

Graduate Study Programs
Faculty of Public Health

MPH Independent Study Project Guidelines

For Students, Advisors & Reviewers

Thammasat University
Faculty of Public Health

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1. Introduction

The aim of this publication is to provide guidelines for students who wish to undertake an independent study project towards one of our graduate program degrees:

- Master of Public Health (MPH) Part-time Thai program
- Master of Public Health (Global Health) Full-time International program

The enclosed information provides information on the scope of the independent study project and what students should aim to achieve, how to plan the project, important considerations, and what assessors will be looking for.

At the same time, this publication also serves as a resource for advisors who work with students and provide advice during the progression of their project, and also for assessors who examine the final product.

The independent study project is addressing a public health issue or intervention that allows the student to demonstrate their knowledge and application of the principles of problem solving or assessment at a postgraduate level.

An independent study consists of attendance and participation at academic seminars; self study under the supervision of an advisor; conducting an integrated practicum; participation in independent study workshops; and developing, implementing and writing-up a capstone project.

An independent study project in our MPH programs provides the opportunity to address a contemporary public health issue or intervention. For the Thai MPH it provides the opportunity to undertake a study of a public health management issue, while for the international MPH (Global Health) program, the issue being studied may be a topic or problem area of contemporary global health significance.

2. Purpose & Objectives

Projects will vary in their aims, scope and design, however in general the aims and objectives should relate to the student demonstrating their ability to apply the principles of problem solving or intervention assessment at a postgraduate level.

In planning, implementing, and reporting on their independent study project, the student should demonstrate their ability to:

- ❑ Identify and define a significant issue relevant to the discipline of the degree
- ❑ Systematically collect or assess relevant up to date information about the issue
- ❑ Analyze, interpret, and discuss the information in accordance with standard academic and public health practice
- ❑ Draw conclusions and make recommendations relevant to the issue that will contribute to current knowledge and practice in public health
- ❑ Write and present a report in the form of a communication in accordance with academic standards at a postgraduate level

3. The Independent study project

3.1 What is an independent study project?

An independent study project is a culminating experience for students enrolled in our graduate programs. The independent study project comprises an in-depth study of a public health issue relevant to the program concentration in which you have been studying. There are many possible options for your independent study project. These are just a few suggestions:

- ❑ You may collect and analyze original data to design a problem solving intervention with the aim to obtain funding for the proposed project or program.
- ❑ You may analyze existing data sets in order to design a problem solving intervention with the aim to obtain funding for the proposed project or program.
- ❑ You may document in detail, and evaluate the implementation of a program or project in your field e.g. public health services delivery; environmental, health and safety practice; health promotion practice, or global health interventions.

You are expected to demonstrate your ability to:

- ❑ Identify and define a significant issue relevant to public health.
- ❑ Systematically collect relevant, up-to-date information about the issue.
- ❑ Analyze, interpret and discuss the information, draw conclusions and make recommendations.
- ❑ Write a report in accordance with academic standards as required at a Master level.

In other words, you need to demonstrate that you are familiar with methods of situation analysis and or evaluation, appraisal of information, problem solving, and that you are able to think critically.

Here is an important piece of advice for you as you contemplate your independent study project:

- ❑ Set yourself realistic goals
- ❑ Keep in mind that the independent study project equals 6 credits of study as contrasted by a master thesis which equals 12 credits of study, therefore do not attempt work that would be appropriate for a Master's thesis!

3.2 How is an independent study different from a thesis?

In principle, theses are academic oriented learning experiences, while independent studies are professional oriented learning experiences. Therefore, theses deal with key competencies in assessing situations or problems to generate new knowledge and understanding (i.e. applied research in public health), while independent studies deal with key competencies in applying or assessing solutions to prevent/solve problems (i.e. assessing needs, planning, evaluation, or an in-depth study on lessons learned in public health).

This leads to the question whether research and evaluation are different and if so how? Academia and professionals alike in general love to debate and discuss the important issues surrounding evaluation. One longstanding topic is the difference between evaluation and research. There are many opinions, and there probably is no right or wrong answer. To confuse the issue further you will come across in the literature with terms such as “evaluation research” and “action research”. However, for the purpose of these guidelines we adapted Isaac and Michael’s¹ attempt to outline these two types of disciplined inquiry as presented in the table below.

	Research	Evaluation
Characteristics		
Purpose	Discovery of new knowledge/truth	Assessment of mission & product delivery achievement
Outcome	Generalizable conclusions	Specific decisions
Value	Explanatory & predictive power	Determining worth & social utility
Motivation	Curiosity & ignorance	Needs & goals
Conceptual basis	Cause-effect relationships	Means-ends-processes
Key event	Hypothesis testing	Assessing attainment of an objective
Paradigms	<input type="checkbox"/> Scientific approaches <input type="checkbox"/> Descriptive and analytic strategies	<input type="checkbox"/> Systems approach (input-process-output) <input type="checkbox"/> Objectives approach (objective-means-measures)
Discipline	Control & manipulation of variance	Program planning & management
Criteria	Internal & external validity	Fit between expected-obtained & credibility
Functional types	Pure & applied <input type="checkbox"/> Experimental <input type="checkbox"/> Observational	Formative-summative Process-product

¹ Adapted from Isaac & Michael: Handbook on Research & Evaluation 3rd Ed., 1997

3.3 Why is an independent study project required?

The independent study project is an opportunity for you to synthesize the knowledge, skills and attitudes gained through the formal curriculum into a tangible product.

While a master thesis offers you the opportunity to build research skills, which is most appropriate if you consider a career as researcher; the independent study project offers you the opportunity to build competencies in critical appraisal of information, problem solving, and evaluation, skills which are highly valued in public health practice settings.

Recent evaluations provided strong evidence that students find the project a very important part of the learning experience².

3.4 Independent study project's length & credit

Needless to say, it is almost impossible to assign a minimum criterion in terms of length on a Master's project. Typically, projects are "negotiated" with your advisor until both are satisfied that minimal criteria will be met. (It is also the job of the faculty advisor to make sure that you do not bite off more than you can chew.) The length of the project is generally in the order of 10,000 to 15,000 words, and should not exceed 20,000 words.

The basic guideline is the semester credit hour requirement. An independent study project represents six credit hours. The credit requirement for the master's project is fixed; *however, the size of the project may vary*. For example, a 20,000 words project has the same credit hours (i.e. 6 credits) as a 10,000 words project.

3.5 Choosing and working with an advisor

For students in the Part-time Thai MPH program

When you have selected a suitable topic, draft a pre-proposal (one to two pages) outlining the issue/problem/question to be addressed, project aims and suggested methodology, and send it to the Curriculum Committee for review. You may wish to search for an advisor on your own. Alternatively you may request the help of the Curriculum Committee to suggest an advisor with expertise in your area of study, and to confirm with the nominated advisor that they are available, if you have not already made contact.

For students in the Full-time International Program

At the onset of the program the Curriculum Committee will suggest an advisor with expertise in your area of study, and to confirm with the nominated advisor that they are available. In consultation with your advisor you will select a suitable topic, draft a pre-proposal (one to two pages) outlining the issue/problem/question to be addressed, project aims and suggested methodology, and send it to the Curriculum Committee for review.

The advisor must have an academic appointment with the Faculty of Public Health. With the help of your advisor, you will need to refine your project proposal. You will not be allowed to enroll in the independent study project without a proposal that has been approved by your advisor and the Curriculum Committee.

² USA, Baylor College of Medicine (2008) Guidelines for Independent Educational Project Available at <http://www.bcm.edu/fac-ed/esfp/?PMID=6417>

The role of your advisor

Your advisor will meet following criteria and is expected to:

- ❑ Advisors must be Faculty members.
- ❑ Advisors must have a doctoral degree or an associate professorship.
- ❑ Independent study project advisors should be allocated a maximum 10 students/advisor at any given period of time (supervising 2 independent study students is equivalent to advising 1 thesis student).
- ❑ Allocation of advisors will also be guided by the congruence between the student's domain of study and the advisor's expertise; however this criterion might be overruled to facilitate parity in distribution of workload among faculty members.
- ❑ Advisors must help you formulate an appropriate project proposal and outline of the project report.
- ❑ Advisors should meet regularly with you to support your project work (your advisor is expected to meet with you at least 6 times for an average of one hour per meeting).
- ❑ Advisors will inform you and the Curriculum Committee if you are not making satisfactory progress and/or require additional support.
- ❑ Advisors provide ongoing assessment of your work throughout the period of supervision including advice on matters of presentation and style, supply written comments on your submitted work, when requested review a final draft of the project report, and advise you whether it is in a suitable form for examination, and act as one of two examiners

The role of a co-advisor

A co-advisor may be required in cases where:

- ❑ There is a need for special expertise in the subject matter, or the student is undertaking the independent study project outside the Bangkok region (e.g. overseas).
- ❑ A student must not engage a co-advisor, without the approval of his/her advisor.
- ❑ The co-advisor does not need to have an academic appointment within the University, but he or she must be approved by the Curriculum Committee as having expertise in the field of your study.
- ❑ Advisors, after initial discussion with the student, can request the Curriculum Committee for approval of a co-advisor.
- ❑ Co-advisor request includes (name, qualifications, institute, position, expertise and rationale for appointing the co-advisor).
- ❑ Co-advisors should have a doctoral degree or an associate professorship.
- ❑ Co-advisors are only acceptable if there is a demonstrated need for additional expertise whether methodological or application domain, not to reduce the advisor's workload!
- ❑ Appointment of a co-advisor does not dismiss the advisor of her/his responsibilities.
- ❑ At least 3 joint meetings advisor/co-advisor/student must be organized throughout the project development.
- ❑ Students have to submit progress reports to advisor & co-advisor 1 week prior to each joint meeting.
- ❑ Co-advisors will receive a remuneration/student at completion of the final exam (covering joint meetings, proposal reviews and final review).

- ❑ The co-advisor should maintain a level of communication with you and the advisor in order to participate in the supervision or act as substitute for the advisor whenever necessary.

Student responsibilities

Students are expected to:

- ❑ Schedule regular meetings (average 6 meetings of one hour) with their advisor or arrange regular contact (by phone, fax, email or writing) if away from the University.
- ❑ At an early stage submit a review of the relevant literature (this usually forms part of your final project report).
- ❑ Consult their advisor and suspend enrolment for a stipulated period if for some valid reason they are unable to proceed with the independent study project for the time being.
- ❑ Submit the final project report in accordance with the requirements set out by the program and within the time of normal candidature of the degree (it is generally a good idea to submit sections of your report as you are proceeding with your project so your advisor can check whether your progress and writing is progressing satisfactorily).
- ❑ Familiarize yourself with all relevant sources of information including the Graduate Student Handbook, the TU Graduate Handbook, and APA or MLA guidelines on academic writing.

3.5 Switching from thesis to independent study & vice versa

If students have the necessity to switch from Plan-A (thesis) to Plan-B (independent study) or vice versa, students may apply for permission for such transfer from the advisor, the Curriculum Committee, with final approval from the Faculty Dean. However, registered credits, prior to the switch, will become void. Switching from plan A to plan B or vice versa may cause delay in graduation.

4 The Project Development Process

4.1 Starting thinking about your independent study project

The earlier you begin preparing for the project, the easier it is to complete within the allotted time. Ideally, by the time you have completed half of your course work, you should have identified your topic area, and begun discussion with your teachers.

Some students who choose a topic early in their program may be able to select complementary elective courses, and carry out a considerable amount of the preparation through their assignments.

Prerequisite to registration for your independent study is that you must have completed 10-12 credits of course work with a minimum GPA of 3.0. In addition, the minimum number of credits for registration is 3 credits. In combination with course work, the maximum number of credits you can register is 12 credits/semester and 6 credits/summer.

You also need to be aware of the requirements for formal approvals. The Curriculum Committee meet on a periodical basis and your project proposal need to be submitted one week before each meeting.

4.2 What kind of project is appropriate?

The independent study project study may involve applied problem solving or evaluation relevant to public health. Students may choose to pursue a review of the literature or in-depth study of a topic of specific interest to them. Students also may choose to conduct an evaluation which is applicable to a public health intervention, applying quantitative and or qualitative approaches to primary and or secondary data. Students are encouraged to discuss project ideas with teachers. Independent study project studies can be classified as follows:

4.2.1 Grant writing proposals:

- ❑ A comprehensive intervention proposal with the aim to obtain funding and relevant to both: the MPH program concentration and the student's career path.
- ❑ A comprehensive evaluation proposal with the aim to obtain funding and relevant to both: the MPH program concentration and the student's career path.

4.2.2 Small scale evaluative studies:

- ❑ Design, implement, and report a small scale evaluative study of a public health intervention in a real world setting such as aspects of a needs assessment, a process evaluation, a formative evaluation, or a summative evaluation, relevant to both: the MPH program concentration and the student's career path.

4.2.3 In-dept review studies

- ❑ The development of comprehensive essay through pursue of a review of the literature or in-depth study of a topic of specific interest to the student and relevant to the MPH program concentration, demonstrating sound critical appraisal of information and skills in the development of an academic argument.

Some Independent Study Project Examples by MPH Program Concentration and by Type of Project:

Project Type	MPH Program Concentrations			
	Public Health Services Mgt.	Environment, Health & Safety Mgt.	Health Promotion Mgt.	Global Health
Intervention proposal	<input type="checkbox"/> Improving the rational use of drugs among pharmacy clients in Chiang Mai.	<input type="checkbox"/> A community approach to preventing environmental degradation in Phayao	<input type="checkbox"/> A mental capacity advocacy project for elderly in Bangkok	<input type="checkbox"/> Proposal to establish a strategic alliance to integrate public health and PHC in Cambodia
Evaluation proposal	<input type="checkbox"/> An evaluation of the outsourcing strategy of the Bhumibol hospital's Out-patient department services.	<input type="checkbox"/> A participatory evaluation of the malaria control project in Chanthaburi province	<input type="checkbox"/> Evaluating the effectiveness of media advocacy as a health promotion strategy for HIV control in Thailand	<input type="checkbox"/> What level of prevalence and business impact is required to fiscally justify offering Highly Active Anti-Retroviral Treatment (HAART)?
Small scale evaluation	<input type="checkbox"/> Assessing patients' satisfaction in the Thammasat Hospital OPD.	<input type="checkbox"/> Evaluation of an occupational health intervention program on whole-body vibration in forklift truck drivers at Klongtoey Harbor	<input type="checkbox"/> Evaluating the effects of an oral health promotion project at primary schools in Ayutthaya	<input type="checkbox"/> Assessing pregnancy rates among Myanmar migrant workers who pursue employment in Thailand
In-dept review study	<input type="checkbox"/> Lessons learned: The health reform debate.	<input type="checkbox"/> Lessons learned in occupational health services: general principles and a systematic review of evaluative studies	<input type="checkbox"/> The effectiveness of health promotion interventions at the workplace: A review	<input type="checkbox"/> Global child health: interventions that work

4.3 Determining a project proposal

The idea for a project comes from you. Work on an idea using some of the basic guidelines provided here. After you have thought your idea over and prepared your pre-proposal, then approach a faculty member to work as your advisor. You will then work with that faculty member to negotiate the final format of the project. When working up a pre-proposal for a project, consider the following items and be prepared to discuss them with an advisor:

- Kind of project: Grant writing, an evaluative study, or an in-depth review study? What do you hope to learn?
- Topic/issue or problem: What is the topic/issue/problem you wish to work on? Why and what benefits will occur?
- Objectives of the project: What do you hope to accomplish?
- Budget: How much will the project cost? Where will the funds come from?
- Project timeline: When do you hope to finish? What are the milestone dates along the way?
- End products: What materials will result from the project?
- Evaluation criteria: How will we evaluate your final work? Where will emphasis be placed? What criteria shall we use?

4.4 Finalizing your project proposal

The first step in working with your advisor is to refine your working proposal. These notes should help you to clarify the what, why, who and how you are going to plan and implement your project, and is also useful as a framework for the initial part of your project report.

The headings used are based on the key requirements of project funding applications used by most agencies in the public health field, however not every aspect will necessarily apply to your project. Most projects though do involve evaluating some form of data collection, and so this format is generally useful in clarifying your ideas from the planning stage, to the actual steps you intend to carry out and the outcome you hope to achieve.

Some projects may involve ethical issues such as those that arise from interviewing people, auditing hospital or medical records, or asking about personal information. Such issues might include privacy, confidentiality, informed consent, and possible adverse health or psychological risks. These notes can also form the framework for an ethics approval application if this is required by the Faculty, your employer, or the funding agency. You should, as part of your initial planning, check out specific funding or ethical requirements that your project might involve, and don't forget to allow for the time it takes for formal committee approval processes to occur.

The key components of an intervention proposal	
Title	The title of your problem solving project. This should be a succinct but defining statement of the overall nature of your proposed intervention.
Proposer	<p>Name of the implementing or investigating agency or institution. Your name, the names of other key project officers appointed to implement the project, and the name of the institution for which the project is being conducted.</p> <p>If you are preparing a formal funding proposal, you may need to include more details of the qualifications, professional appointments or background, and relevant resumes of the implementers.</p>
Problem	A description of the problem being addressed. The problem is a description of what precisely the public health problem is that you have identified from your initial background research, needs analysis or other previous research in the area. The problem overall might be very broad or too large to be totally addressed by your project, and if this is so it is important as this stage to define the scope of that part of the problem you will be addressing.
Context & rationale	<p>A summary of the key relevant literature, references, or needs analysis that justifies the project. It is helpful to include a summary of your background search or needs analysis search in your proposal as it shows evidence of your preparation and helps to clarify the context and priority of the problem you are addressing, and should give an indication of the feasibility of your intervention and its intended outcomes.</p> <p>This is a usual requirement for funding proposals, and should be written in the same format you will be using for your report with referencing and a bibliography.</p>
Aim/purpose	<p>A statement of the expected outcomes of your project, and how they will help to address the problem. This is a statement of the expected outcomes of your project and how they will address the problem that you have previously described. Your aims should also identify those particular aspects of the problem you are going to investigate or address, and the overall approach or method you are using.</p> <p>In many cases, the scope of a project will not allow you to address all aspects of the problem (you might have already identified this in your problem definition), and you might need to decide on specific aspects or strategies that can be achieved within the constraints of your project. The typical constraints that you need to consider include time, costs, availability of resources, and ethical considerations.</p>
Objectives	An outline of the specific strategies or steps by which you intend to achieve the aim. This outlines in more specific detail the various

	<p>components and strategies of your intervention. As you decide on each objective and strategy you intend to carry out, you need to ensure that:</p> <ul style="list-style-type: none"> ❑ They reflect the original problem, and are consistent with the aims of your project as you described above. ❑ They are feasible to achieve within the constraints of time and resources you have at your disposal, and they can be realistically achieved with the strategies you intend to use.
Key activities	<p>A more detailed outline (sometimes called project protocol) of the actual intervention. The project protocol needs quite a lot of thought and planning in the early stages of your project, particularly as you need to be certain that what you are proposing is feasible and realistic, to identify possible problems and barriers, and to identify if there are any particular issues that you need to resolve before you start your project. Here you should give a clear outline of the actual steps and strategies of your planned intervention.</p>
Expected outcomes	Anticipated project outcomes or deliverables
Resources	A budget plan for the resources and cost involved in the project
Time frame	A timetable or plan of the key activities or stages of your project.
Evaluation	A brief plan on how you intend to evaluate project achievements

The key components of an evaluation proposal	
Title	The title of your project. This should be a succinct but defining statement of the overall nature of your evaluation proposal.
Proposer	<p>Names of the investigator and institution. Your name, the names of other key evaluators, or project officers appointed to implement the evaluation, and the name of the institution for which the project is being conducted. If you are submitting an ethics application to the university as a student project, your advisor is required to take the responsibility as the chief investigator, and you are a co-investigator.</p> <p>If you are preparing a formal funding proposal, or a formal ethics approval proposal, you may need to include more details of the academic qualifications, professional appointments or background, and relevant resumes of the investigators.</p>
Context	<p>An introduction to the public health issue/problem addressed by the intervention. The context is a description of what precisely the public health problem is that is being addressed by the intervention. The intervention overall might be too large to be totally addressed by your evaluation, and if this is so it is important at this stage to define the scope of that part of the intervention you will be addressing.</p> <p>It is helpful to include a summary of your background search in your proposal as it shows evidence of your preparation and helps to clarify the context and priority of your evaluation, and should give an indication of the feasibility of your evaluation and its intended outcomes.</p> <p>This is a usual requirement funding proposals, and should be written in the same format you will be using for your report with referencing and a bibliography.</p>
Evaluation purpose	<p>Why the evaluation is undertaken? Who asked for the evaluation? Who will use the evaluation results?</p> <p>This is a statement of the expected outcomes of your evaluation and how they will address the purpose. Your purpose should also identify those particular aspects of the evaluation you are going to investigate or address, and the overall approach or method you are using.</p> <p>In many cases, the scope of an evaluation will not allow you to investigate all aspects of the intervention, and you might need to decide on specific aspects or strategies that can be achieved within the constraints of your evaluation. The typical constraints that you need to consider include time, costs, availability of resources, ethical considerations, and access to subjects or data.</p>

Evaluation questions	The evaluation question(s) you are endeavoring to answer. Evaluation question(s) is based on the purpose of the evaluation.
Objectives	<p>This outlines in more specific detail the various information components required to answer the evaluation question(s). This outlines in more specific detail the various components and strategies of your evaluation. As you decide on each objective and strategy you intend to carry out, you need to ensure that:</p> <ul style="list-style-type: none"> ❑ They reflect the purpose, and are consistent with the evaluation questions as you described above. ❑ They are feasible to achieve within the constraints of time and resources you have at your disposal, and they can be realistically achieved with the methods or strategies you intend to use.
Methodology	<p>A more detailed outline of the actual evaluation design and strategies, data collection and analysis you will use. The methodology, needs quite a lot of thought and planning in the early stages of your project, particularly as you need to be certain that what you are proposing is feasible and realistic, to identify possible problems and barriers, and to identify if there are any particular methodological or ethical issues that you need to resolve before you start your evaluation.</p> <p>Some of the potential problems might be access to subjects or data, difficulties in obtaining a representative sample, obtaining a reasonable response rate, methodological or statistical problems in data analysis, and ethical issues such as confidentiality or consent.</p> <p>Here you should give a clear outline of the actual steps and strategies of your planned activity including:</p> <ul style="list-style-type: none"> ❑ Target and study population ❑ Sampling frame and numbers ❑ Sampling method (random, volunteer, convenient, etc.) ❑ Exclusion criteria (as relevant) ❑ Evaluation design (pre-post design, input-process-output design etc.) ❑ Data collection instruments (questionnaire design, focus group questions, interview questions, etc.) ❑ Protocol for administering instruments (mailing, interview, etc.) ❑ Information letters, consent forms ❑ Data management, and analysis and statistical methods ❑ Data security, storage and disposal ❑ Report generation (who to, purpose and content) <p>If your project has different stages or a combination of data collection methodologies, it is useful to include a flow chart.</p> <p>Many evaluation projects in public health now use a combination of quantitative (questionnaires) and qualitative (focus groups,</p>

	<p>interviews) to obtain different sources and quality of data about the same topic, and then analyze the data collectively, this is called triangulation of data analysis.</p> <p>Outline the methods you intend to use to analyze/synthesize/evaluate your data, including any computer or statistical programs and the types of statistical analysis you will be using.</p>
Ethics	An appreciation of any ethical issues raised and how they will be addressed.
Resources	A budget plan for the resources and cost involved in the project
Time frame	<p>A timetable or plan of the key activities or stages of your evaluation project.</p> <p>For small scale evaluation projects: an outline of your anticipated work plan, ensuring that you have taken into account the time over which you have enrolled in your major project, and the time needed in any preparation such as community consultations and ethics applications.</p> <p>Undertaking a independent study project requires a good deal of self-discipline. Many students find time just slips away from them when they haven't got any deadlines to meet! So, formulating a timetable, with the assistance of your supervisor can be a real help.</p>

The key components of an in-depth review study proposal	
Title	The title of your proposed review study. This should be a succinct but defining statement of the overall nature of your review study.
Proposer	Name of the investigator and institution.
Context	<p>An introduction to the public health issue/policy/strategy/practice addressed by the review study. It is helpful to include a summary of your background search in your proposal as it shows evidence of your preparation and helps to clarify the context and importance of the issue you are addressing.</p> <p>This should be written in the same format you will be using for your report with referencing and a bibliography.</p>
Review purpose	<p>What is the general issue involved? Why is gaining a better understanding of this issue important? Who will use the review results?</p> <p>This is a statement of the expected outcomes of your review study and how they will address the needs that you have previously described. Your purpose should also identify those particular aspects of the issue/policy/strategy/practice you are going to investigate or address, and the overall approach you are using.</p> <p>In many cases, the scope of a project will not allow you to investigate all aspects of the issue/policy/strategy/practice under study, and you might need to decide on specific aspects or strategies that can be achieved within the constraints of your project. The typical constraints that you need to consider include time, availability of resources, and access to data.</p>
Review questions	The key question(s) you are endeavoring to answer with the review study. Review question(s) is based on the purpose of the review study and addresses issue/policy/strategy/practice that you have described above.
Objectives	<p>This outlines in more specific detail the various information components required to answer the review question(s). This outlines in more specific detail the various components and strategies of your review study. As you decide on each objective and strategy you intend to carry out, you need to ensure that:</p> <ul style="list-style-type: none"> □ They reflect the review purpose, and are consistent with the review question(s) as you described above. □ They are feasible to achieve within the constraints of time and resources you have at your disposal they can be realistically achieved with the methods or strategies you intend to use.

Methodology	<p>A more detailed outline of the actual review strategies, information sources, and analysis you will use. The methodology, sometimes called review protocol, needs quite a lot of thought and planning in the early stages of your project, particularly as you need to be certain that what you are proposing is feasible and realistic, to identify possible problems and barriers, and to identify if there are any particular issues that you need to resolve before you start your project.</p> <p>Some of the potential problems might be access to information sources, and problems in data analysis.</p> <p>Here you should give a clear outline of the actual steps and strategies of your planned activity including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Types of source materials <input type="checkbox"/> Searching techniques <input type="checkbox"/> References' management <input type="checkbox"/> Analysis methods <input type="checkbox"/> Report generation (who to, purpose and content)
Resources	A budget plan for the resources and cost involved in the review study
Time frame	<p>An outline of your anticipated work plan, ensuring that you have taken into account the time over which you have enrolled in your independent study project, and the time needed in any preparation such as library consultations.</p> <p>Undertaking a independent study project requires a good deal of self-discipline. Many students find time just slips away from them when they haven't got any deadlines to meet! So, formulating a timetable, with the assistance of your supervisor can be a real help.</p>

4.5 Plagiarism

As a student you must in any academic work acknowledge and document all sources of information adequately and appropriately.

Transcribing verbatim or improperly paraphrasing or otherwise using the work of other persons without acknowledgment of sources, and submitting this as your own work constitutes plagiarism. The term "other persons" includes fellow students, previous students, excerpts from books, articles, reports, documents distributed within health authorities, lecture notes etc. While some paraphrasing of lecture notes or other written material is reasonable, if acknowledged, you will be penalized if large extracts are included, especially if not acknowledged. It is advisable to be extremely careful about citing all sources.

It is imperative you understand that plagiarism will lead to failure and could result in exclusion from the University. More information on what constitutes plagiarism and its penalties can be found in the Graduate Student Handbook.

5 Generic Project Report Format

Over and over again within the program, you will be asked to generate reports of projects, analyses, and programs that you design and develop. Projects reporting on planned intervention or evaluation should adhere to the following generic model:

5.1 Designing an intervention (grant proposal)

If the intent is to submit a proposal to a granting agency, then the format may have to be modified to comply with the specific requirements of the intended granting agency.

□ *Executive Summary*

One-page summation of the proposal including description of the public health problem, why it is an important public health problem, and key points describing the program including goal and objectives, how it will be evaluated, and what it will cost.

□ *Background*

A description of central and local government policies; links with policy of donor or financing agency to whom the document is submitted; experience of proposed implementing organization in dealing with public health issues, potential achievements of overall policy objectives (i.e. millennium development goals, human rights, and national health and development plans etc.).

□ *Situation analysis*

A summary of the problem and stakeholder analysis, national as well as focused on the geographic project area. Provide a clear identification and definition of the public health problem and description of the community where the program will be conducted: problem definition, magnitude and distribution of the problem in the community (incidence, prevalence), and impact of the public health problem on the community (human, economic, other relevant information).

Also, include consideration of how current situation differs from the desired state (ties into goals and objectives)? Why address the problem? How would achievement in meeting the goal and objectives be measured?

Also, include clarification of any special terminology, any particular data or other information limitations that affect statement of the problem

Also, consider justification of why it is a public health problem, as opposed to being within the domain of another discipline

Provide a description of relevant aspects about the community which affect the magnitude of the problem and those which can affect the implementation and effectiveness of the program (stakeholders, environmental factors, political, etc.).

Describe risk factors and risk behaviors, natural history, other relevant knowledge about the nature of the problem. Consider not only individual factors, but also relevant social, economic, and other community level factors that affect the nature of the problem.

□ *Project description*

○ *Project goal*

State the goal/aim (high level objective) to which the project will contribute.

○ *Project purpose*

State the project's central objective in terms of the sustainable benefits for the target population measurable terms: be "SMART" (Specific, Measurable, Achievable, Relevant, and Time-bound).

○ *Strategies*

Conduct a literature review and appraisal of current intervention and prevention strategies that exist to address the problem, and any additional options that should be considered. Focus on the peer - reviewed literature, such as professional journals. Avoid uncritical use of information on the internet.

Criteria considered in assessing strategies (political, economic, impact, etc); define any assumptions made in assessing alternatives.

Recommended course of action plus supporting rationale (e.g., specify priority setting method used), which may include a conceptual framework (theoretical models that make the recommended approach reasonable/logical, that is, which explain "why" the recommended approach should be effective.

○ *Expected results*

State specific objectives of project in measurable terms: be "SMART" (Specific, Measurable, Achievable, Relevant, and Time-bound. Specific objectives are statements on the expected products of undertaking each of the planned activities

○ *Activities*

Summary of implementation plan (who, what, when, where, how). Identify responsible individuals/positions and time lines.

□ *Assumptions, risks and opportunities*

Identify and consider effects of potential barriers, project assumptions, and eventual contingency plans.

□ *Implementation arrangements*

○ *Technical support*

Address operational issues (e.g. facilities, partners, and equipment). Provide evidence of community acceptance and support. Illustrate linkages and integration of proposed program with existing community resources. Elaborate on plans for self-sufficiency, sustainability beyond funding period.

○ *Procedures*

Provide a description of required procedures, if any, such as permissions, approvals, procurement procedures, recruitment procedures etc.

○ *Implementation time table*

Provide a detailed implementation timetable of project activities (i.e. Gantt chart or Windows Project Planner) including the assumptions on which the timetable is based such as special conditions by government and or partners.

- *Estimated cost and financing plan*

Describe personnel, time lines, budget (related to program plans; assure reasonableness, thorough, and in sufficient detail; is it adequate or excessive?)

- *Monitoring and evaluation*

Provide a summary of the monitoring and evaluation plan (related to measurable objectives including main indicators of achievement; time frame, methods (data sources, data collection, analysis) - see "Program Evaluation Proposal" below for further guidance on useful elements of an evaluation plan.

- *Quality factors*

Quality factors to consider are sustainability, capacity development, participation and ownership by beneficiaries, policy support, appropriateness of technology, socio-cultural aspects, gender equality, environmental protection, institutional and management capacities, financial and economic viability.

- *References*

Provide a list of references using the APA or MLA format.

- *Appendices*

- *Logical framework*

Provide a logical framework that explains how implementation of program components will lead to the desired ends to occur.

- *Budget breakdown*

Provide a line-item budget. A budget narrative gives an explanation or justification for each line item, and generally includes what the specific item is, why it is included (role in the project), and how the amount in the budget was arithmetically arrived at. A sentence or two per item should be sufficient.

- *Description of project partners (optional)*

Provide a brief description of the key project partner agencies and an explanation or rationale on why and how these partners will contribute to the project.

- *Approvals and support (optional)*

If relevant, these can include formal ethics approval letters, letters of support, partnership arrangements, etc.

- *CV executives or investigators (optional)*

If you are preparing a formal funding proposal, you may need to include more details of the academic qualifications, professional appointments or background, and relevant resumes of the executives or investigators.

5.2 Designing an evaluation (grant proposal or small scale evaluative studies)

□ *Executive Summary*

○ Proposal

One page summary of the evaluation proposal including a description of the evaluation purpose, the study site, the evaluation objectives, the evaluation methods, the evaluation time frame, the evaluator or evaluation team, and the budget.

○ Report

Give the reasons why the evaluation was conducted and who it is targeted at together with any conclusions and recommendations. The executive summary should cover: What was evaluated? Why the evaluation was conducted? What are the major findings and recommendations? Who is the report aimed at? Where there any major restrictions placed on the evaluation and by whom?

□ *Introduction*

In this part, cover the background to the evaluation and what is was meant to achieve. The program should be described and the depth of description will depend on whether the intended audience has any knowledge of the program or not. Don't assume that everybody will know. Don't leave things out but at the same time don't burden them with detail. The introduction should cover the origin of the program, the aims of the program, participants in the program, characteristics of the materials, staff involved in the program.

□ *Description of the Evaluation*

This covers why the evaluation was conducted and what it was and was not intended to accomplish. State the methodology and any relevant technical information such as how the data was collected and what evaluation tools were used. A description of the evaluation should cover:

○ Purposes of the evaluation

Following question might be useful to find out the purpose of the evaluation: Who asked for evaluation? Who pays for the evaluation? Why do these people want an evaluation? What are the decisions that need to be made? What information is required to facilitate decision-making? Who is going to be affected by evaluation outcomes?

○ Evaluation questions

Guided by the evaluation purpose, what do we want to know? What is/are the key question(s) that need to be addressed to facilitate decision making?

○ Evaluation objectives

To answer the evaluation question(s), what information is needed? Evaluation objectives provide conceptual and operational definitions of measures (the specific measures of the independent and dependent variables)

○ Evaluation design

A conceptual framework is often based on a theoretical model that underlies the evaluation approach and drives the evaluation design (include relevance, other options considered, strengths and limitations of design [i.e., validity]); other

options considered; rationale for chosen design including limitations of the design and methods.

- Data collection

- Population to be studied and sampling methods: Advantages and disadvantages of chosen population; appropriateness for the evaluation question; sample inclusion and exclusion criteria; sample size calculations, assumptions, and references for formula chosen; sampling methods; sampling frames; techniques for assignment (e.g., randomization)
- Describe data and data sources from which variables are derived such as types of data to be collected (e.g. primary, secondary)
- Instruments used (e.g. questionnaires, focus groups, observations) and what is known about their validity and reliability
- Data collection procedures e.g. how sample subjects would be contacted and information collected
- Ethical considerations e.g. informed consent, confidentiality, ethics approval etc.

- Data analysis

Describe analytic methods and statistical techniques; include "dummy" tables illustrating how the analysis will be conducted. Address power/sample size issues size not addressed above (e.g. limitations) Consider confounding/interaction/bias/design limitations

- *Budget and Budget Narrative*

Describe personnel, time lines, budget (related to evaluation plans; assure reasonableness, thorough, and in sufficient detail; is it adequate or excessive?)

- *Results (in report only)*

This will cover the results of the work from the section above and can be supplemented by any other evidence collected. Try to use graphics (charts, tables etc.) to illustrate the information but use them sparingly to increase their effectiveness. The result section should cover: how many participants (response rates)? What were the results of the data collection? If there was a comparative group, how do they compare? Are any differences statistically significant?

- *Discussion (in report only)*

This should discuss your findings and your interpretation of them. Emphasis would be to place results in the context of literature that reports evaluation results of similar programs. Include discussion of how this project fits within what is known from the literature review; are there any new methods being used? Always interpret your results in terms of your stated goals. This section should cover the interpretation of all the results in the section above. If the evaluation is not a large one then results and recommendations sections could be combined. The results should always be related back to the purpose of the evaluation, something that doesn't always happen. Don't forget the unexpected results as they can often be the most interesting. Make sure your discussion covers following questions: Are there alternative explanations to the results from the data? Are these results generalizable? What were the strengths and weaknesses of the intervention? Are certain parts of the program better received by certain groups? Are any results related to certain attitudes or participant characteristics? Were there any unexpected results?

- *Cost and benefits (in report only)*

This is an optional section and would only be included if this had been part of the evaluation plan. As there is no definitive approach to investigating this whole area

there will be a need to justify the approach taken. Not many evaluations look at costs but there is a growing need to include some information about this area. Evaluations and program interventions don't happen for free. A cost and benefits section should cover: What was the method used to calculate costs and effects/benefits? How were costs and outcomes defined? What costs were associated with the program? How were costs distributed (e.g. start-up costs, operating costs etc.)? Where there any hidden costs (e.g. in-kind contributions)? What benefits were associated with the program? What were measures of effectiveness (test scores; program completion etc.)? Were there any unexpected benefits?

□ *Conclusions and recommendations (in report only)*

This section can be the most important section in the report apart from the summary. Some people will only read the summary and the conclusion section. Conclusions and recommendations should be stated clearly and precisely and these might be presented as a list as readers can easily scan them. Don't expect everyone to read your report from cover to cover. Make sure that you get your main points across in the opening summary and in the conclusion. The conclusion and recommendation section should cover: What are the major conclusions of the evaluation? How sure are you of the conclusions? Are all the results reliable? What are the recommendations regarding the program? Can any predictions or hypotheses be put forward? Are there any recommendations as to future evaluations?

□ *Appendices*

○ Instruments

Provide examples of data collection instruments i.e. questionnaires, consent forms, etc.

○ Budget breakdown (in proposal only)

A budget narrative gives an explanation or justification for each line item, and generally includes what the specific item is, why it is included (role in the evaluation), and how the amount in the budget was arithmetically arrived at. A sentence or two per item should be sufficient.

○ Financial report (in report only)

A financial report provides details on expenditures for each line item. Significant over or under expenditures require further explanation.

○ *Approvals and support (optional)*

If relevant, these can include formal ethics approval letters, letters of support, partnership arrangements, etc.

○ *CV investigators (optional)*

If you are preparing a formal funding proposal, you may need to include more details of the academic qualifications, professional appointments or background, and relevant resumes of the investigators.

5.3 Designing a review study

□ *Abstract*

The abstract of a review study is a description of the document structure rather than giving only informative material. However, do provide informative conclusions.

□ *Introduction*

In this part, cover the background to the review study including the general historical development of the topic, the various areas of the topic, and in summary an introduction to the document structure.

□ *Sections appropriate to the subject matter*

In arriving at a conclusion, reasons (evidence in support, metaphors, beliefs, values, etc.) are presented. These should be identified and can be mapped as a chain of reasoning. These sections have to be organized in a logical flow each dealing with a specific aspect of the topic under study and applying sound critical thinking and academic writing skills in developing an argument. The terminology used should be explicit defined and, where possible, indicators and measurements should be given, ambiguous terms can weaken or even purposely mislead an argument. Often there are conflicts between opposing values, such as between personal freedom and collective good. These should be considered along with reasons as the basic components of an argument. Fallacies in reasoning are, simply put, effects which confuse or distort the argument and must be avoided. Evidence offered to support arguments should be evaluated in terms of their *validity*, *reliability* and *generalizability*. Even using the same evidence, alternatives (rival causes) are possible. A good argument considers such rivals.

□ *Conclusions*

This section is the most important section in the report. Some people will only read the abstract and the conclusion section. Conclusions should be stated clearly and precisely. These might be presented in a summarized fashion including any contradictions, ambiguities or gaps in the knowledge.

□ *References*

In a review study report the reference section is quite important as it summarizes the breath and depth as well as how up-to-date your review study is.

5.4 Submitting your project for examination

Once your advisor has confirmed that your project is ready for examination, you will be required to submit two loosely bound copies of your project to the Academic Affairs Section. These should only be bound with a plastic cover and spiral binding, as you may need to make further modifications or corrections before having your independent study project passed by the examiners. Make certain you also make a copy for yourself as a protection against loss or damage. If you have a copy on a computer, you should have backup copies on a floppy disc and in print form.

Your project will be recorded as submitted and forwarded to two examiners for examination. One of the examiners is usually your advisor. Examiners are asked to examine the project and return their examiner's report within 6 weeks of receipt.

Once examination is complete, the Academic Affairs Section will send you copies of your examiner's reports. In some cases, examiners request amendments to be made. Details about these will be included with your examiner's reports.

Once your project has been passed as 'satisfactory,' the Academic Affairs Section will send you further details about binding and submitting a final bound and electronic copy to the Faculty.

5.5 Binding

After you have been notified by the academic affairs section that both examiners have passed your final draft, your independent study project should then be copied (at least two copies) and bound in hard cover. You need at least two copies, one for yourself and one for the Faculty.

6 Communicating Your Work

6.1 Introduction

Preparing for communicating your independent study work is a faculty requirement. Depending on the type of independent study project you undertook, there are various options available to communicate your work. You should consult with your advisor to decide on an appropriate mode. Preparing an oral or written communication means having a product ready for presentation or submission; it does not mean delivery of the presentation or acceptance of your paper.

6.2 Options

6.2.1 A presentation for a funding agency

If you opted for grant writing, whether an intervention proposal or an evaluation proposal, you need to be prepared to present your proposal orally for a funding agency. Developing an oral presentation is an appropriate communication for grant writing. Selecting this option assumes that you will seek funding for the proposal.

6.2.2 A journal paper

If you opted for conducting a small scale evaluation or developing an in-depth review study, a national or international journal paper might be an appropriate mode of communicating your work. Although journal papers are commonly written to communicate research and evaluation findings, there are other types of papers published as well i.e. a position paper, a concept paper, an editorial paper, or a technical paper.

6.2.3 A conference poster

A conference poster is appropriate for communicating evaluation findings, however depending on the type of conference planned interventions can also be presented in a poster. Selecting this option assumes that you have identified a conference to submit your poster presentation.

6.2.4 A seminar presentation

If you opted for conducting a small scale evaluation or developing an in-depth review study, a seminar presentation might be an appropriate mode of communicating your work. Although seminar presentations are commonly used to communicate research and evaluation findings, depending on the nature of the seminar a presentation could be appropriate to communicate your in-depth review study. Selecting this option assumes that you have identified a seminar to present your work.

6.3 Authorship

Advisors or co-advisors can be included as co-author of papers; however their authorship should not exceed 50% for a single advisor or a team of advisors per paper. Students, who wrote the paper and have done most of the work, should be first author.

7 Evaluation Procedure

7.1 Introduction

A prerequisite for requesting the independent study assessment is that students must have passed the TU-GET or equivalent English language test. Two examiners assess the project. One of the examiners is usually the advisor. The second examiner can be a co-advisor, a faculty member, or an external reviewer. The student being assessed is entitled to read the examiners' comments.

The examiners are asked to assess the quality of work as evidenced by the major project report, and also to comment upon adherence to the report title, literature review, critical analysis, and skills in scientific writing.

While projects may vary in scope, the examiner may wish to consider the following points:

- ❑ Are the project aims well formulated (e.g. scope, boundaries, purpose, desired outcomes)?
- ❑ Are the background conditions described in sufficient detail to provide rationale for the project?
- ❑ Are relevant concepts and findings critically reviewed to draw light on the subject matter of the project?
- ❑ Are the activities to deal with the stated problems and aims of the study appropriate (consistent and reflect an adequate amount of effort)?
- ❑ Are the findings and experiences well summarized?
- ❑ Are the lessons derived from the study adequately discussed, and are the implications related to the candidate's own situation and conditions?
- ❑ Is there evidence of a self-critical approach to the preparation of the project by the author?

Although the advisor may pass the project for examination, the second examiner may still require further corrections.

7.2 General considerations

It is important to consider the following principles when assessing a project report:

- ❑ The project is only part of a postgraduate program. It is not equivalent to a Masters degree by research and the report is not equivalent to a Masters' thesis.
- ❑ The aims, objectives, scope and design of the project and report will vary according to the issue being studied, and the constraints of the method and target participants the student has chosen.
- ❑ Students will vary in their style of writing, presentation, and grammatical expression, but a minimum standard that is consistent with academic work at a postgraduate level should apply.
- ❑ A minimum standard in terms of the academic conduct of the project should also apply, and the report should be assessed against the educational aims and objectives of a independent study project as outlined above.
- ❑ It is not necessary that students will have collected original data, and it is acceptable for a student to: examine secondary or tertiary data (with acknowledgment of the source of the data as appropriate).

- ❑ Conduct a quality assurance audit or evaluation (with appropriate ethics approval if required). Conduct or evaluate an intervention or evaluate an existing program (with appropriate ethics approval if required).
- ❑ The examiners should have expertise in the area of interest or the methodology being used. It may be necessary to seek advice from other academic staff on issues, i.e. statistical analysis or qualitative methodology, if the assessor is not familiar with some aspects of the project.
- ❑ Not all projects may require a formal ethics committee approval; however the assessors should assess if all appropriate ethics considerations and processes have been followed in the planning and conduct of the project.

7.3 Assessment criteria

The assessment criteria for the report will vary according to the issue being studied and the independent study option as well as the methodology chosen by the student, however the following are assessment criteria that generally apply to project reports at a postgraduate level:

- ❑ *Title*

Does it clearly describe the nature of the project?

- ❑ *Executive summary*

Does it accurately summarize the main aims, evaluation question(s), methods, results, conclusions and recommendations?

- ❑ *Introduction*

Is there a clear statement of the problem, issue, or evaluation question, and is the rationale or the background of the project based on published literature or a published need for assessment on the issue?

- ❑ *Aims & objectives*

Are the aims and objectives clearly stated and do the objectives logically follow on from the overall aim?

Do the aims and objectives clearly reflect the stated problem or issue, and background or rationale to the issue?

Is the student clear on the intended outcomes of the project?

- ❑ *Literature review*

Has the student carried out a literature search of adequate depth and scope?

Does it include a review of both historical and current references?

Is there a variety of sources other than journal literature?

Does the depth of search reflect adequate time spent on study?

Is the review relevant to the issue being studied and the aims and objectives of the project set by the student?

Is the text correctly and appropriately cited and attributed to sources?

Is the citation and referencing style accurate and consistent?

Has the student avoided plagiarism and excess quoting?

Do all non-original tables, statistics and figures acknowledge the sources and are listed in the bibliography?

□ *Methods*

Is there a clear description of the:

- Conduct of the study
- Study and sample populations
- Sampling method and number
- Sample inclusion and exclusion criteria
- Survey instrument or intervention
- Source and features of the data set that was analyzed
- Method of the analysis
- Statistical tests that were used

Does the survey instrument, questionnaire or intervention (if developed by the student) show original thinking?

Is the survey instrument or intervention (if not developed by the student) a published or validated one?

Is the form of data analysis appropriate to the method?

Has the conduct of the project addressed ethical considerations and followed sound ethics processes?

Are there appropriate subject information statements and consent forms if relevant?

□ *Results*

Is the response rate of the survey or data collection stated?

Are the results and findings presented in a clear, unambiguous and consistent format?

Are all figures, tables and graphs numbers and labeled, and have an explanation in the text?

Are the statistical tests correct and appropriate for the method?

Have the results and any statistical tests been correctly and accurately interpreted?

Do the results logically reflect the method used and the stated aims and objectives of the study?

□ *Discussion*

Does the student give an accurate interpretation of the findings and implications of the results?

Are the results discussed in relation to the literature the student has searched and reviewed?

Does the student compare their results and interpretation with the literature and other comparable studies?

Are the results discussed in relation to the stated problem, evaluation question, aims and objectives of the study?

Does the student reflect on and discuss any limitations or constraints of the study?

□ *Conclusions*

Are the key results, interpretations and implications accurately summarized?

Do the conclusions reflect accurately the results and interpretation?

□ *Recommendations*

Does the student make any recommendations in relation to future research or actions as a result of their study?

Are they feasible and relevant to the issue that was studied?

□ *Bibliography*

Does it follow an accurate and consistent format in an appropriate referencing style?

Are all references, figures and tables used in the text cited in the bibliography?

□ *Appendices*

Are all relevant questionnaires, letters, ethics approvals included in an appendix?

□ *Assessment of presentation style, grammar and spelling*

A minimum standard of style of presentation, writing, grammar and spelling should apply to the standard expected of a postgraduate student.

Errors of presentation, writing style, grammar and spelling should be corrected by the student before the final bound copy is submitted to the Faculty.

7.4 Inconsistency between reviewers

Generally, if one examiner assesses the report as “Satisfactory” and the other as any category of “Unsatisfactory”, the report cannot be passed as it is. The student should make the recommended revisions and re-submit one copy for re-examination.

If the two assessments are widely disparate, e.g. one is “Satisfactory without revisions” and the other is “Unsatisfactory”, and requires major changes, the Curriculum Committee may ask a third examiner who has expertise in the area of interest to assess the report. The third examiner should assess whether the report has been unduly over or under assessed according to the minimum objectives as outlined in these guidelines. It would be reasonable for the third examiner to find compromise where possible. If any of the examiners or the student, dispute the third assessment, the project and examiners reports should be referred to the Dean.

7.5 Completion of the reviewer’s report

Each examiner should complete the pro-forma titled Examiners Report Form. This form is available from the academic affairs section.

The Examiners Report Form should be returned to the academic affairs section together with the students report. A template of the Examiners Report Form is provided in the Appendices.

7.6 Assessment grades

There are 2 grades of assessment:

□ *Satisfactory:*

○ Without revisions:

Of an adequate standard at a postgraduate level and requires no further revision.

○ With minor revisions:

Of an adequate standard overall but subject to minor corrections (contains errors of style, grammar, spelling, or requires other corrections in the body of the report, but which are not sufficient to require a major revision of the report) as listed.

❑ *Unsatisfactory*

- With major revisions:

Not of an adequate standard at a postgraduate level, but may be resubmitted in a revised form for re-examination.

- Without revisions:

Not of an adequate standard at a postgraduate level, and may not be resubmitted in a revised form, which leads to failure (because either the conduct of the project or the presentation of the report is of such standard that it would not be acceptable in a revised form).

8 Resources and References

8.1 Course work

Courses on biostatistics, research methods, planning and evaluation have been developed to build students' skills in the principles and methods of public health science, analytical and management competencies. Details on course descriptions and objectives can be found in the relevant program descriptions.

8.2 Seminars, workshops, and practicum

MPH programs include active participation in special seminars, workshops and or undertaking a practicum. Independent study project development is facilitated by specific tutorial sessions within these MPH seminars and workshops. In addition, for the MPH (Global Health) the practicum allows students to select a professional/community setting relevant to their independent study or independent study project.

8.3 Graduate student handbook

The Graduate Student Handbook elaborates on general and degree requirements, registration procedures and important university policies.

8.4 Library resources

The APA and MLA style manuals can be found at the university's libraries

8.5 References on ethics, academic writing & authorship

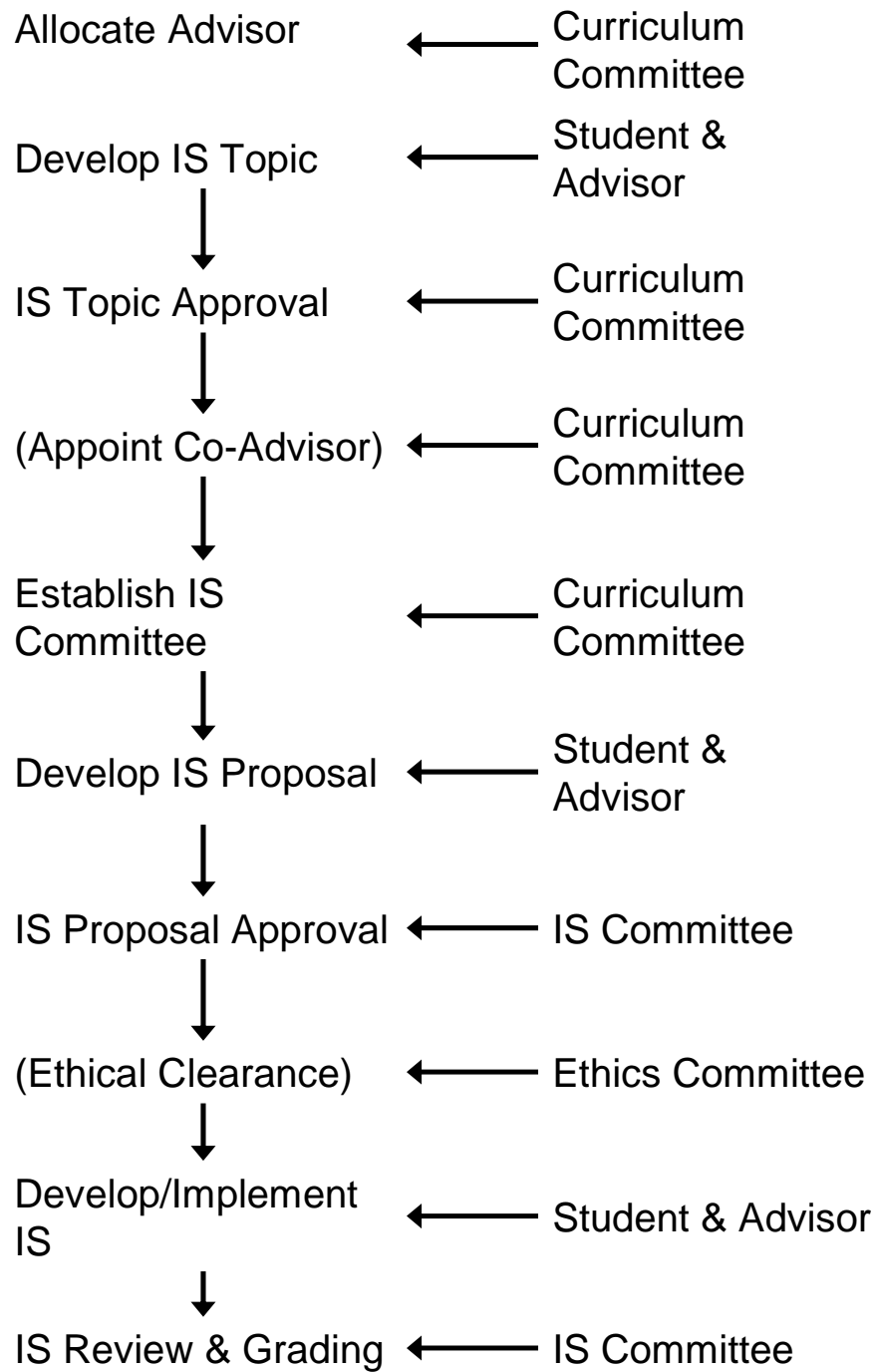
References on ethics, academic writing and authorship can be found in the handout materials of the pre-program workshop, the course on research methods, and the MPH (Global Health) seminars.

8.6 References on formatting

Before you begin writing-up your independent study project, make sure you understand the requirements in terms of format, style, font type/size, spacing, margins, alignment, page numbering, paper and printing quality and page order. Independent study reports follow the same formatting regulations as for thesis work. Please contact the academic affairs section for a copy of the TU thesis guidelines.

9 Appendices

9.1 Key Steps in Independent Study Development



9.2 Template Title Page

Title of Work

Student's Full Name

An Independent Study Project in Partial Fulfillment of the Requirements
for the Degree of Master of Public Health

Faculty of Public Health

Thammasat University

Year

ISBN

© Faculty of Public Health, Thammasat University

9.3 Template approval page

Title

Student's full name

Program

Advisor

Co-advisor (optional)

Accepted by the Faculty of Public Health, Thammasat University in Partial Fulfillment of the Requirements for the Master's Degree:

.....Dean of the Faculty of Public Health

Fill in Title, Dean's Name & Qualifications

.....Independent Study Advisor

Fill in Title, Advisor's Name & Qualifications

(Optional).....Independent Study Co-advisor

Fill in Title, Co-advisor's Name & Qualifications

.....External Reviewer

Fill-in Title, External reviewer's Name & Qualifications

9.4 Template reviewer's report

**Thammasat University
Faculty of Public Health
Examiners Report Form**

Name of Candidate:

Degree Program:

Title of Report:

Note for Examiners:

Please refer to Independent Study Guidelines: for Students, Advisors and Reviewers for further details.

The award of the degree is based upon the candidate's overall performance, both in the formal course work and in the independent study project. For the MPH the total course is equivalent to 16 months of full-time study or 24 months of part-time study, of which the project represents one 7th of the total credit hours.

In my opinion the independent study project report is:

- Satisfactory
- Satisfactory subject to minor corrections as listed
- Unsatisfactory, but may be resubmitted in a revised form
- Unsatisfactory and may not be resubmitted in a revised form

Signature:

Examiner's Name:

Title and Position:

Date:

9.5 Abstract/executive summary template

Abstract/Executive Summary

Title

Student's Full Name

Advisor's Name

Co-advisor's Name (optional)

Faculty of Public Health, Thammasat University Year (use year the degree is awarded)

ISBN

Fill in abstract or executive summary text. Text should be left justified and single spaced. Do not center or double space this text. An abstract should be no more than 250 words and an executive summary should not exceed 1,000 words and should succinctly describe your independent study project.