include the following tasks:

- Situational assessment. A descriptive overview of the assigned issue that places the issue in broader societal and public health contexts;
- Critical literature review. A critical survey of extant literature addressing the issue. This review should engage both theoretical and applied resources;
- Remediation plan. An identification and explanation of procedures that may be employed in concert to improve the situation. This component must include an appropriate methodological design and clear justification of specific methods, data requirements, and analytic procedures.
- Reflective critique. A summary self evaluation of the examination project that identifies particular strengths and weaknesses, and that clearly identifies the specific public health DrPH competencies engaged in completing the project.

Students will have one week to complete all written tasks of this project, which should be submitted directly to all committee members. The oral presentation will be scheduled no less than 2 weeks following submission of the written project, with all committee members present. The student will have 30 minutes to present the first 3 tasks of the written project in a way that assumes an audience mix that may include public health officials, community leaders, institutional administrators, and the general public.

3. Assessment of Examination: Following the presentation, committee members will deliberate with the student, using questions and discussion to address any weaknesses in the written project and presentation. Evaluation will be based on ability to critically situate gerontological issues within appropriate domains of public health, and demonstration of appropriate competencies commensurate with the student's stage of progress towards the degree. Grading will be pass/fail.
4. Policy on Retaking Examination: In the event of a failing grade, the student may retake the

examination after completing a remedial course of action determined by the committee. The second examination must be completed no sooner than 6 and no later than 18 months following completion of the first attempt. The Phase II examination may not be taken a third time.

5. Policy on Appeals: Students have the right to appeal the outcome of the Phase II exam. Any appeals should be directed to the Dean of the College and will be handled in accordance with college policies.

Department of Health Behavior:

1. Examination Committee: The DrPH student will request a member of the graduate faculty with a primary appointment in health behavior to serve as chairperson of the Examination Committee. The student and chairperson will then select 2 other faculty members from HB to design the qualifying exam for the student.
2. Development of Examination Bibliography: The student will submit a proposed Examination Bibliography to the Examination Committee. Ideally, the bibliography will serve as the foundation for the DrPH Capstone document to be completed after the exam. The Committee will review, modify, and approve this bibliography as appropriate. This list will be divided into the following sections:
 - Health Behavior theory and practice,
 - Specialty health focus within health behavior,
 - Supplemental area of concentration, such as special populations, methodology, etc.
3. Creation of DrPH Exam: Based only on the approved bibliography, the Examination Committee will write no more than a total of five essay questions that will comprise the exam. The questions will be designed to evaluate the student's mastery of the content of the approved bibliography and ability to integrate the central concepts in health behavior theory and practice. Before writing these questions, the student and the 3 faculty members will mutually agree upon the time limit (in days) for the exam. Of note, each question will provide a page limitation so that students are prompted to be concise in their writing.
4. Assessment of Examination: Each question will be graded separately by each of the 3 faculty

members. After all committee members have completed reading and initially grading the written answers, the committee chair will provide the student with qualitative feedback, providing guidance on preparation for the oral portion of the exam. The full committee will then conduct an oral exam of the student designed to provide more detail to the written work on an "as needed" basis. The average score on each question will be used to create a grand average. The grand average must be 85% or greater for the student to matriculate to candidacy.

5. Policy on retaking examination: If the student does not receive a passing score, he/she may retake the examination after completion of a remedial course of action developed by the committee. The second examination will be the final opportunity for the student to fulfill the requirements for the HB DrPH exam, and must be completed between 6 and 18 months after the first exam scores are reported to the student.
6. Appeals Policy: Students failing the second examination have the prerogative to appeal the decision to the Dean of the CPH, and that appeal will be handled in accordance with CPH policies.

Department of Health Services Management:

1. Examination Committee: The DrPH student's Capstone committee shall serve as the student's Phase II Examination Committee.
2. Examination: The Examination shall consist of an oral defense of Chapters one through three of the student's Capstone project, including the Introduction, Literature Review and Methods.
3. Assessment of Examination: Following the defense of the first three chapters of the Capstone/Dissertation project, each Examination Committee member shall individually assign a grade of, Pass or No Pass to the student's defense. The Committee will convene to assign an overall score or Pass or No Pass to the Examination. The student will be provided a verbal assessment of their defense by the Examination Committee as a whole.
4. Policy on retaking examination: Students not receiving a passing score may retake the examination after completion of a remedial course of action developed by the committee. The second examination will be the final

opportunity for the student to fulfill the requirements for the HSM Phase II Examination and must be completed between 6 and 18 months after the first examination scores are reported to the student.

5. Appeals Policy: Students failing the second examination have the prerogative to appeal the decision to the Dean of the College of Public Health and that appeal will be handled in accordance with College policies.

Department of Preventive Medicine and Environmental Health:

1. Composition of the Examination Committee: The student's Capstone Committee shall serve as the Examination Committee.
2. Preparation: The student will work closely with the committee chair and other committee members to craft a succinct, well-written proposal. When the proposal is sufficiently developed, the chair, with approval of other committee members, will schedule the Phase II examination. The student will submit the proposal to the Examination Committee no less than 14 days prior to the date of the examination. The proposal submitted by the student should include the following:
 - Literature review/background
 - Significance of the proposed project
 - Specific aim(s) and/or hypotheses/research question(s)
 - Proposed methods, including study design, sample size, sampling technique(s), reliability and validity of measurements, and proposed analysis techniques and/or laboratory techniques, including data analysis using appropriate statistical applications
 - Detailed timeline, including start and end dates for each major activity
 - Expected results and potential problems encountered, plus possible solutions
 - Limitations of the proposed study
 - Implications of the outcomes for public health practice
 - Human subjects/animal care protections/biohazards
 - Reference list
 - Appendices (such as data collection instruments)
3. Nature of the Examination: The examination will generally last between 60 and 90 minutes. The

student will provide a 10 to 15 minute overview of the proposal at the beginning of the examination. The examination shall be oral and shall focus on the following two components:

- The contents of the proposal submitted by the student.
 - Other aspects of scientific knowledge relevant to the successful completion of the capstone as deemed appropriate by the committee members, including questions that assess the depth and breadth of the student's knowledge and understanding of scientific inquiry and advanced principles of public health, particularly as it relates to Occupational and/or Environmental Health and the student's topic capstone. With the exception of the capstone draft above, the student will not rely on any outside notes, materials, references, etc., during the examination. After completion of the examination, the student will leave the room and the committee will deliberate a grade.
4. Grading: Each member of the Capstone Committee will evaluate the student's answers based on a grade of "pass" or "no pass." For the student to receive a passing grade on the Phase II examination, the majority of the committee members must vote "pass." The student will be provided with a verbal assessment of his or her performance on the examination. If the student does not pass, the committee chair, working with committee members and the department chair, will arrange for a second Phase II examination. This repeat examination must be completed between three and 12 months after the date of the first Phase II examination.
 5. Appeals Policy: Should the student fail on the second examination attempt, an appeal can be made to the Dean of the College of Public Health and handled in accordance with all relevant College policies.

CPH 997 Field Practicum

All DrPH students are required to complete 6 credit hours of CPH 997 Field Practicum. The DrPH practicum may be taken in a 2 credit-4 credit, 3 credit-3 credit, or 2 credit-2 credit-2 credit sequence, but in all cases, must include an experience at a local health department if the student has not had one previously.

Students should register for their first practicum in the fall semester following the successful completion of the Phase I

Core Principles Examination. A series of mandatory didactic sessions, held early in the fall semester of each year, will fully explain practicum processes, and students will receive the Practicum Handbook at the first didactic session. Practicum coursework must adhere to the year's guidelines set forth in the Practicum Handbook distributed during the first didactic session of the fall semester in which the student registered for CPH 997. Students are not required to attend didactic sessions held in subsequent semesters.

Capstone or Dissertation Option

Following completion of the Qualifying Examination all candidates for the DrPH degree will complete a major project referred to as a Capstone. The capstone project is a problem solving or research requirement designed as the final integrative component of the curriculum, and is intended to build upon the antecedent foundation of course and field work. The capstone project is an applied, independent, original, and demanding project that has the potential to advance professional practice in the student's public health discipline. The project will address a public health problem solving or research topic demonstrating appropriate intellectual rigor and capability as an integrative activity. These projects may be linked to the students required doctoral fieldwork practica; however, this is not a requirement. It is anticipated that the problem-based project will be the predominant method of completing this requirement, although in consultation with faculty, some students may choose a more theory-oriented model more closely resembling a traditional PhD doctoral dissertation

A doctoral committee consisting of College of Public Health and other university professors will judge the written capstone project. The Committee Chair must be a full member of the University of Kentucky Graduate Faculty. An Associate Member of the Graduate Faculty may serve as co-chair. Students may also include public health practitioners on the committee as appropriate. Following committee approval of the written product, the final requirement to earn the DrPH degree is an oral examination/presentation to be conducted by the committee at a publicly announced session. The oral examination is both a final evaluation by the committee and an opportunity to share findings with the College's faculty, students, and interested public health practitioners.

A traditional Dissertation option will be available based on a student's professional and/or career goals and in

consultation with faculty mentors from the student's area of concentration. The Dissertation option for the DrPH will closely follow the guidelines set by the graduate school for the PhD and will be characterized by original research or secondary data analysis from national data sets, and may include subject matter and quantitative or qualitative expertise from faculty scholars outside the College of Public Health.

The College of Public Health full members of the graduate faculty as of July 1, 2013 are the following:

Alexander, Linda	Pfeifle, William
Browning, Steve	Phillips, Barbara
Bunn, Terry	Prince, Timothy
Charnigo, Richard	Prybil, Lawrence
Clayton, Richard	Riddell, Martha
Coker, Ann	Rowles, Graham
Costich, Julia	Sanderson, Wayne
Crosby, Richard	Scutchfield, F. Douglas
Fleming, Steven	Shelton, Brent
Holsinger, James	Swanson, Mark
Hopenhayn, Claudia	Teaster, Pamela
Johnson, Todd	Tucker, Thomas
Kim, Sujin	Wackerbarth, Sarah
Kryscio, Richard	Watkins, John
Leach, Rice	Wyatt, Stephen
Mannino, David	
Mays, Glen	
McKnight, Robert	

A full listing of graduate faculty members may be found on the Graduate School website.

A separate detailed DrPH Capstone Manual (Appendix I) addresses process and style for the DrPH degree capstone requirement.

Capstone Outline and Guidelines

The following outline and guidance are provided to give you a sense of how to organize and present your capstone study. Depending on your topic and study design, some points noted below may not be applicable. You should add or modify sections in ways that best communicate your study. The sub-points below are not necessarily separately labeled sections; you may combine or synthesize various sub-points under a general heading. This outline should provide a systematic way to organize your thinking and writing. The key is to address the points in a literary style.

Title: Develop a general focus as a working title and refine it when the proposal is completed. The title may need adjustment when the capstone is nearly completed.

1. Introduction - The reasons for undertaking the capstone effort are explained in chapter one. A clear and concise statement of the problem(s) to be investigated, situation to be explored, or goal to be achieved based on an identification of need is presented. The problem is defined in specific terms. Hypotheses and research questions are indicated. Be sure to demonstrate that the problem is relevant to Public Health, and lends itself to a given timeframe. Relevant terms may need to be defined.

- **Introductory Paragraph(s)/pages** – introduce the reader to the situation.
- **Problem Statement** – Explain the basic difficulty, area of concern, felt need and/or goal(s) to be achieved.
- **Purpose of the Capstone** – goal oriented emphasizing practical outcomes that “may” occur.
- **Research Question(s)** – concisely identify the question(s) to be answered or investigated.
- **Research Hypotheses** - if applicable.
- **Relevance, Importance, or Significance of your study** – identify the desired outcomes (relevance, need—this may overlap with the statement of problem. In describing your research indicate why it is important (e.g., it addresses a gap in the literature, extends existing research in some way, elaborates on existing research by taking another angle on the same problem, etc.)
- **Limitations and Delimitations of the Study.** A Limitation is a factor that may affect the study but is not under your control, i.e. lack of generalizability. Delimitation is a factor under your control, which

you have chosen to impose to make the study manageable, i.e. narrowing the focus.

- **Definition of Terms** - largely conceptual here with citations; operational definitions may follow in Methodology Chapter.
- **Advance Organizer for the Capstone** – Include an explanation to the reader of the sequential logic of the Chapters or Sections, i.e. what happens as you move from Chapter I to II to III to IV, etc. what can the reader expect to see in each chapter?

Note: Usually it is best to sketch out the Introduction in the beginning of the proposal writing process, then later revise/complete it when the proposal is finished to accurately reflect what is actually IN the proposal when it is finished.

2. Literature Review - This chapter or section begins with an introduction that explains the purpose of the literature review and how it was conducted, and concludes with a summary. The literature review should be carefully organized by subject headings, and the headings should mirror the research questions. The literature review establishes a context for the investigation. Various sources are used to identify important previous works. Significant findings and major conclusions from cited sources are critically evaluated and interpreted in terms of their impact on your present work. Each reference must be cited and a full reference list provided at the end of the paper. This section of a proposal should look very much like your Literature Review Chapter in your final capstone, although you will most certainly add to this chapter if new findings/articles arise in the course of completing your capstone.

- **Introductory Paragraph(s)** – again prepare the reader for what is coming – reveal the organization of the chapter through an overview. Explain what sources you reviewed, how you searched for available materials, etc. An example:

The following review of the literature is a summary of key concepts foundational to understanding X, Y and/or Z. It represents theoretical and empirical knowledge gathered from the disciplines of (identify). The works cited are collected from (for example, books, book chapters, published and unpublished journal articles, conference papers, unpublished theses, and doctoral dissertations.) The databases and sources used to identify the

scholarly literature in these areas included (identify, e.g. Medline and ERIC (Time Period), CINHALL (1985-2006), First Search, and PsycINFO (1984-2006); as well as conference proceedings, papers, reports, bibliographies, and reference lists. The key words and phrases for the searches include (list, e.g. self-assessment, self-evaluation, medical education, moral reasoning, moral decision-making, and cognitive moral development). A secondary review of writings referenced in the bibliographies of key works and those recommended by experts, peers, and colleagues augmented the process.

The first portion of the chapter summarizes the major reviews and meta-analyses on (your topic), followed by a synthesis of the literature published since 1990. This section concludes with a summary of the implications of the research for (your topic). The second portion of the chapter describes the empirical and theoretical basis for doing research to investigate (your research topic). Finally, the chapter concludes with a brief discussion of the literature supporting a relationship between (e.g. moral reasoning and clinical excellence in medical education, resident training, and medical practice. These works form the basis for using moral reasoning as a domain of interest for a study that involves ways to teach self-assessment in medical education).

- **Historical Background/Overview** – present pertinent information so that the reader understands something about the current needs and the context in which your investigation is happening.
- **The theory/previous research specific to the topic** – sections or subsections should match research questions.
- **Literature Summary** – Detail what is known and unknown about the topic and explain why the results may not be complete or satisfactory.
- **Summarizing and Concluding paragraph(s)** - explain again in a different way what your capstone will add to the field.

Try to include literature that reflects: (1) historical perspectives on the problem (early works as well as new findings); (2) areas of research that relate to and frame your interests/questions; (3) concepts and theories relevant to your work; and (4) summarize the research with particular attention to telling the reader what the

literature tells you and what is missing/lacking – and how these insights frame the new knowledge you hope to elucidate in your capstone.

3. **Methodology** - This chapter details, the ways in which your investigation will be conducted. Each step in implementing the inquiry is indicated, as well as a proposed schedule (if it is a capstone proposal). The discussion should be sufficiently detailed to permit replication by some one else. Strategies to ensure reliability and validity are explained and reasons why the method selected should yield answers to the stated problem are explained. Be clear and thorough in the explanation of the chosen research method. The method, statistical techniques, purpose of the study, research questions, hypotheses, and title of the dissertation must all align! You are to fully describe and illustrate (with digital photos, graphics, etc.) the environment that will constitute your intervention or research process.

- **Introductory Paragraph(s)** - organization of the chapter – overview
- **Research Methodology** – indicate the type of study (quantitative, qualitative, or mixed methods) and articulate again your research questions (Very Important) and null hypotheses if needed. When you are done these will be reflected in your introductory section/chapter. Articulate what you hope to find out by doing the study, and it is nice to remind the reader briefly why this study is important based on your literature review. Describe your design, e.g., correlation, comparative, descriptive, etc. — explain your variables of analysis here.
- **Participants/Subjects, Population, and/or Sample** - Define very specifically the population, how and why it was selected or who will participate, and how you will elicit participation.
- **Procedures** – Fully and carefully describe what you will do – what will the intervention be or data gathering techniques, Will you be observing in the field, surveying, interviewing, etc.
- **Instrumentation** – Related directly to D. above, provide reasonably accurate data gathering instruments, include how and why they were designed as they are. Include complete instructions to subjects or data collection and recording techniques. You will need this for Institutional Review Board (IRB) approval, e.g. tests, measures, observations, scales,

and questionnaires -place final version in appendix

- **Data Analysis** – discuss your analysis – you should include a discussion of the analytic approach for each instrument/protocol if more than one is used. Describe your statistical analysis or qualitative analysis in detail and explain why you believe your selection is appropriate. Be sure to note any reliability and validity issues and how you attempted to control for them.
 - **Summary of Methodology**
- 4. Results** – From this point on, you are not citing other sources but referring specifically to the information and data you obtained through the implementation of your methodology.
- **Introduction** – Tell the reader how the chapter will unfold.
 - **Data Analysis** - Give descriptive statistics first (percentages, frequencies; describe participants and the quality of their responses).
 - **Answer your Research Questions/Null Hypotheses** - Quantitative/Qualitative one at a time - Findings are presented in tables or charts when appropriate.
 - **Interpretation** - Tie together findings in relation to your review of the literature, and purpose of the capstone.
 - **Results Summary** - Review of study findings.
- 5. SUMMARY, CONCLUSIONS, RECOMMENDATIONS**
- **Analysis of Data** - briefly summarize your topic & findings portion of Chapter IV.
 - **Conclusions**
 - **Implications** - and contributions
 - **Recommendations** - practical suggestions for the implementation of your findings, conducting additional research, or replicating your study.
 - **Summary** - of the entire document.

CAPSTONE WRITING GUIDELINES

1. The capstone paper should clearly be a scholarly contribution to public health. It is NOT simply a term paper. For this reason, you should feel passionately about your topic and be willing to develop it as a publishable manuscript.
2. The capstone proposal must present more than just a general topic. Discuss your topic and general sense of

direction with your advisor or potential chair and then do your initial research and planning. The concepts in the first three chapters above should be addressed in your proposal, particularly the methodology chapter must be presented so that members of the committee can make an informed decision about participation on your committee and have a clear idea of what the capstone effort will entail. The more complete you can make these chapters; the easier it will be to gain the buy-in of committee members and the more helpful they will be. It is difficult for committee members to provide meaningful feedback and input when the proposal is very general and vague.

3. Capstone committee chairs insist that the document be as complete as possible before sharing with the other committee members. They should receive a draft that is as well written as you can possibly make it.
4. Chairs or committee members expect that any draft submitted is as complete and well written as you can make it. Do not submit work that is incomplete or lacking in refinement with the hope that the review process will provide rewrites and editing to convert it to a polished document.
5. It is understood that you want to complete the capstone requirement in a timely manner; therefore, chairs will work with you to meet deadlines. However, they will not be held hostage to your deadlines. Along the lines of the old Haines commercial: 'It isn't ready until the chair says it is ready.' If you make the effort, your chair will be your strongest critic and yet your greatest ally in assisting you to complete your capstone.

Grades and Grade Point Averages

The official grades of DrPH students are recorded in the Registrar's Office. The grading in DrPH courses is awarded according to the following scale:

- A High achievement 4 grade points per credit
- B Satisfactory achievement 3 grade points per credit
- C Minimum passing grade 2 grade points per credit
See explanation below
- E Failure 0 grade points per credit
- P Pass
- F Fail
- I Incomplete See explanation below

- S Satisfactory See explanation below
U Unsatisfactory See explanation below

Doctoral students are permitted a maximum of one “C” grade in the curriculum. Earning a second “C” regardless of GPA results in dismissal from the program. Students dismissed with two “C” grades will not be allowed to withdraw from the program.

A grade of “I” (incomplete) may be assigned to a DrPH student if a part of the work of a course remains undone and if there is a reasonable possibility that a passing grade will result from completion of the work. If an I grade has not been replaced within the allowable period, the Office of Admissions and Student Affairs shall change the I grade to a grade of E on the student’s permanent academic record and adjust the student’s grade point average accordingly, unless otherwise approved because of exceptional circumstances by the UKCPH Dean upon recommendation of the Associate Dean for Academic Affairs. **All incompletes (“I” grades) must be replaced by a regular final letter grade within 12 months of the end of the academic term in which the “I” grade was awarded or prior to the student’s graduation, whichever occurs first.**

Instructors who assign an “I” grade **must** file with the Associate Dean for Academic and Student Affairs information, which includes 1) the name of the student, 2) the course number and hours of credit, 3) the semester and year of enrollment, 4) specific information on the work to be completed before a final grade can be assigned, and 5) the time frame in which the specific requirements are to be met (not to exceed 12 months). DrPH students should consult with the Associate Dean for Academic and Student Affairs concerning procedures relative to the awarding of “I” grades and the conditions under which they may be removed.

An overall average of B (3.0) on all course work in the program must be attained before a Doctor of Public Health degree may be awarded. All courses, core required and advanced electives, are computed in the doctoral grade-point average.

Once a grade other than “I,” S, or U has been reported to the Registrar’s Office, it may not be changed unless an error was made at the time the grade was given and recorded, and then only upon the written unanimous approval of the instructor, Associate Dean for Admissions and Student Affairs, and the Dean of the UKCPH.

Students placed on scholastic probation are not eligible for fellowships or institutional scholarships and may not sit for doctoral qualifying examinations or final examinations.

Acceptable Courses

All courses numbered 700 through 999 may be counted for credit toward the DrPH degree provided they are approved as an appropriate part of the student’s doctoral program by the student’s adviser or committee. Courses numbered 600 to 699 offered within the University of Kentucky Graduate School may be counted for credit toward the DrPH degree provided they are approved as an appropriate part of the student’s doctoral program by the student’s major professor or committee and the Director of Doctoral Studies.

Continuing Education

- No credit will be awarded for continuing education courses requested retroactively.
- Continuing education may be used as a component of an independent study course under the supervision of a faculty member, establishing expectation and criteria for evaluation.
- Continuing education may not be used to meet the MPH core course requirement.
- Continuing education courses should be used for continuing education credit or academic credit, but not both; however the final decision is at the instructor’s discretion.
- The exception to the above policies will be formal contracts, such as the Kentucky Public Health Leadership Institute, following review by the Academic Affairs Committee.

Transfer and Waiver of Courses

If plans are made to take courses at other institutions for transfer or to waive courses, students must get approval from the Director of Doctoral Studies in consultation with the Senior Associate Dean for Academic Affairs to ensure the courses are appropriate. Students who take prior-approved

courses at other institutions may transfer up to 12 credit hours toward the DrPH course of study. **Courses that are completed for the purpose of satisfying requirements of another degree cannot be transferred.**

Time Limit for Degrees

Continuous academic progress is expected. **The length of the DrPH program will not exceed eight years following the semester of matriculation.** All course work, including didactic courses and both practicum field experiences must be completed within **five** years of the semester of matriculation. All degree requirements for the DrPH must be completed within **two** years following the semester in which the candidate successfully completes the Phase II Examination. In the event that all degree requirements are not met during the two-year period, degree candidates who provide evidence of the likelihood of completing the degree during an extension of time may be granted such an extension by the Director of Doctoral Studies in consultation with the Senior Associate Dean for Academic Affairs. An extension will be granted for a period of one year, and an additional extension of one year may be considered.

Students may formally request a leave of absence from the DrPH program for a maximum of 2 semesters in total. Leaves of absence are included within the 8-year limitation for completing the DrPH program. If re-enrollment is within one academic year or less, the student must submit written notification to the Director of Doctoral Studies at least two

months prior to the beginning of the semester in which the student plans to re-enroll. If a period of inactivity exceeds one year, students must file an application for readmission by the stated deadlines for new students. Readmission information and forms can be obtained from the UKCPH Office of Admissions and Student Affairs.

Graduation

To be eligible for a degree, a student must file an Application for Degree Card in the Admissions and Student Affairs office within 30 days after the beginning of the semester in which he or she expects to graduate. A \$5.00 diploma fee is also required by the Registrar's Office when the Degree Card is submitted. The check should be made out to the University of Kentucky.

Diplomas

Diplomas for DrPH students will be ordered after certification of the degree has been completed. If a letter of certification is needed, the Admissions/Student Affairs office will provide one upon written request or to the student in person who comes to the Admissions and Student Affairs office.

Accounts Payable to the University

All outstanding accounts due to the University must be cleared before a degree is awarded.

UK and College of Public Health Policies

Student Responsibility

It is the student's responsibility to be informed concerning all regulations and procedures required by the course of study being pursued. In no case will a regulation be waived or an exception granted because a student pleads ignorance of the regulation or asserts that information was not presented by advisers or other authorities. Therefore, the student should become familiar with the College of Public Health DrPH Program policies, including 1) the requirements for degrees 2) the program offerings and requirements, and 3) all academic policies.

The UKCPH Associate Dean for Academic and Student Affairs should be consulted concerning course

requirements, any deficiencies, the planning of a program, and special regulations and degree requirements that may not be listed in the University of Kentucky Bulletin or the DrPH Student Handbook.

Confidentiality and Disclosure

FERPA, better known as the Family Education Rights and Privacy Act of 1974 (or the Buckley Amendment) provides basic privacy rights to students in regard to their academic transcript. Under FERPA provisions a student has the right to have his or her academic record kept separate and confidential unless he or she consents in writing to have it released. However, FERPA also affords that the College of Public Health may disclose (to University personnel) the

student's academic record without the student's consent when the person requesting the information has a legitimate educational interest and the information is used under the following disclosure guidelines and for the purpose of:

1. academic advising
2. writing a letter of recommendation requested by the student;
3. selecting students for honorary organizations;
4. informing community-based faculty members serving as preceptors to improve the quality benefit to each rotation;
5. responding to directive pursuant to law or court order.

Diversity

The UKCPH and the University of Kentucky strive to develop an environment where the value of diversity among students, faculty and staff is accepted, encouraged and embraced. Diversity encompasses differences in age, ethnicity, gender, national origin, race, religion, sexual orientation, socioeconomic background and unique individual style. The individual characteristics, talents and contributions of all people are valued and recognized for the unique contribution they make to our school.

Equal Educational and Employment Opportunities

All applicants to the University of Kentucky meeting the appropriate academic requirements and technical standards shall be considered equally for admission to any academic program thereof regardless of race, color, national origin, religion, sex, marital status, age or disability. The University is an Equal Opportunity Employer, and no applicant or employee will be discriminated against because of race, color, religion, sex or national origin.

Disabilities (Physical, Mental and/or Learning)

The University of Kentucky is committed to meeting its obligations pursuant to Section 504 of the Rehabilitation Act of 1973, as amended; and the Americans with Disabilities Act of 1990, as amended. An individual with a disability is defined as someone who has "a physical or mental impairment that substantially limits one or more of the major life activities of such individual." Any student who has such a disability and seeks special accommodations from the University must notify the Admissions/Academic Affairs

Office of UKCPH of that disability, in writing, preferably before the beginning of the school year, but in no case later than the third day of classes for the fall semester. If a disability develops during the school year for which accommodations are requested, the student must notify the Admissions/Academic Affairs office, in writing, as soon as they become aware of the disability. The student will be required to provide current documentation of the condition for which they require accommodation to the University Disability Resource Center. Notification of the condition and request for special accommodation will be referred to the same office. Requests for accommodation and documentation will be kept confidential, but may be disclosed in the provision of accommodation. The Disability Resource Center will base provision of services to accommodate disabilities upon a review of current medical or psychological documentation and an assessment of current needs and appropriate services. The Disability Resource Center in the University Office of the Dean of Students may be reached at (859) 257-2754. In order to ensure that students understand the information presented here before he or she enrolls, the school requires each student to sign a document to that effect.

Drug Free Institution

The Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendment of 1989 set a standard of behavior, which affects students who are on University of Kentucky property, on University business, or at University-sponsored events. The University policy, as well as the laws from which the policy is derived, define conduct related to the unlawful possession, use, dispensation, distribution or manufacture of alcohol or illicit drugs. Students found in violation are subject to disciplinary action up to and including suspension or termination. The Drug-Free Institution Policy can be found here: <http://www.uky.edu/HR/policies/hrpp013.html>.

UK Academic Ombud

At the University of Kentucky, the Office of Academic Ombud Services is responsible for assisting students and instructors work through and resolve academic related problems and conflicts. The major arenas of activity for UK's Academic Ombud include both Student Academic Rights and Academic Offenses. The primary focus of Academic Ombud Services is the process by which decisions are made, and the primary task of the ombud is to ensure fair

policies, processes, and procedures that are equitably implemented. Thus, the Academic Ombud is a neutral party working as an advocate for fairness and equity, <http://www.uky.edu/Ombud/>.

The UK academic ombud is located at 109 Bradley Hall and may be reached at (859) 257-3737, fax, (859) 257-5346, or email: ombud@uky.edu.

Smoke-Free Environment

On April 22, 2008, the UK Board of Trustees gave final approval to the revised version of the university policy that outlines the university's smoke-free policy. This effectively states that as of Nov. 20, 2008, UK HealthCare has made the commitment that there will be no tobacco use permitted in or on any UK HealthCare facility or grounds.

Class Attendance

Every student is expected to attend all class sessions, including laboratories and other outside- the-classroom activities as deemed necessary by the course instructor and to take all examinations. Each instructor determines his/her individual policy for class attendance, completion of assigned work, absences at announced and unannounced examinations and excused absences. A student has the right to expect this policy to be in writing and given to him or her by the first or second meeting of the class. Failure to comply with these rules may result in lowered grades.

In all cases, the student bears the responsibility for notifying the instructor of any missed work and for making up any missed work. If feasible, the instructor may give the student an opportunity to make up the work or examination missed due to an absence during the semester in which the absence occurred.

Class Cancellations

The University never entirely closes, but there may be a rare cancellation of classes due to inclement weather. The Executive Vice President for Finance and Administration makes the decision for the cancellation of classes or closing of offices in such an event. Announcements of cancellation or delay of classes normally will be made by 6 a.m. through the local media. The latest information will be on the UK Infoline at 257-5684, on WUKY or through the campus network. Those students who are participating in an off-site experience will be expected to follow the cancellation/closing policies of the agency/clinic/company where they are assigned.

Health Care Colleges Code of Professional Student Conduct (HCC Code)

The Health Care Colleges Code of Student Professional Conduct (HCC Code) provides the standards of professional conduct and procedures to be followed when questions arise about the professional moral or ethical character of a student enrolled in courses or programs, including clinical programs, in the health care colleges, http://www.uky.edu/Provost/APFA/Policy_Protocol/HCCSPBC.pdf.

Fitness for Duty

College of Public Health students who are on rotations, internships, assistantships, or work assignments with UK Healthcare are subject to its Fitness for Duty policy, found online at the following address: <http://www.hosp.uky.edu/policies/viewpolicy.asp?PolicyManual=10&PolicyID=928>.

Social Media Guidelines

UK HealthCare recognizes the impact of social media websites like Facebook, Twitter and MySpace on our workforce. Our expectation is that faculty, trainees, students and employees know what is expected in our environment of health care and observe our policies on behavioral standards, patient privacy, use of personal electronic devices and hospital resources. Patient privacy is vitally important to us. We train regularly on our obligations related to privacy and security matters (HIPAA). Recent changes to the HIPAA rules require us to notify the federal government when patient privacy has been violated. The following are some expectations to understand when using social media sites.

Expectations:

- Do not "friend" patients
- Do not accept "friend requests" from patients or their family members
- Never share any patient information via Facebook or other social media
- Never post pictures of patients or pose with patients for pictures
- Never give medical advice via social media

Frequently asked questions: Please view our Social Media Guidance 2011 FAQ for further information on UK HealthCare's social media guidelines.

Additional Information

Medical Center I.D. Badges

All students enrolled in one of the Medical Center colleges must have a picture identification badge. They must be worn any time you are in the Medical Center area. Since some DrPH courses are scheduled for the late afternoon and evening, the chance for intervention by Medical Center Security increases. The hours for getting your photograph taken are Monday – Friday, 7:00 a.m. to 3:30 p.m. in room H105, 323-2356, <http://www.uky.edu/Police/MCS/mcbadges.html>. Please turn these badges in upon graduation.

Student I.D. Badges

Student Identification Badges (U.K.I.D.) may be used for a variety of services on campus (copying services, athletic events, library use, etc.). These can be obtained from the University of Kentucky I.D. office, 107 Student Center. Their hours of operation are 9 a.m.- 5 p.m.; Monday thru Friday, telephone number, (859) 257-1378.

Library Resources

The University of Kentucky libraries house over two million volumes and rank among the largest in the south and midwest. The Government Publications Department, a Federal Depository, contains documents relating to municipal, state, and national topics. The system also includes Special Collections, and individual libraries of Medicine, Business, Economics, and Law. The University recently opened the W.T. Young Library, a multi-million dollar, state-of-the-art central library. Public health students may also use the library sources in the Health Sciences Learning Center (College of Nursing) and the Medical Science Building. Please go to <http://www.mc.uky.edu/medlibrary>, for updates and information on training.

Computing Services

The Communications and Network Systems offers Student Computing Services at many locations on campus.

Students can access information about these sites and other labs on campus by visiting this website, <http://www.uky.edu/ukit/labs>.

E-mail

All UKCPH students must establish a University of Kentucky e-mail address and provide it to the Admissions/Student Affairs office. All correspondence from UKCPH to students will be sent to the UK address. To establish an e-mail address please go to <http://www.uky.edu/email/> and follow the directions.

Students may report problems with their e-mail address to the Customer Service Center, 111 McVey Hall, 257-1300, <http://www.uky.edu/IT/CustomerService/contact.php>.

Dress Code

This policy is designed to provide a reasonable standard of dress and appearance for public health students. If a faculty member deems a particular student's attire to be inappropriate, according to the guidelines below or according to the class syllabus, he or she may notify the student privately at any time before, after, or outside of class and ask the student to correct the problem.

General

All students should maintain a clean, neat appearance at all times, and students' attire should be commensurate with the activities in which the student will participate during that day.

A professor may set forth additional standards of attire in his or her syllabus.

Practice Settings

All students should dress in accordance with Medical Center Standards for Dress and Appearance when participating in patient-oriented activities or during field practicum experiences.

Confidentiality of Student Records, Address Information, and Student Rosters

Transcripts and grade information will be released only upon written authorization from the student. Directory information (name, address, telephone listing, date and place of birth, major, dates of attendance, degrees, and most recent educational institution attended) will be released without

authorization unless the student notifies the Registrar in writing to the contrary. University of Kentucky College of Public Health student records are kept by the Office of Admissions and Student Affairs in a locked cabinet, with access restricted to authorized personnel.

The College of Public Health does NOT make lists of students, addresses, phone numbers, e-mail addresses, etc. available to anyone other than students, faculty and staff of the school. Students are instructed NOT to distribute the lists of their classmates to individuals outside the college.

The UK telephone book provides student and faculty telephone numbers and electronic mail listings, as well as a directory of University service providers. For a current copy of the UK telephone book, which is published by the Student Government Association, go to the SGA office, located in the basement of the Student Center, after the beginning of the fall semester.

Students are required to make changes in their telephone and/or address listings with the registrar's office if they move during the semester. For more information, call (859) 257-3161.

At UK, students can use the UK website to access important information, including grades, student schedules and registration information. Students also can update their addresses and other information, <https://myuk.uky.edu/irj/portal>.

Electronic Devices

Out of respect for classmates and faculty, all students are asked to function in a professional manner as it relates to the use of electronic devices during class sessions. Cell phones, pagers, etc. are disruptive to classroom activities and must be deactivated upon entering the classroom.

University Health Services

University Health Services provides medical treatment for full and part-time students. You should access their website for their policies and procedures, <http://ukhealthcare.uky.edu/uhs/>.

Senate Procedures and Senate Definitions Related to Academic Honesty

6.3.0 Academic Offenses And Procedures

Students shall not plagiarize, cheat or falsify, or misuse academic records (US: 3/7/88; 3/20/89).

6.3.1 Plagiarism

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When a student submits work purporting to be his/her own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the student is guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or from some other source.

Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which the student submits as his/her own, whomever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but the student alone must do the actual work.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology in tact is plagiarism. However, nothing in these rules shall apply to those ideas that are so generally and freely circulated as to be a part of the public domain.

6.3.2 Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Board of Appeals.

6.3.3 Falsification Or Misuse Of Academic Records

Maintaining the integrity, accuracy and appropriate privacy of student academic records is an essential administrative

function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records, is a serious academic offense. As used in this context, “academic record” includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

Appendix I: Capstone Manual

Overview

The goal of the capstone will be a culminating experience that will provide an opportunity for in-depth study within an area of concentration bringing to bear the interdisciplinary perspective obtained from a synthesis of supportive coursework in public health. Because the DrPH is an applied degree, it is expected that the student will conduct research that can impact the health of the public by improving the delivery of services, enhancing health promotion activities, reducing risk factors or identifying disease when it is most treatable. The DrPH capstone experience should use the preceding coursework to make this substantial contribution to the discipline of public health. The capstone project assumes that:

- scientific inquiry is the epistemology
- students' work will be guided by a doctoral committee
- data must be involved
- appropriate coursework will precede the capstone experience
- the capstone experience will become part of the career foundation for students
- the student will clearly articulate the application of the research findings to public health

The work will take the form of a research project. Several types of research are acceptable (contingent upon approval of the doctoral committee).

- Meta-analysis
- Qualitative research
- Quantitative research with secondary data
- Quantitative research with original data
- Cost-benefit study
- Policy analysis

Please note, however, that each option listed involves the analysis of data (data can be numbers or words). Thus, a traditional five-part format is required for writing the capstone. The format is:

- Chapter 1 – Introduction
- Chapter 2 – Literature Review
- Chapter 3 – Methodology
- Chapter 4 – Results
- Chapter 5 – Implications for Public Health

The writing is expected to be concise, clear, and directed toward the research problem as well as the public health applications of the findings. Chapter 5 is an especially important aspect of the capstone. This chapter will focus on practical implications of the study findings. Proposed solutions to the problem (based on the findings) should also be emphasized in Chapter 5 (this is key aspect of the leadership role played by graduates holding a DrPH degree). Capstones should generally not exceed 100 pages in length. Technical requirements (e.g., margin size, font type, etc.) are shown in **Appendix IB (CAPSTONE ELECTRONIC TEMPLATE [AVAILABLE ELECTRONICALLY FROM THE DIRECTOR OF DOCTORAL STUDIES])**.

Steps

The capstone project should be formulated during the coursework that precedes this experience. Indeed, coursework should be chosen to serve the capstone. The general research question(s) that will be addressed by the capstone project should be identified before coursework has been completed. At that point, doctoral students are expected to select a CPH faculty member who is willing to serve as Chair of the capstone project. The Chair will then be responsible for providing guidance to the student, including guidance in the selection of remaining committee members. A capstone Chair must be a CPH faculty member with the rank of associate or full professor with a primary or secondary role in the student's concentration in the College of Public Health. (An assistant professor may serve as a co-chair with an associate or full professor). The committee Chair must meet the University of Kentucky Graduate school's requirements for full graduate faculty status.

A minimum of two additional committee members with professorial rank at UK must be included on the committee.

The doctoral committee can be formed at any time but usually not earlier than the completion of the selectives in the student's area of concentration. After a committee has been established, the student must submit a completed DrPH. Capstone Project/Committee Approval Form to the Director of Doctoral Studies who will verify the appropriateness of the committee composition and forward it to the Office of Admissions and Student Affairs. If a

committee member leaves the university, s/he may continue on the committee with the approval of the Director of Doctoral Studies. Otherwise, the member will be replaced with the approval of the committee Chair and the Director of Doctoral Studies.

The committee has ultimate authority in the direction of the capstone project; thus data collection (if applicable) should

Appendix IA: Instructions for the Preparation of the DrPH Capstone Projects

not begin until the committee approves the project. This approval will take the form of a proposal meeting which will be arranged by the committee Chair. The proposal meeting will include a presentation by the candidate of a summary of chapter one. Note that only doctoral candidates can formally propose a capstone. The time leading up to candidacy should, therefore, be used to prepare for this milestone event.

The form for approval of the capstone committee can be found in Appendix II.

Institutional Review Board

The Office of Research Integrity, 859-257-9428 or <http://www.research.uky.edu/ori/index.htm>, supports the institution in its efforts to promote ethical conduct of research and to comply with federal requirements for educating faculty and students about research misconduct regulations. In accordance with federal and institutional regulations, any undertaking in which a University faculty, staff or student investigates and/or collects data on human subjects for research purposes must be reviewed by either the Medical or Non-medical Institutional Review Board (IRB). The IRBs are charged with the institutional responsibility for assurance of protection of human subjects involved in research or related activities. The Medical IRB reviews research emanating from the Medical Center and the affiliated VA Medical Center, including the College of Public Health. The Boards have the authority to review, approve, disapprove or require changes in research activities involving human subjects.

The College of Public Health **requires completion of this training** prior to initiation of capstone project research. IRB submissions should be directed to Office of Research Integrity.

Oral Defense

Upon completion of the project and its written report (i.e., the 5 chapter capstone), the committee Chair will work with the candidate to prepare a refined draft for a public defense. Three weeks prior to the defense date, the Chairperson will authorize the candidate to distribute copies of the refined draft to committee members. The defense must be advertised and an open door policy will apply.

A Final Examination Recommendation Form (**Appendix C**) that includes the place and time of the examination and the signature of the Committee Chair must be submitted to the Office of Admissions and Student Affairs at least three weeks prior to the examination date.

The defense meeting is designed to "test" the candidate over the content of the refined draft. Any part of the document may be used to formulate questions to the candidate during this hearing. The oral exam will begin with a 30-minute presentation by the candidate. This will be followed by questions from the committee and from members of the audience (at the discretion of the committee Chair).

Immediately following the defense hearing, the committee will vote (each vote counts the same) to pass or fail the candidate. Within two days, all committee members will provide written feedback to the candidate regarding changes that must occur before a final draft is deemed acceptable. Once the candidate prepares a final draft of the capstone, he/she must gain approval from each committee member (in person) for all changes made to the draft. Approval is shown by a signature.

A Final Examination Card will be provided by the Office of Admissions and Student Affairs to the Committee Chair before the onset of the examination. Only two outcomes

are possible – Pass or Fail, and will be determined by majority vote. Two copies of the final capstone paper and an electronic copy on a CD must be presented to the Office of Academic Affairs within 60 days of the examination, but no later than the last date to present a capstone in the semester you wish to graduate. The student will submit a check for \$20.00 (amount may vary, depending on cost to College) to cover the costs of binding and postage for two bound volumes. One copy remains with CPH and the student maintains the other one. Students may also order additional bound copies for \$10.00.

The degree must be completed within five years of the semester in which the student completes the Phase II examination. Application for an extension to the five-year time limit must be submitted to the Dean for consideration. Doctor of Public Health degrees awarded at the University of Kentucky require the completion of a capstone project. This work reflects the quality of the program that supervises the student and the university that awards the degree. Therefore, The College of Public Health sets criteria and standards for the format of the written work which will be available not only to the College, but to the immediate campus, and to a wider scholarly community through interlibrary loan and microfilm. These instructions take into account the binding and microcopying process as well as consistency in form and conformity to scholarly practice.

The College of Public Health requires that **two** copies of the capstone project be submitted, unbound and without perforations. The College of Public Health will bind these copies in uniform style.

PAPER REQUIREMENTS

One copy of the capstone project will reside in the permanent collection of the College of Public Health. The paper on which the work is printed must meet the standards for durability and permanence suitable for a work that will reside in the Library and Archives. See American National Standards Institute (ANSI)/ National Information Standards Organization (NISO) Z39.48-1992; Permanence of Paper for Publications and Documents in Libraries and Archives.

The requirements for capstone project papers are:

- 8 ½ x 11 inches
- Acid- and lignin-free
- Alkaline-buffered (such papers will usually register on

a pH scale between 7.5 and 8.5)

- Durable
- At least 20 lb. bond weight
- White

Paper that does not meet these requirements, such as erasable and recycled paper, should not be used. Acceptable capstone project paper may be purchased at campus bookstores or other local copy and office stores, or ordered directly from the manufacturers (see list of suppliers on page 15). Acid-free papers should have a watermark to confirm that the standards are met; watermarks will indicate a brand name and/or state that the paper is “acid free,” or “chemically stable.” Students are encouraged to bring the label or end-panel from the original paper box at the time of final submission in order to demonstrate that the paper used meets these standards.

The following 8 ½ x 11” papers meet the standards listed above:

- Neenah Laser (Neenah Paper Company. DISTRIBUTOR: Kimberly-Clark)
- Perma/Dur Buffered Bond (DISTRIBUTOR: University Products)
- Crane’s Thesis Paper (DISTRIBUTOR: Crane and Company)
- Xerox Image Elite (DISTRIBUTOR: Xerox Corporation)
- Hollinger Permanent Bond (DISTRIBUTOR: Hollinger Corporation)

Please note that all of the paper used in a given copy of the capstone project must be from the same source, and must be of the same whiteness.

PRINTING REQUIREMENTS

ACCEPTED:

- Laser printing (impact printing); minimum resolution of 300 dpi
- Professional-quality photocopying

NOT ACCEPTED:

- Ink-jet or dot-matrix printing, as the ink is water soluble.
- Printing with a resolution below 300 dpi.

The same typeface (font) must be used throughout the body of the capstone project. The type must be clear, even and free of visible correction. No form of erasure fluid or correction tape is acceptable. Printing should be on one side, only.

All copies must be clean and free of dark lines, smudges, and shadows. The printing must be even, clear, and dense.

Font

A standard font is required and should be consistent throughout the capstone project. This includes all page numbers, preliminary pages, Table of Contents, list pages, and table/figure headings. The only exceptions are for tables/figures that are formatted using separate graphics. However, the table and figure headings must be formatted with the exact same font style and size as used in the main body of the capstone project.

The minimum font size for the body of the capstone project is 12 point type. The font size must be kept consistent throughout the body (i.e. text) of the capstone project. A larger font size is acceptable for chapter titles and major subdivisions. However, font size for table and figure headings must be the same as that used in the body of the capstone project.

Recommended font is Arial (See Capstone Electronic Template).

Justification

Left justification will be used throughout the capstone document.

Margins

The following margins are required: top - 1 inch; bottom - 1 inch; left - 1.5 inches; right - 1 inch. These requirements apply to all pages of the manuscript and any illustrative material to be bound into the capstone project (see section on oversize materials, below). Note: The photocopying process enlarges text size up to 2% with each reproduction. For the submission of capstone project pages that have been photocopied (once), it is recommended that the margins of the original document be increased to: 1.6 inches (left), and 1.1 inches (top, bottom, & right).

Line Spacing

Double spacing should be used in the body of the capstone project; single line spacing is not acceptable. The spacing of footnotes, bibliographic entries, long quoted passages, etc., should conform to the guidelines of a style manual consistent with scholarly practice in the discipline. Text for the List of Tables and List of Figures may be single-spaced.

Pagination

The table of contents page and all pages following until the first page of the text are numbered at the bottom center (0.5 inches up from the bottom of the page) in small Roman Numerals beginning with Roman Numeral iii (See capstone electronic template).

The main text, illustrative material, appendices, references, and vita are consecutively paginated at the bottom center using Arabic numerals beginning with page 1. Page numbers are placed 0.5 inches from the bottom of the page. The placement of page numbers must be consistent throughout the capstone project (See capstone electronic template).

Widows and Orphans

An orphan is a heading or sub-heading located at the bottom of a page that is not followed by text. Orphans are not acceptable in the capstone project.

Widows are short lines ending a paragraph at the top of a page; these are to be avoided if possible.

ILLUSTRATIONS

Illustrations should be laser printed or photocopied directly onto the same archival-quality paper as is used for the

body of the capstone project. The only exception to this requirement is for original photographs. Please see the specifications for photographic papers, below.

Color illustrations are not recommended and are to be avoided, as they do not reproduce well to microfilm. When possible, use cross-hatching or shading instead of color in tables, charts, and graphs. Laser printing must be used for any color illustrations included in the capstone project; color ink-jet printing is not acceptable, nor are glossy, ink-jet printing papers. Please note that all text in the capstone project (with the exception of text contained within illustrations) must be black. No colored fonts or characters may be used within the body of the capstone project text.

Line drawings are acceptable for inclusion in the capstone project. Such drawings must be done in black, permanent, non-water-soluble ink, such as India ink. Drawings must be made on archival quality, alkaline-buffered paper. Color line drawings, which are not advised but may be acceptable in some instances, should be executed with high-quality acrylics or colored pencils. Photographic illustrations can be included in the capstone project by one of the following methods:

- Photoprinting—see “Photographs ” below
- Computer scanning—The scan must be printed onto the same archival-quality paper as the text paper. High-contrast images are preferred.
- Standard photocopying—Photocopies may be more convenient than the inclusion of original photographs. The copied image must be high contrast and of good quality. The photocopies must be made onto the same archival-quality paper as the text paper.
- Color photocopying—Color photocopying is acceptable, provided that the copies are made onto durable, alkaline-buffered, archival-quality paper.

ACCEPTED MOUNTING PROCEDURES:

PHOTOGRAPHS

Black and white photographs are preferable to color.

- Processing: Black and white photographs should be printed onto lightweight (single weight) paper that is washed and processed according to nationally established standards for chemical permanence with “archival” or “optimum” processing. Such a process

neutralizes deteriorating chemicals and increases the longevity of the print. Archival processing can be done at most fine photographic shops. Matte prints are preferred, as glossy paper may create binding problems.

- It is preferred that large photographs be bound into the text. The photographs should be printed on lightweight, 8 ½ x 11” Kodak paper, provided that at least 5/8” white space is left on the inner margin for binding.
- High contrast images are necessary; otherwise the image will not reproduce well to microfilm.

Color photographs are inherently unstable and should be avoided wherever possible. If they must be used, they must be printed by the Cibachrome (Ilford Ilfochrome) process. Photostats, Itek prints, and Polaroid prints are not acceptable.

Mounting photographs

Where photographs are smaller than the text page, they must be dry-mounted onto the text page. Photographs should be mounted onto the same archival paper as the text; please observe the required margins.

- Photographic dry mount tissue. Recommended brands include:
 - Scotch Brand #568 Positionable Mounting Adhesive
 - Archival Mount
 - Fusion 4000
- Follow the label directions. Cut tissue slightly smaller than the item to be mounted. (DISTRIBUTORS: Light Impressions, University Products, local photographic stores.)
- Scotch #415 double-sided tape. Place two vertical strips of tape near the edges of the photograph—one on the left side and one on the right side. (DISTRIBUTORS: Gaylord, Metal Edge, Inc., Light Impressions, University Products)

NOT ACCEPTED:

- Rubber cement or paste
- Spray adhesives
- Photo corners

- Any other adhesive tapes (cellophane, other double-sided tapes, etc.)

Labeling photographs

Captions for mounted photographs should be printed directly onto the mounting page, either above or below the photograph. For full-page photographs, identifying information should be printed on a separate numbered page, and included immediately following the photograph in the capstone project.

OVERSIZED MATERIALS

The use of oversized illustrations and foldouts should be kept to a minimum. They are difficult for readers to use and cause added complications in binding and microfilming. Where possible, reduce the image to fit the standard (8.5 x 11 inch) paper size.

An additional binding fee will be levied for the incorporation of pocketed material into the binding. (Please see section on charges.)

Oversize papers may not exceed 30 x 30 inches.

Foldouts to be bound into the text

Oversize foldouts may be included in the capstone project, provided that (1) the page height of the foldout is exactly 11 inches; (2) the “width” of the oversize page does not exceed 17 inches; (3) the foldout is creased in such a manner as to preserve the 1.5 inch left margin for binding; (4) the final size of the foldout is 8.5 x 11 inches. All foldouts must be printed on the same archival quality paper as is used for the body of the capstone project (one side, only).

Oversize foldouts should be creased along the right edge. Foldouts with dimensions of 11 inches height x 15.5 inches width (or less) should be creased once. Foldouts with a “width” greater than 15.5 inches will require two creases in order to preserve a margin for binding. Insert each foldout in its proper location in the text.

Oversized materials to be placed into pockets

There are two options for information on pages that are larger than 11 x 17”:

1. Very thick folded items or a group of more than four (4) individual items

- These items must be appended to the text as a pocket bound into the back cover of the capstone

project. The library binder will provide this service for an additional charge.

- Place the item(s) securely in a labeled envelope and submit with the capstone project.
- Label each oversize item so that it is clear where it references the text. Include page numbers and/or other identifying information.
- A reference should be included in the text at the appropriate location, either as a separate page or an embedded caption, to alert the reader to the presence of the pocket at the back of the binding.
- The oversized item(s) must fold to a maximum dimension of 7.75 x 10 inches.

2. Fewer than four, small, individual folded items

- There are two options for these materials: (1) They may be placed into a pocket in the back cover of the volume, as described above, or (2) they may be placed into archival envelopes, attached to a base paper, and bound into the volume at the appropriate place in the text. If the latter option is chosen, please follow the directions below:
- Each folded item must fit within a 6 x 9 inch envelope.
- The envelope must be made of alkaline-buffered, acid and lignin-free paper with no clasps, gussets, or button-and-tie closure. It should have a simple, non-adhesive, flap closure.
- The envelope should be attached to the same archival paper as is used for the text of the capstone project; the page should be numbered appropriately.
- The envelope should be attached to the paper with two vertical strips of Scotch Brand #415 double-sided tape. One strip each should be placed on the back of the envelope along the right and left sides of the envelope.
- The envelope should be attached to the paper at least 1.5 inches from the left edge of the paper to avoid problems with binding.
- The envelope must be labeled in order to indicate its contents (e.g. Exhibit 1; Plate 6B). Please type directly on the archival envelope; do not use adhesive labels for this purpose.

ACCEPTABLE ENVELOPES:

- Perma/Dur Envelope (with side seam) (6 x 9")
(DISTRIBUTOR: University Products, #381-0609)
- Short Side Opening Envelope (6 x 9")
(DISTRIBUTOR: Gaylord, #YB-FF69)
- Preservation Quality Envelope (6 x 9")
(DISTRIBUTOR: Metal Edge, Inc., #E69)
- Hollinger Permanent Paper Envelope (6 x 9")
(DISTRIBUTOR: Hollinger, #11360)

ACCEPTABLE OVERSIZE BOND PAPERS:

- Permalife Bond Acid-Free Buffered Paper (FoxRiver Paper Co.)
(DISTRIBUTOR: University Products, Light Impressions, Metal Edge, Inc., Gaylord)
- Perma/Dur Buffered Bond Sheets
(DISTRIBUTOR: University Products)

Note: in order to avoid confusion with standard-sized illustrations that are bound into the text, it is recommended that oversized materials to be placed in pockets or archival envelopes be designated as "Plates" or "Exhibits" (i.e., not figures). Students who include such items should also provide a "List of Exhibits" page to appear after the List of Figures page at the front of the capstone project. For those exhibits placed in archival envelopes, the page number where the envelope is held should also be indicated.

MIXED MEDIA

In some cases, it is necessary to add, as an appendix, additional information to the capstone project in the form of a computer diskette, compact disc, videotape, audio tape, or other medium. In most cases, the library binder will bind the non-print medium into the back board of the binding. The binder uses archivally-sound polyethylene cases for all media. An additional charge will be levied to incorporate mixed media into the volume (see section on charges). Be advised that multiple non-print media may not fit within the confines of a bound volume. The library will have to "create" some kind of secure packaging so that the media remains "connected" to the bound volume. This can be problematic. If possible, the author should avoid having multiple media items.

Optical or magnetic data discs, or the equivalent, should be used only when the amount or nature of the information

contained therein would make a paper copy of the information difficult to use. The library offers no guarantees that it will support the hardware and software necessary to retrieve the information in the future. Given the fragility of such media, a hardcopy should be included as an appendix whenever possible to ensure that future readers will be able to access the information.

When submitting a media appendix, please clearly label the audiotape, videotape or computer diskette (e.g. 3.5 inch floppy or Zip disc) and/or the case with name, year and capstone project title. Use a typed/printed label or waterproof, pigment-based ink pen. If using a compact disc, do not write on any surfaces of the CD, as this may damage the stored information. Instead, provide liner notes in the jewel case with name, year and capstone project title. The liner notes should be cut from the same archival paper used for the text. Please do not use adhesive labels of any kind on the CD.

In addition, the author must provide sufficient information to allow a user to access the information. These instructions should be included in an appendix. This information should include, but is not limited to:

- Make and model of equipment on which the medium is designed to operate.
- Amount of memory required to open and access the file.
- Required operating system.
- Software name(s), version(s), and other requirements, including programming languages where necessary.

MULTI-VOLUME WORKS

Very large works may exceed the limits for single volume binding and must be split into multiple volumes. An additional binding charge will be assessed for binding additional volumes. Binding the capstone project into multiple volumes will be required if the manuscript and pocket materials together exceed 2.75 inches in thickness. It is the author's responsibility to assess the thickness of the capstone project prior to submission to The College of Public Health. In the event that multiple volumes are needed, the author must:

Indicate where the capstone project should be split. The capstone project should be split at a chapter break, and not within a chapter.

Appendix IB: Publishing the Capstone Project

Provide an additional title page for the second volume. In this case, all title pages should have an indication of volume number, including volume one.

Indicate the volume split in the Table of Contents.

COPYRIGHT INFORMATION

By submitting a capstone project to the University of Kentucky College of Public Health, the student attests to the following:

(1) that all material contained therein is the original work of the student; (2) that proper scholarly attribution has been given to all outside sources; and (3) that all necessary copyright permissions have been obtained for any third-party-copyrighted material included in the capstone project.

Students must obtain written permission from the author and/or copyright owner if using copyrighted materials beyond the “fair use” policy. If the candidate has any questions concerning copyright law or what constitutes “fair use,” consult Copyright Law & Graduate Research: New Media, New Rights and The candidate New Capstone project by Kenneth Crews by visiting the Bell & Howell/UMI website at:

<http://www.umi.com/hp/Support/DServices/copyright/>

Further, in submitting the capstone project, the student will be granting to the University of Kentucky and its agents the non-exclusive license to archive and make accessible the capstone project in whole or in part in all forms of media, now or hereafter known. However, the student retains all other ownership rights to the copyright of the work, including the right to use in future works (such as articles or books) all or part of the work. Further, the student is free to register the copyright to the capstone project.

Pre-Published Materials

Students should be first authors on any publications based on their capstone project work. This reflects the primary creative role students should play in the organization, development, and execution of their research with guidance from the advisory committee. If a student is not first author on a manuscript presenting the capstone project research, then written approval must be obtained from the Dr.P.H.

Director of Doctoral Studies for the work to be included in the capstone project.

Any of the student’s work that has been previously published must be appropriately referenced within the capstone project. It is the student’s responsibility to contact journal editors regarding an individual journal’s copyright regulations prior to publication with that journal. The journal may hold the copyright to the material, and a request for release should be made prior to reproducing that material in the capstone project.

PROPRIETARY CONTENT

In certain circumstances, the capstone project may contain information of a proprietary nature. The College of Public Health will honor requests to hold a capstone project for a period up to one calendar year prior to releasing it for publication and archiving in the UK Libraries. A written request must be presented to the Dean of The College of Public Health that specifies substantive reasons why the capstone project should be held; this request should be endorsed by the committee Chair and the Director of Doctoral Studies.

CHARGES (The charges are subject to change at any time).

Capstone project fees are used to offset the cost of binding and microfilming the capstone project, and registering the copyright (if requested). The base capstone project fee is \$20.00, which includes the binding costs for the two copies of the capstone project submitted to the College of Public Health.

The College of Public Health publishes capstone projects through UMI, Ann Arbor, MI. Doctoral candidates may obtain a copy of the Bell & Howell Publishing Agreement Form in Room 106 of Gillis Building. Please complete the agreement form and return it when submitting the final two copies of the capstone project. Students wishing to register the copyright of their capstone project may do so using this form. For more information on Bell & Howell/UMI, please see: < <http://www.umi.com/>>.

CAPSTONE PROJECT FORMAT

Order

The capstone project should be arranged in three divisions: preliminary pages; the text (main body); and the appendix/reference materials. The order of the pages is as follows:

1. Cover Page for Abstract
2. Title Page for Abstract
3. Abstract
4. Approval Page (signature page)
5. Rules for the Use of Capstone projects
6. Cover Page for Capstone project
7. Copyright Page
8. Table of Contents
9. List of Tables (Required only if tables are presented in the text)
10. List of Figures (Required only if figures are presented in the text)
11. Acknowledgments (optional)

See the following explanations and attached examples for further clarification.

WARNING: While The College of Public Health will check the capstone project for proper format and pagination at the time of submission, it cannot assume any responsibility for editing or correcting the capstone project. Therefore, each author should take care to proof for spelling and format, as well as the inclusion of all components, before bringing the capstone project to the College of Public Health for final submission. Please note that the College of Public Health cannot accept replacement sheets or other changes once the final capstone project has been submitted.

Cover Page for Abstract

The information on this page should be centered with a three (3) inch top and bottom margin. See capstone Electronic Template.

Author Name: It is imperative that the name of the author appear exactly the same on the cover pages, title pages, approval page, and copyright page, as well as in the vita. Also, the signatures on the abstract and vita must match the name as given on these pages. The format for name is:

First Name Middle and/or Maiden Name Last Name

The name on the capstone project should match the name on the "Application for Degree Cards." Omit degree designations, such as MD, RN, MBA, etc.

Title Page for Abstract

The information on this page should be centered with a 2.5 inch top and bottom margin. See EXAMPLE PAGE 2. See EXAMPLE PAGE 2a for the appropriate format to use if the capstone project has Co-Directors.

Note: Please avoid using formulas, symbols, superscripts, Greek letters, or other non-alphabetical symbols in the capstone project title. If the capstone project title must contain symbols, superscripts, etc., please provide a translation using Roman letters.

Acceptable Examples (provided by Bell & Howell/UMI):

SURFACE AND COLLOID CHEMICAL STUDIES OF GAMMA FERRIC OXIDE

CHROMOSOMAL LOCALIZATION OF THE ALPHA- AND BETA-GLOBULIN OF THE CHICKEN, GALL US DOMESTICUS

A STUDY OF HIGH CRITICAL TRANSITION TEMPERATURE SUPERCONDUCTIVITY IN NEODYMIUM-BARIUM-COPPER OXIDE SYSTEMS

The abstract title page must include the name of the College of Public Health.

A Capstone project requires an abstract. The Capstone project Abstract must not exceed three hundred fifty (350) words and must be double spaced. It must be signed and dated by the student. The signature must be original on the final two copies submitted to The College of Public Health. Do not include graphs, charts, tables or other illustrations in the abstract. If the abstract is not in English, please provide an English translation. See EXAMPLE PAGES 3 and 3a.

KEYWORDS: Include no more and no less than 5 keywords or key phrases at the end of the abstract for indexing and cataloging purposes. See EXAMPLE PAGE 3a.

The margin requirements for the abstract page are as follows:

1. Left Margin: 1.5 inches
2. Right Margin: 1 inch
3. Bottom Margin: 1 inch
4. The ABSTRACT OF CAPSTONE PROJECT statement is centered and 2.5 inches from the top of the page.
5. The capstone project title is centered and 3.5 inches from the top of the page.
6. The Top Margin (second page of abstract) should be 1 inch.
7. The signature and date lines are located 2.5 and 2 inches up from the bottom of the last page of the abstract, respectively, and must be placed on the same page with the text.

Abstract

Please note that the “Last Name” provided above is the basis on which the capstone project will be cataloged in the College of Public Health Library (i.e. “official filing name”)

Approval Page

The approval page contains the name of the student and the title of the capstone project. The signatures of the capstone project Chair and the Director of Doctoral Studies must be original on the two final copies. See capstone electronic template). If the capstone project has Co-Directors an additional signature line may be added.

Rules for the Use of Capstone projects

The Rules for the Use of Capstone projects explain the rights of the author and contains a list for recording the names of persons who have used the capstone project. See capstone electronic template. The Rules for the Use of Capstone projects page requires a two inch top margin.

Cover Page for Capstone project

The information on this page should be centered with a three (3) inch top and bottom margin. See capstone electronic template

Copyright Page

A copyright page is to be included at this point in the capstone project. See capstone electronic template.

Table of Contents

Please note that the Table of Contents must contain the Acknowledgments, List of Tables (if included), List of Figures (if included), and indicate the chapters or sections and sub-sections, as well as Appendices, Bibliography/References, and Vita.

The Table of Contents must comply with the margin requirements. See capstone electronic template. Use dot leaders before page numbers (not periods). (See capstone electronic template)

List of Tables

The List of Tables page must include the table number, title, and table page number. Format the List of Tables page according to the margin guidelines. (See capstone electronic template)

List of Figures

The List of Figures page must include the figure number, title, and figure page number. Format the List of Figures page according to the margin guidelines. (See capstone electronic template)

Acknowledgments

The acknowledgments page must comply with the margin requirements. The acknowledgments page is paginated at the bottom center. See capstone electronic template.

Text

The text must be divided into chapters or sections. (See capstone electronic template), Table of Contents, for chapter headings. Each chapter must begin on a new page.

Tables and Figures/Illustrations

Table/Figure Placement:

There are three options for table and figure placement within the capstone project. The student must adopt one method and use it consistently throughout the capstone project.

- Place the table/figure on the page along with the body of the text. Note: Do not wrap the text around the table/figure.
- Place the table/figure on a separate page immediately following the page in which the table/figure is first cited in the text.
- Group tables/figures at the end of the chapter in which they are first cited in the text. If grouping tables/figures together, please note that tables precede figures.

Tables/figures may not be grouped at the end of the capstone project.

Table/Figure Numbering:

Table/figure numbering must be continuous throughout the capstone project; please note that each Table and Figure must have a “unique” designation. The recommended method is to identify each Table or Figure according to the chapter in which it appears; Table 2.1, 2.2, 3.1, 3.2, etc. Figure 2.1, 2.2, 2.3, 3.1, 3.2, etc.

Table/Figure Headings:

Table headings should be placed on the same page as the table; the heading must be positioned above the table. The table headings must be formatted with the exact same font style and size as used in the main body of the capstone project. Please use a continuation notation for tables that exceed one page in length. For example, Table 3.1 (continued).

Figure headings (i.e. captions) should be placed on the same page as the figure; figure headings may be placed either above or below the figure, depending on the convention used in the discipline. However, the placement of figure headings must be consistent throughout the capstone project in this respect. Do not abbreviate the word figure in the capstone project.

For larger figures that fill the area of the page, it is acceptable to place the corresponding heading on a

separate page that immediately follows the figure in the capstone project. Both the figure page and the heading page should be numbered in the usual consecutive manner.

Appendices

Appendices include materials that are independent but relevant to the capstone project, for example: surveys, additional data, computer printouts, symbols, abbreviations, definitions, etc. The appendices must conform to the rules for margins, but the print may be reduced in size.

Reference List

All capstone projects submitted to The College of Public Health must include a list of references at the end of the manuscript.

References will be understood as only those works cited in the text, including traditional footnotes and parenthetical citations. A list of references must be placed at the end of the capstone project.

Vita

The vita is a summary of the student’s educational and professional background. The following information is required:

1. Date and place of birth*
2. Educational institutions attended and degrees awarded
3. Professional positions held
4. Scholastic and professional honors
5. Professional publications
6. Original signature of student on final two copies

Do not include the following information in the vita:

1. The degree presently being pursued (i.e. the degree has not yet been awarded)
2. Descriptions of professional positions
3. Personal information

The vita can be compiled in a list or paragraph format. Please use double or one and one-half spacing; do not use single spacing in the vita.

* the date of birth is required for Library cataloging purposes.

College of Public Health University of Kentucky
Checklist for Submission of Capstone Project

- Two copies of the capstone project on approved paper
- Copy of the capstone project on CD/disc
- Abstract and Vita: original signature of student on both copies
- Approval Page: original signatures of Director (or co-Directors) and the Director of Doctoral Studies on each copy
- A photocopy of the abstract and abstract title page on plain paper
- An English translation of the title and abstract if the original abstract is in a language other than English
- A Letter from the Director of Doctoral Studies, if:
 - the capstone project is to be submitted after the 60 day deadline
 - the student is not first author on any published work included in the capstone project
 - the capstone project needs to be held in the College of Public Health due to proprietary content
- Additional Title page for multi-volume works (i.e. thickness exceeds 2.75 inches)
- Permission letters for the inclusion of any previously copyrighted materials
- Bell & Howell/UMI Capstone project Agreement
- Required fees
- Submitted to the Office of Academic Affairs

Appendix IC: DrPH Capstone/Dissertation Electronic Template

(Capstone/Dissertation Electronic Template Available from Director of Doctoral Studies)

ABSTRACT OF CAPSTONE

Student Name

The College of Public Health

University of Kentucky

Enter the Year

ENTER THE PROJECT TITLE IN ALL CAPS

ABSTRACT OF CAPSTONE

A Capstone project submitted in partial fulfillment of the requirements for the degree of Doctor of Public Health in the College of Public Health at the University of Kentucky

By: Student Name

Lexington, Kentucky

Director: (Enter Professors Name)
Lexington, Kentucky

Co-Director: (Enter Professors Name)
Lexington, Kentucky

Copyright © Enter Student Name Enter Year

ABSTRACT OF CAPSTONE

ENTER THE TITLE IN ALL CAPS

ENTER THE ABSTRACT HERE (NOTE: once the page is filled it automatically goes to the next page)

KEYWORDS: (ENTER THE KEY WORDS HERE)

Student's Signature

Date

ENTER THE TITLE OF THE PROJECT

By

Enter Student Name Here

Enter the Year

Signature of Capstone Director

Date

Signature of Director of Doctoral Studies

Date

ENTER THE CAPSTONE PROJECT HERE

Student Name

College of Public Health

University of Kentucky

©20xx

Student Name

ALL RIGHTS RESERVED

TABLE OF CONTENTS

	PAGE
LIST OF TABLES	iv
LIST OF FIGURES	v
ACKNOWLEDGEMENTS	vi
CHAPTER I: INTRODUCTION	1
Background of the project	x
Purpose of the study	x
Statement of the problem	x
Overview of project processes	x
Scope and importance of the study	x
CHAPTER II: LITERATURE REVIEW	x
CHAPTER III: METHODOLOGY	x
CHAPTER IV: RESULTS	x
CHAPTER V: IMPLICATIONS FOR PUBLIC HEALTH	x
REFERENCES	x
APPENDICES	
Appendix 1: Title	x
Appendix 2: Title	x
VITA	x

LIST OF TABLES

	Page
Table 1, (name)	X
Table 2, (name)	X
Table 3, (name)	X

LIST OF FIGURES

	Page
Figure 1, (name)	X
Figure 2, (name)	X
Figure 3a, (name)	X
Figure 3b, (name)	X

ACKNOWLEDGMENTS

Enter the acknowledgment content here.

CHAPTER 1

INTRODUCTION

Insert the chapter one content here

CHAPTER 2

LITERATURE REVIEW

Insert the chapter two content here

CHAPTER 3
METHODOLOGY

Insert the chapter three content here

CHAPTER 4

RESULTS

Insert the chapter four content here

CHAPTER 5

IMPLICATIONS FOR PUBLIC HEALTH

Insert the chapter five content here

REFERENCES

Insert the references here

APPENDIX X

Insert the appendix here

Appendix II: Forms

University of Kentucky College of Public Health Verification/Registration for CPH 949 Doctoral Research

A SEPARATE FORM MUST BE COMPLETED FOR EACH SEMESTER OF ENROLLMENT

CPH 949 is for DrPH students who have completed coursework and working full-time on their capstone. It is a zero-credit hour course and no tuition is charged.

Registration in this course is by permission of the student’s committee chair and DDS only and a letter grade will be assigned. Students should register for this every semester until their capstone is complete.

Student Name: _____ SID# _____

Semester: Fall _____ Spring _____ First Summer _____

Second Summer _____

Objectives to be Met:

Describe the method of study, description of experience planned, work product and method of evaluation:

Signature of Student

Date

Signature of Faculty

Date

Approval of DDS

Date

Submit electronically to Becki Flanagan, becki@uky.edu
Questions? Email Becki or call 859-218-2092.

Approval for DrPH Capstone Committee

DrPH Candidate Name _____

Applied Doctoral Capstone topic:

Capstone Chair: _____

Proposed committee members*

1. Name and degree: _____

Address: _____

Affiliation: _____

Phone: _____ Email: _____

2. Name and degree: _____

Address: _____

Affiliation: _____

Phone: _____ Email: _____

3. Name and degree: _____

Address: _____

Affiliation: _____

Phone: _____ Email: _____

Capstone Committee Composition Approved

Signature - Capstone Chair _____ Date _____

Signature – Director of Doctoral Studies _____ Date _____

*Provide CV for capstone committee members who are not University of Kentucky faculty .

DrPH Comprehensive Examination Verification Form
Core Principles (Phase I) Examination Checklist

Today's Date _____ Student Name _____

Student ID Number _____ Status: Full Time Part Time

Area of Concentration: _____

Required Coursework Completed for Phase I

<i>Course</i>	<i>Semester Completed</i>
<input type="checkbox"/> CPH 910 Advanced Epidemiology	_____
<input type="checkbox"/> CPH 920 Advanced Environmental Health	_____
<input type="checkbox"/> CPH 930 Advanced Biostatistical Methods	_____
<input type="checkbox"/> CPH 940 Health Related Behaviors	_____
<input type="checkbox"/> CPH 950 Well Managed Healthcare Organization	_____

Verification Statement

Student is in good standing, has completed all required coursework, and is eligible to take the Phase I Examination.

Director of Doctoral Studies

Admissions & Student Affairs

DrPH Phase II Exam and Capstone Defense Forms

1. Because the DrPH Phase I Examination is based on the five MPH and DrPH core courses, it is normally taken at the completion of these courses. Passing the Phase I Exam does **NOT** automatically qualify a student to sit for the Phase II Exam. As can be seen from the form entitled **Phase II Verification Form**, there are certain requirements that must be met in addition to successfully completing the Phase I Exam. When a DrPH student's examination committee has determined that the student has met the requirements to take the Phase II exam, the form must be completed and forwarded to the Academic Affairs Office for approval. When this step has been completed the student is eligible to take the Phase II Exam under the policies and procedures established by the student's concentration area department. The verification form must be signed by the department chair and the Director of Doctoral Studies.
2. Upon successful completion of the Phase II Examination, the **Phase II Exam Grade Sheet** must be completed, signed by the department chair, and returned to the Academic Affairs Office. This form will be filed in the student's file in the Admissions and Student Affairs Office and is required for determining the student's eligibility to defend their Capstone / Dissertation project. The official notification letter will be provided to the student by the Academic Affairs Office upon the successful completion of the Phase II Exam.
3. The **Final Examination Recommendation** form must be completed and submitted to the Admissions and Student Affairs Office for verification of the DrPH student's completion of the 63 hours required by the DrPH program. Both the Phase I and Phase II Examinations must be completed prior to setting a date for the Capstone defense. Both the department chair and the Director of Doctoral Studies must certify that the student has completed all work required prior to setting the Capstone/Dissertation defense date.

DrPH Comprehensive Examination Verification Form
Phase II Examination Checklist

Today's Date: _____ Student Name _____

Status: Full Time Part Time Area of Concentration: _____

Anticipated Capstone Defense Date: _____

Up to four key words or phrases describing capstone interests (i.e. environmental health, policy, rural health, agricultural injury and safety)

Successful Completion of Core Principles (Phase I) Examination: _____
Date Completed

Required Coursework Completed for Phase II

Students must complete four of the following courses
Must include the seminar in student's area of concentration and CPH 995

<i>Course</i>	<i>Semester Completed</i>
<input type="checkbox"/> CPH 911 Professional Seminar in Epidemiology	_____
<input type="checkbox"/> CPH 931 Professional Seminar in Biostatistics	_____
<input type="checkbox"/> CPH 951 Well Managed Public Health Organizations	_____
<input type="checkbox"/> CPH 995 Doctoral Research Methods (required)	_____

Verification Statement

Student is in good standing, has completed all required coursework, and is eligible to take the Phase II Examination.
Students must provide a current transcript along with this document.

Department Chair _____ Director of Doctoral Studies _____

Grade Sheet
DrPH Phase II Qualifying Examination

Today's Date: _____ UK ID Number: _____

Student's Name: _____

Department: _____

Results: High Pass
 Pass
 No-Pass

Comments or Instructions:

Department Chair Signature _____ Date _____

Received by Academic Affairs _____ Date _____

DRPH FINAL EXAMINATION RECOMMENDATION

Area of Concentration: _____ Date: _____

Student's Name: _____ Student ID: _____

Mailing Address: _____

Examination Information: Date _____

Time _____

Place _____

<i>Committee Member Names</i>	<i>Concentration/Academic Area</i>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

ACADEMIC INFORMATION:

Please complete the information requested below. Signing this form certifies to the Admissions/Student Affairs Office that the student has satisfactorily met the Program's requirements for graduation except for courses in progress and the final grade point average. (Only students having a 3.00 or better graduate grade point average may sit for final examination). All "I", "Missing", and "S" grades must be removed before sitting for the final examination. Students must provide a current transcript along with this document.

- DATE PHASE II EXAMINATION COMPLETED _____
- NUMBER OF 9X0 and 9X1 CREDIT HOURS COMPLETED _____
- NUMBER OF CONCENTRATION SELECTIVE CREDIT HOURS COMPLETED _____
- NUMBER OF CPH 995, 996, 997 CREDIT HOURS COMPLETED _____
- NUMBER OF CREDIT HOURS IN PROGRESS _____
- NUMBER OF CREDIT HOURS TRANSFERRED _____
- LIST ALL "I", "MISSING", AND/OR "S" GRADES _____
- TOTAL CREDIT HOURS (NOT LESS THAN 63 CREDIT HOURS) _____

I certify that I checked the student's transcript for the accuracy of this information.

Signature of Capstone Committee Chair

Signature of Department Chair

Signature of Director of Doctoral Studies

SEND THIS FORM TO THE OFFICE OF ACADEMIC AFFAIRS **NO LATER** THAN TWO WEEKS
BEFORE THE DATE OF THE EXAMINATION.

Appendix III: Discipline Specific Competencies

EPIDEMIOLOGY

Epidemiology is the study of patterns of disease and injury in human populations

and the application of this study to the control of health problems.

Competencies: Upon graduation a student with an DrPH should be able to:

1. Synthesize information from multiple sources for epidemiologic research and practice.
2. Develop epidemiologic surveillance systems to monitor population health, health equity, and public health services.
3. Employ evidence-based communication program models for disseminating epidemiologic research and evaluation outcomes.
4. Demonstrate basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
5. Apply theoretical and evidence-based perspectives from epidemiology in the design and implementation of programs, policies, and systems.
6. Interpret epidemiologic data following scientific standards.
7. Explain communication program proposals and evaluations to lay, professional, and policy audiences.
8. Weigh risks and benefits of public health screening programs.

HEALTH SERVICES MANAGEMENT

Health policy and management is a multidisciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and populations. This definition assumes both a managerial and a policy concern with the structure, process and outcomes of health services including the costs, financing, organization, outcomes and accessibility of care.

Competencies: Upon graduation a student with an DrPH should be able to:

1. Advocacy
 - Influence decision-making regarding policies and practices that advance public health using scientific knowledge, analysis, communication, and consensus-building.
 - Establish goals, timelines, funding alternatives, and strategies for influencing policy initiatives by presenting positions on health issues, law, and policy.
 - Design action plans for building public and political support for programs and policies utilizing consensus-building, negotiation, and conflict avoidance and resolution techniques.
2. Communication
 - Assess and use communication strategies across diverse audiences to inform and influence individual, organization, community, and policy actions.
 - Communicate with families, communities and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and treatment of disease.
3. Community/Cultural Orientation
 - Communicate and interact with people across diverse communities and cultures for development of programs, policies, and research.
4. Critical Analysis
 - Synthesize and apply evidence-based research and theory from a broad range of disciplines and health-related data sources to advance programs, policies, and systems promoting population health.

- Apply theoretical and evidence-based perspectives from a variety of disciplines in the design and implementation of programs, policies, and systems by interpreting quantitative and qualitative data following current scientific standards.

5. Leadership

- Create and communicate a shared vision for a positive future; inspire trust and motivate others; and use evidence-based strategies to enhance essential public health services.
- Develop interprofessional teams for implementing health initiatives through creating a shared vision.
- Apply relationship-building values and principles of team dynamics to perform effectively in different team roles to plan and deliver population-centered care that is safe, timely, efficient, effective, and equitable.

6. Management

- Provide fiscally responsible strategic and operational guidance within both public and private health organizations for achieving individual and community health and wellness.

- Understand informatics principles for the design and implementation of information systems.
- Develop financial and business plans for health programs and services.

7. Professionalism and ethics

- Identify and analyze an ethical issue; balance the claims of personal liberty with the responsibility to protect and improve the health of the population; and act on the ethical concepts of social justice and human rights in public health research and practice.
- Use the knowledge of one's own role and those of other professions to appropriately assess and address the health needs of the populations served through mutual respect and shared values.