

# UCONN Graduate Programs in Public Health

## Integrative Learning Experience Thesis (Plan A) Application Form

Date \_\_\_\_\_ Student Name \_\_\_\_\_ Empl.ID \_\_\_\_\_

Major Advisor \_\_\_\_\_ Secondary Advisor \_\_\_\_\_

External reader \_\_\_\_\_

Degree sought  MPH  MD/MPH  DMD/MPH  JD/MPH  
 MSW/MPH  MSN/MPH  PharmD/MPH

The mission of the UConn Master of Public Health (MPH) program is to offer an exemplary academic environment that prepares interprofessional learners to achieve high standards of public health practice. UConn MPH students are expected, through their coursework, experiential and culminating activities to demonstrate mastery of skills, practices and perspectives that contribute to our program’s vision of making Connecticut residents among the healthiest, most productive and satisfied of Americans. Individuals preparing to complete an ILE Thesis (Plan A) as their final graduation requirement must (a) document their knowledge of public health’s core disciplines and (b) the implications of such work for the interprofessional practice of public health.

**Please complete the Curriculum Checklist to document completion of program requirements.**

FA	SP	Year	Approved substitute	Program director initial
<input type="checkbox"/>	<input type="checkbox"/>	_____ PUBH 5401 Interprofessional Public Health Practice	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____ PUBH 5403 Health Administration	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____ PUBH 5404 Environmental Health	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____ PUBH 5405 Social Foundations of Public Health	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____ PUBH 5406 Law and Public Health	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____ PUBH 5407 Practicum in Public Health	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____ PUBH 5408 Epidemiology & Biostatistics I	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____ PUBH 5409 Epidemiology & Biostatistics II	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____ PUBH 5321 Public Health Research Methods	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____ Elective #1: PUBH _____ Course title: _____	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____ Elective #2: PUBH _____ Course title: _____	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____ Elective #3: PUBH _____ Course title: _____	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____ Elective #4: PUBH _____ Course title: _____	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____ GRAD 5595 Thesis Research	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____ GRAD 5595 Thesis Research	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	_____ GRAD 5595 Thesis Research	_____	_____
Special circumstances/considerations (e.g., advanced standing) _____				

\_\_\_\_\_  
 \_\_\_\_\_

For each of the program's core competencies listed below, provide a brief example of what you have done or will do to mastered these expectations.

Core competencies		Example of how a competency was/will be mastered (Mastery can be demonstrated by performance in coursework, course assignments, experientials and other extramural activities. Your unique responses to these questions will distinguish your qualifications from classmates.)	
1.	Use vital statistics and other key data sources to characterize the health status, social conditions and health risk factors evident in communities, with particular attention given to health inequalities.	<input type="checkbox"/> Have done <input type="checkbox"/> Will do	
2.	Apply basic methods and terminology to calculate and report disease rates and risks in populations.	<input type="checkbox"/> Have done <input type="checkbox"/> Will do	
3.	Employ principles of research design, probability and measurement to draw appropriate inferences from data.	<input type="checkbox"/> Have done <input type="checkbox"/> Will do	
4.	Utilize appropriate information technologies to collect, analyze and disseminate data.	<input type="checkbox"/> Have done <input type="checkbox"/> Will do	
5.	Assess the strengths and limitations of various research designs in collecting, analyzing and interpreting information from public health studies.	<input type="checkbox"/> Have done <input type="checkbox"/> Will do	
6.	Identify main components of the organization, financing and delivery of health care and public health services in the U.S. and in other countries.	<input type="checkbox"/> Have done <input type="checkbox"/> Will do	
7.	Promote evidence-based public health practices that affect the health of communities.	<input type="checkbox"/> Have done <input type="checkbox"/> Will do	
8.	Identify genetic, behavioral and circumstantial factors affecting individual and group susceptibility to adverse environmental hazards.	<input type="checkbox"/> Have done <input type="checkbox"/> Will do	
9.	Describe mechanisms of toxicity that explain direct and indirect effects of environments on human health.	<input type="checkbox"/> Have done <input type="checkbox"/> Will do	
10.	Contrast basic social and behavioral science theories about the causes and control of public health concerns.	<input type="checkbox"/> Have done <input type="checkbox"/> Will do	
11.	Examine root causes of injustice, inefficiency and ineffectiveness of U.S. health care.	<input type="checkbox"/> Have done <input type="checkbox"/> Will do	
12.	Design and implement public health interventions according to sound ethical and legal standards.	<input type="checkbox"/> Have done <input type="checkbox"/> Will do	

Interprofessional public health practice represents the effort to address an important, persistent public health problem through system-level approaches to health promotion/disease prevention through the understanding and appreciation of how individuals from distinct professional backgrounds/orientation can work together to deliver high quality, sustainable and comprehensive services.. System-level approaches, in turn, are activities built around core disciplines of public health that include assessing community health status, monitoring the distribution/determinants of disease and disability, proposing, implementing and evaluating health promoting/disease preventing programs, designing and disseminating tools and strategies that promote effective community health activities, and supporting community-focused advocacy and policy development.

For each of the program’s competencies specific to interprofessional public health practice, provide a brief example of what you have done or will do to mastered these expectations.

Interprofessional practice competencies		Example of how a competency was/will be mastered (Mastery can be demonstrated by performance in coursework, course assignments, experientials and other extramural activities. Your unique responses to these questions will distinguish your qualifications from classmates.)	
13.	Illustrate the role public health plays in informing scientific, ethical, economic, social and political discussions about health.	<input type="checkbox"/> Have done <input type="checkbox"/> Will do	
14.	Use written and oral formats to deliver efficient and effective messages that assess risk, promote health and manage disease in communities.	<input type="checkbox"/> Have done <input type="checkbox"/> Will do	
15.	Acknowledge one’s role and those of other professions in addressing the needs of communities served.	<input type="checkbox"/> Have done <input type="checkbox"/> Will do	
16.	Establish and lead teams to develop and advocate for effective policy and program change.	<input type="checkbox"/> Have done <input type="checkbox"/> Will do	
17.	Respect and protect the rights and differences of persons and the communities in which they live.	<input type="checkbox"/> Have done <input type="checkbox"/> Will do	

The ILE thesis completed as an Independent Learning Experience is intended to demonstrate your mastery of public health as a scholarly discipline. The work you complete is expected to contribute to the discovery of knowledge about population health and practices. As such, you are expected to produce findings relevant and important to our field.

Your ILE thesis, representing the culmination of your plan of study and is an official document of the University. Approval by the graduate school requires:

1. A signed Plan of Study for the Master’s Degree (see: <http://grad.uconn.edu/wp-content/uploads/sites/2114/2017/06/planofstudymasters.pdf>)
2. A signed Report of final examination form (See: <http://grad.uconn.edu/wp-content/uploads/sites/2114/2017/04/Report-on-Final-Exam-Masters-1.pdf>)

A thesis typically will focus on:

- A theoretical statement about the relationships among one or more exposures, interventions and/or outcomes.
- A qualitative/quantitative descriptive study measuring the distribution or determinants of a relevant public health concern.
- An analytic study utilizing accepted research designs to evaluate one or more hypotheses regarding the causes and consequences of a health concern within a community.
- An experimental study to evaluate the efficacy/effectiveness of a potentially relevant intervention for population health.
- A meta analysis that synthesizes existing knowledge in order to generate a composite estimate of risks and/or consequences of a population health concern.

**Use the following framework (with suggested page lengths) to prepare your ILE Thesis proposal.**

A suitable proposal provides sufficient detail for a reader to understand (a) what you intend to do, (b) the justification for that effort, (c) the timeline and deliverables associated with the thesis and (d) an expectation for how this work will contribute to the interprofessional practice of public health.

1. Provide a tentative title of this thesis. (70 characters)
2. Summarize the public health question you will address. (0.5 page)
3. Provide background about the significance of this research question for public health (1-2 pages)
4. Describe theory and prior research guiding your approach to this topic. (1-2 pages)
5. Identify the at-risk group (and why they were selected) for this thesis. (0.5 page)
6. State the hypothesis/hypotheses guiding your research. (0.5 page)
7. Summarize methodology for collection/analysis of data. (1-3 pages)
8. Indicate how your thesis informs interprofessional public health practice. (0.5 page)

**Attach your proposal to this document for review by your advisory committee and Program Director.**

**Approvals**

	Print name	Signature	Date
Major Advisor	_____	_____	_____
Secondary Advisor	_____	_____	_____
External reader	_____	_____	_____
Program Director	_____	_____	_____

IRB review of this proposal

- is recommended     
  has been requested (Date) \_\_\_\_\_     
  is **NOT** recommended  
 has been received (Date) \_\_\_\_\_

Your ILE thesis will be evaluated by your advisory committee according to the following rubric. The finished product must be considered a thesis of 'satisfactory quality' to meet our MPH program requirement. **It is your responsibility to make adequate progress and produce quality work. Your ILE thesis should not exceed 10,000 words** (approximately 30 pages), exclusive of footnotes/endnotes/references/bibliography. Manuscripts exceeding that length may be considered non-responsive and referred back for revision. With prior approval, an advisory committee may permit a manuscript of greater length). The necessary components of a thesis should include:

1. A cover page (see: <http://grad.uconn.edu/current-students/masters-degree-program/plan-b/> for approved format).
2. Acknowledgements (if appropriate)
3. Scientific abstract (150 words) that summarizes your project's background, methods, results and conclusion of your work)
4. Table of contents, tables and figures that designate appropriate pages.
5. Introduction (1-2 page) that describes your selected topic and its significance to public health.
6. Specific aims (1 page) that identifies the hypothesis guiding your work.
7. Background (5-8 pages) of most pertinent material to the rationale for undertaking this project
8. Methods and materials (3-5 pages) describing procedures to collect, analyze and report data.
9. Results (5-8 pages) that present findings directly relevant to what was accomplished.
10. Discussion (5 pages) assessing how this work is relevant (i.e., its strengths and limitations) to the public health sciences.
11. Conclusion (2-3 pages) that summarizes what was done and recommended 'next steps'.

A completed thesis conforms to the University's manual of style, procedures and timetable; an ILE Project must follow comparable MPH Program standards. Further guidance is available through the *Graduate Catalog*, University and Program websites and consultation with program and university personnel.

Once the student's advisory committee considers the capstone project ready, students will either participate in the annual MPH poster session or schedule an oral presentation of their work for their committee and other interested parties. After the poster session or oral presentation, agreement among the advisory committee that written and oral products meet program requirements results in signatures on the Report of Final Examination Form whereby they recommend degree conferral to the Dean of the Graduate School. Students pursuing a thesis must adhere to Master Thesis Specifications of the Graduate School (on the tab at the top under the Master's Degree Program title). Be sure to read the [Required Formatting of Thesis Title Page, Copyright Page, and Approval Page](#) and complete the [Submitting Your Thesis Checklist](#). Both are available at [http://grad.uconn.edu/current-students/masters-degree-program/.](http://grad.uconn.edu/current-students/masters-degree-program/)

This thesis.....	Possible points	Points assigned		
		Major Advisor	Secondary Advisor	External Reader
Reflects knowledge of core public health disciplines.	10			
Addresses a relevant and timely public health question	10			
Demonstrates appropriate use of analytic methodologies, models and/or theories.	20			
Acknowledges relevance of the work to interprofessional public health practice.	10			
Appropriately presents text, tables, figures and related materials.	10			
Presents findings generalizable to other settings.	20			
Exemplifies professional conduct by students interacting with mentors, advisors and the public.	10			
Embodies self-reliance/direction of student through timely completion of activities.	10			
Total	100			

**Approval:** On the basis of our assessment, the advisory committee judges this thesis to be

- \_\_\_ highest quality (receiving 100 possible points)
- \_\_\_ high quality (receiving 90-99 possible points)
- \_\_\_ satisfactory quality (receiving 80-89 possible points)

	Print name	Signature	Date
Major Advisor	_____	_____	_____
Secondary Advisor	_____	_____	_____
External reader	_____	_____	_____

\*Footnotes/endnotes should not exceed 20% of the document and **NOT** include material that would normally be appropriate for the main text (i.e.. discursive content within footnotes is **not permitted**).