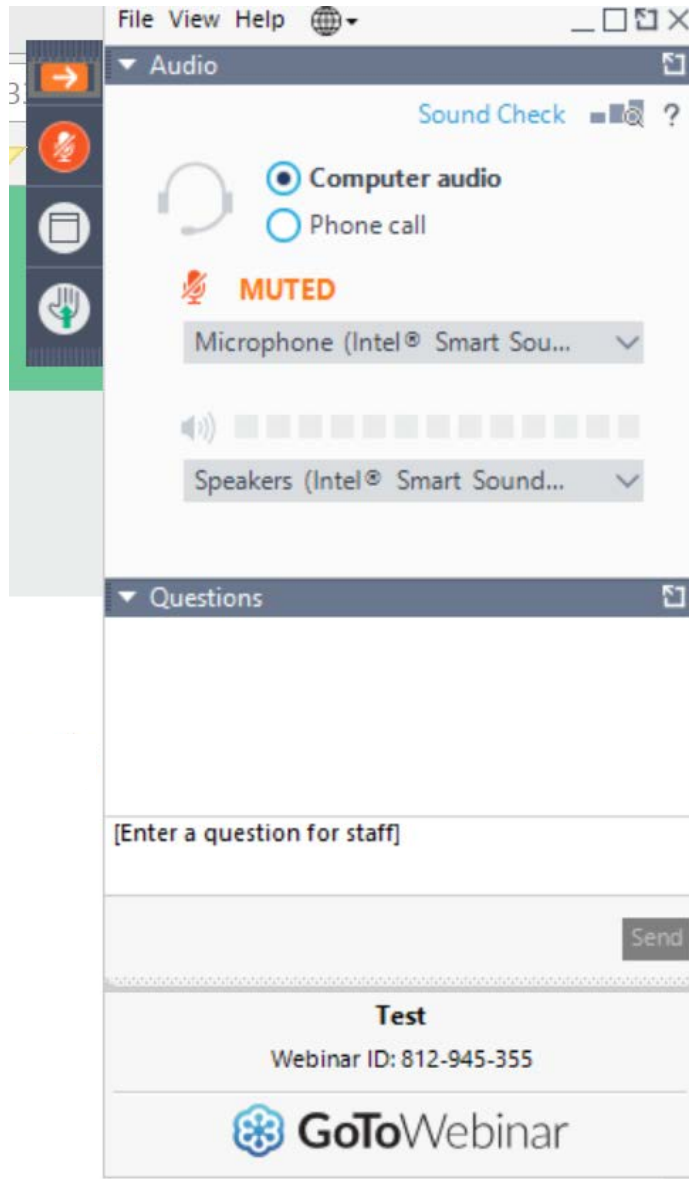




Cumulative, Integrative, and Practice- based Experiences

January 30, 2020



**All participants
will be muted.
So if you have a
question, enter
it here!**



**CEPH staff will
see it and will
read and answer
questions live at
the end of the
presentation!**

Availability of slides & recording

About CEPH

Who We Accredit

Criteria & Procedures

For Schools and Programs

For Students

For Site Visitors



Considering Accreditation

Preparing for a Review

Substantive Changes

FAQs and Webinars

Fee Schedule

Report Search

FAQs and Webinars

- General FAQs for Schools and Programs
- Presentations and Webinars
- FAQs on the 2016 Criteria for SPHs and PHPs
- SBP-Specific FAQs
- Student FAQs

Agenda for Webinar

- Brief overview of relevant criteria
- Perspectives from accredited units
 - Boston University
 - Columbia University
 - University of North Carolina, Wilmington
 - University of Virginia
 - Louisiana State University Health Science Center
- Q/A



Relevant Criteria



Bachelor's Level

- SBP B4
- SPH/PHP D12
- Students have opportunities to integrate, synthesize, and apply knowledge

Master's Level

- D5- Applied Practice Experience
 - Demonstrate at least five competencies
 - At least three foundational
 - At least two work products
 - Mutually beneficial activities, when possible
- D7- Integrative Learning Experience
 - Synthesis and integration of competencies
 - At or near the end of program of study
 - Faculty assessment
 - High quality written product

Doctoral Level

- D6- Applied Practice Experience
 - At least one project meaningful for an organization and to advance public health
 - Real world setting
 - Reflective component
 - Demonstrate five competencies
 - At least one from a leadership domain
- D8- Integrative Learning Experience
 - Field-based products designed to influence programs, policies, or systems addressing public health
 - High quality written product

An Overview of UNCW Undergraduate Public Health Capstone Course: Highlighting the Cumulative Experience

Dr. Steve Elliott, Director, School of Health and Applied Human Sciences

Dr. Hannah P. Catalano, Program Coordinator, Public Health

Ms. Elisabeth K. Baynard, Public Health Faculty



UNIVERSITY *of* NORTH CAROLINA WILMINGTON

Public Health at UNCW

- Accredited by CEPH as a SBP in 2016
- Next review is scheduled for 2021
- Approximately 390 students currently
- Currently 7 full-time faculty, plus several part-time faculty
 - A new Program Coordinator will join the program in August, 2020
 - A new Assistant Professor position in active recruitment

All students must complete one of four degree concentrations:

- **Community Health Education**
- **Global Health**
- **Pre-Clinical**
- **Gerontology**

UNCW Public Health Program

All students must complete these core classes:

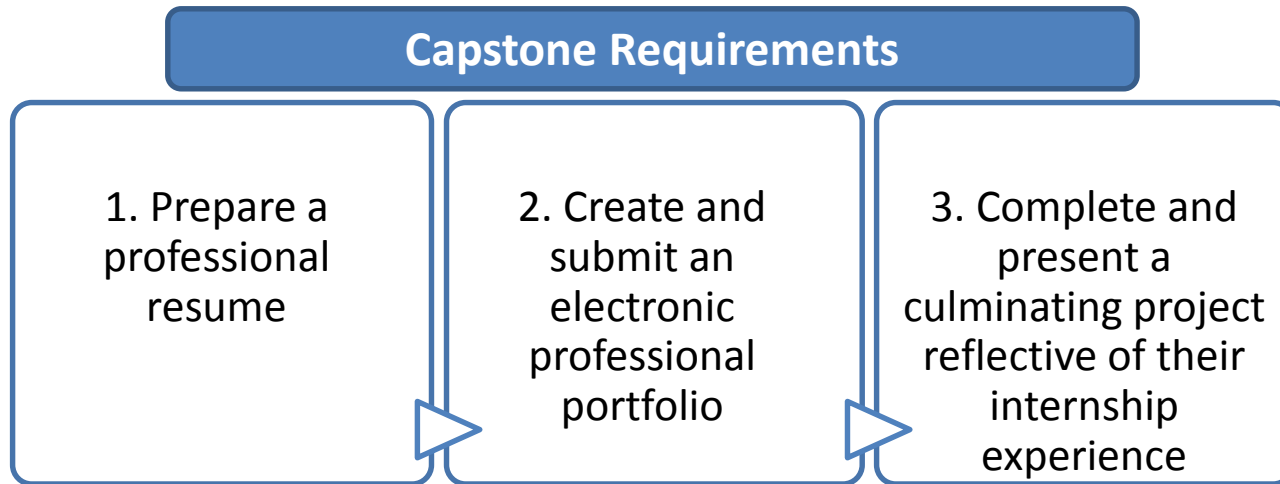
1. PBH 290 - Introduction to Public Health (3)
2. PBH 295 - Public Health Practice (3)
3. PBH 299 - Biostatistics (3)
4. PBH 310 - Social and Behavioral Determinants of Health (3)
5. PBH 320 - Foundations of Global Health (3)
6. PBH 359 - Research Methods in Public Health (3)
7. PBH 400 - Health Ethics, Policy, and Law (3)
8. PBH 401 - Foundations of Environmental Health (3)
9. PBH 452 - Epidemiology (3)
10. EXS 216 - Human Anatomy and Physiology I (4) or BIO 240 Anatomy and Physiology I (4)
11. EXS 217 - Human Anatomy and Physiology II (3) or BIO 241 Anatomy and Physiology II (4)
12. **PBH 496 – Capstone in Public Health (3)**

All of the Public Health Domains required for accreditation are included within the core courses.

* PBH 497 – Internship in Public Health (concentration specific; 3 or 12 credit hours)

PBH 496 – Capstone in Public Health

- This final course is designed to integrate and synthesize what has been covered in the other PBH courses and provides a culmination of learning experiences through a final project.



- Some aspects of course syllabus may be seen on following slides.

Course Description:

This final course is designed to integrate and synthesize what has been covered in the other PBH courses and provides a culmination of learning experiences through a final project.

Required Texts and Resources:

No text required. Students must have a [Taskstream](https://www.taskstream.com) account, for creation of an electronic portfolio.

- Students needing to establish an electronic portfolio can purchase the necessary [Taskstream](https://www.taskstream.com) access code directly from [Taskstream](https://www.taskstream.com) through the following link: <https://www.watermarkinsights.com/signon/>
- Technical assistance regarding your electronic portfolio is available at no charge through: Mentoring Services at help@taskstream.com or 1-800-311-5656.

Student Learning Outcomes	Assignment
Apply theories, concepts, and skills developed throughout the PBH curricula through the use of artifacts submitted into an electronic portfolio. Students will integrate key facets of their education over the course of their university experience.	Electronic Portfolio (Taskstream)
Creation and implementation of a new program, or an evaluation of an existing program, in the public health field. OR Conduct a comprehensive review of literature to inform the public health field.	Capstone Project Proposal, Project, and Presentation of Project
Development of a professional resume (or application to graduate school), and inclusion of resume in Portfolio. Resume will include PBH internship.	Resume

Grading Scale:

Grade	Percent
A	90-100
B	80-89
C	70-79
D	60-69
F	<60

	Assignment	Points
1	Portfolio Audit: Students are expected to have uploaded all required artifacts from the Public Health Courses that you have completed. Portfolio audit will be assessed for completeness (missing artifacts, substitute assignments from approved coursework completed elsewhere, etc.)	5
2	Public Health / CHHS Senior Survey:	5
3	Professional Portfolio: Each required course in the Public Health program includes an artifact(s) relating to a public health competency. The final portfolio will include all of these artifacts in one electronic format to be discussed in class. Based on feedback from instructor, students may need to revise these artifacts before submitting them in the final portfolio. The student's best work should be displayed.	15
4	Resume: Student will upload a current resume detailing their academic and professional experiences. This should be the same quality as would be submitted with a job application or for graduate school. Students may also request for feedback on graduate school applications, not to substitute for resume submission.	10
5	Capstone Project Proposal: Students should coordinate with their Internship Site Coordinators regarding the Capstone Project. Once the specific criteria for a Capstone project have been reviewed and a project has been identified by the student, the Capstone Proposal Form is completed by the student. It is then signed by the student and site supervisor and submitted for instructor approval. <i>Please note that Internship sites are not required to support a student's Capstone project. The student will receive all guidance necessary from course instructor if the Capstone project goes beyond the parameters of the internship.</i>	10
6	<p>Final Project: Student will choose from one of the following options for their final project.</p> <ul style="list-style-type: none"> • <i>Comprehensive Review of the Literature</i> <ul style="list-style-type: none"> ○ Pre-Clinical concentration students will complete this option, based on course preparation. • <i>Creation and Implementation of a Public Health Program</i> • <i>Evaluation of a Public Health Program</i> 	35
6	Final Project Presentation: Student will prepare an <u>8-12 minute</u> presentation describing their Final Project including background, rationale and results. Students who are completing their internships out of town / state / country will need to <u>make arrangements</u> with the instructor for an alternative presentation delivery. Additional details will be provided in class and posted to course Canvas page.	20
	TOTAL	100

Overview of Culminating Experience Project

- Students may complete one of the following projects and then present their culminating work at the end of the course



Conduct a comprehensive review of the literature on a public health topic of students' choosing



Creation and implementation of a public health program in a community, company, or organization

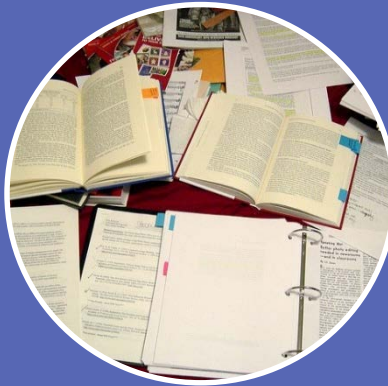


Evaluation of a public health program in a community, company, or organization.

Samples of Students' Culminating Projects



Strategic plan for SEEDS of Healing, Inc., a non-profit organization that seeks to generate support for people living with HIV, and to eliminate disparities in HIV outcomes for women



Literature review and **case study** advocating for public health involvement in urban planning and urban tree planting conducted with American Heart Association and TreesDurham



Evaluation of HIV patients' perception of care provided at three regional outpatient clinics affiliated with local hospital

Overview of Cumulative Experience Portfolio

- Each core course has required “artifacts” that cover specific PHDs and/or NCHEC Competencies
- These artifacts, when returned to students, are to be revised if necessary and submitted to an electronic portfolio (Taskstream by Watermark)
 - Students are encouraged to purchase account during their first semester in the program, to use as cloud based storage
 - Students submit an “artifact audit” early in Capstone semester
 - The final portfolio is evaluated as part of the Capstone course

Overview of Cumulative Experience Portfolio

The following slides depict screenshots of various aspects and examples of the portfolio creation process, including:

- The student view of the portfolio template
- The table of contents generated by Taskstream
- Multiple examples of student work

Student View of Taskstream Template

Public Health Studies: Community Health Education Concentration

Home / PBH 290 Foundations of Public Health

Home

PBH 234 Introduction to Health Education

PBH 290 Foundations of Public Health

- Public Health Professions Poster
- Public Health Philosophy article reflection
- Public Health History Presentation
- Field Experience

PBH 295 Public Health Practice

PBH 299 Biostatistics

PBH 305 Health Program Planning

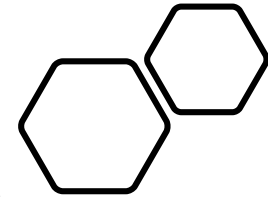
PBH 310 Social and Behavioral

PBH 315 Health Program Implementati

PBH 320 Global

PBH 290 Foundations of Public Health

- OVERVIEW
- Public Health Professions Poster**
 - DIRECTIONS
 - EVALUATION METHOD
- AUTHOR WORK GOES HERE**
- Public Health Philosophy article reflection**
 - DIRECTIONS
 - EVALUATION METHOD

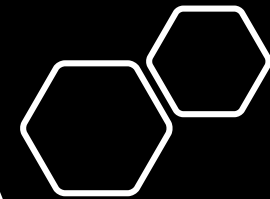


Note: left sidebar contains links to all Core and Concentration Courses (current view is expanded for PBH290, to allow viewing of course artifacts.)

Students upload all artifacts, then generate a table of contents that allows faculty to view all student files.

Student generated “portfolio audit”

Table of Contents	
General Information	1
PBH 234 Introduction to Health Education	2
Health Education Philosophy Paper.....	2
PBH 290 Foundations of Public Health	3
Public Health Professions Poster.....	3
Public Health Philosophy article reflection.....	3
Public Health History Presentation.....	3
Field Experience.....	3
PBH 295 Public Health Practice	4
Leadership Development Program - Awareness of Community Experience Presentation.....	4
Group Needs Assessment.....	4
Identification of Evidence Based Interventions.....	4
Logic Model.....	4
Evaluation Procedures.....	4
PBH 299 Biostatistics	5
SPSS Assignment.....	5
PBH 305 Health Program Planning	6
Final Program Plan.....	6
PBH 310 Social and Behavioral	7
Leadership Development Program Awareness of Self Experience.....	7



Students generate a PDF file and submit as the “audit.”

This document allows faculty to view all student files, organized by course.

This view shows the overall Table of Contents.

Student generated “portfolio audit”

PBH 290 Foundations of Public Health

❖ Public Health Professions Poster

File Attachments:

Public Health Professions Poster.pptx

❖ Public Health Philosophy article reflection

File Attachments:

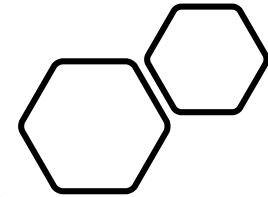
Reflection on Public Health Philosophy Article.docx

❖ Public Health History Presentation

File Attachments:

Public Health History Presentation.pptx

❖ Field Experience (this is no longer assigned, but some students still may have)



Students are able to enter text boxes into the upload fields, to explain assignment differences, ask questions, or to perhaps communicate that they are missing an artifact.

This view shows the contents of one course (PBH 290).

Sample of Electronic Portfolio (1)

This student highlighted honors, awards, and various products created through their internship and their role as a UNCW Peer Educator.

Home

Honors and Awards

Academic Products

Professional Products





Resume

Home > Professional Products

Professional Products
Collections of Original Work




UNCW Crossroads
Peer Educator and Intern

File Attachments:

1.  **Cannabis Trivia.pptx**
Interactive program that asks participants questions regarding general facts, medical cannabis laws, health effects, and campus rules and statistics.
2.  **CROSSROADS Brochure.pdf**
3.  **Roasting and Toasting .pptx**
Program for Safe Spring Break Awareness Week 2019 that addresses sun safety, hydration, and safe drinking practices.
4.  **Under Pressure - Shots, Shots, Baby!.pptx**
Program presented at BACCHUS 2018 NASPA General Assembly for Peer Educators that applies social identity theory to peer pressure with binge drinking among college students.

UNCW Crossroads Adolescent Substance Abuse Prevention Program
Peer Educator

File Attachments:

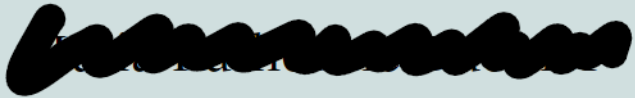
1.  **CROSSROADS Student Workbook.pdf**
Printed as workbook to provide students with summary of each lesson and space to fill in notes.
2.  **Introduction and Lesson 1 - Social Norms.pptx**
Introduction to the program, topic of substances, perceptions of drug use, and social norms.
3.  **Lesson 2 - Drugs, the Brain, and the Body.pptx**
Discusses neurotransmitter dopamine, the adolescent brain reward center, and

Sample of Electronic Portfolio (2)

This student followed a more traditional format, with specific coursework listed on left sidebar.


(Name obscured for privacy.)

Home Resume *Public Health Related Work* Honors and Awards



Home > Public Health Related Work

Public Health Related Work



Located in this tab, you will find a collection of work from my Public Health Studies Major that was completed during my time at UNCW.

- Introduction to Health Education
- Foundations of Public Health
- Public Health Practice
- Biostatistics
- Health Program Planning
- Social and Behavioral Determinants
- Health Program Implementation
- Global Health
- Health Communication
- Evaluation Methods
- Research Methods

Sample of Electronic Portfolio (3)

This student chose to highlight their degree concentration (Global Health) and their internship site. Files are also organized by type, as opposed to a specific coursework outline.

(Name obscured for privacy.)

Home

Mission Statement

Foundations of Public Health

Application of Health Theory

Program Planning and Implementation

Program Evaluation

Research and Data Analysis

Health Policy and Law

Global Health

Internship - American Heart Association

Resume

Home > Mission Statement

Mission Statement

My name is [REDACTED] I have a Bachelor's of Science in Public Health Studies with a concentration in Global Health.

This portfolio represents my professional growth over my 4-year college career. It contains best practice reports and projects, examples of authentic assessment, and evidence of how I met my professional goal of gaining the knowledge and skills that are most vital to work effectively in the public health field.

Author: [REDACTED]

Last modified: 11/8/2019 1:14 PM (EST)

Integrative Learning Experience



Kari F. Brisolaro, ScD, MSPH, QEP

Associate Dean for Academic Affairs

Associate Professor of ENHS

kbriso@lsuhsc.edu

504.568.5725

Integrative Learning Experience: PUBH 6600 Culminating Experience

- **Interdisciplinary Groups of MPH Students**
 - Groups are assigned one Policy/Position Analysis Topic and one Case Study Analysis.
 - Groups work together representing their discipline's perspective on the topic/case
 - Groups present to the class including faculty experts on the topic along with community stakeholders interested in the topic area
- **Individual Analysis**
 - Paper on the public health controversy of their choice
 - Background, Challenges, Discipline Role, Summary and Overall Response
 - Emphasis on the application – how will they fix the issue?
- **Also linked to our IPE competency which is fulfilled through the campus-wide Team UP experience (additional once per month session)**
 - https://www.lsuhsu.edu/administration/academic/cipecp/team_up/overview.aspx

Our Approach

Our approach to the integrated learning experience provides the foundational structure of communication and teamwork competencies. This foundation allows students to recognize the importance of these and provide the necessary framework for self-reflection while still allowing for flexibility and independence in interpreting their role within the projects.

- We use a matrix to track the selection of discipline-specific competencies for self-assessment.
- With the involvement of external community stakeholders, an additional level of participatory evaluation was added (Cousins and Chouinard 2012; Hansen et al. 2013).

Cousins, J., Chouinard, J. (2012) *Participatory Evaluation Up Close: An integration of research-based knowledge*. IAP – Information Age Publishing, Inc. ISBN 978-1-61735-801-2.

Hansen, M., Alkin, M., Wallace, T. (2013) Depicting the logic of three evaluation theories. *Evaluation and Program Planning*. 38: 34-43, (<https://doi.org/10.1016/j.evalprogplan.2012.03.012>).

Outline of Expectations for Group Analysis

- **Situational Description**
 - Analyze the present situation including SWOT
- **Background**
 - Data, evidence-based practices, additional information needed
- **Issue Identification and Analysis**
 - Determine and prioritize the “core” issues (problems/opportunities)
 - Develop and evaluation alternative solutions or actions
- **Team Role**
 - Describe how each discipline can contribute to the situation
- **Action Plan**
 - Specify the activities necessary to achieve the selected alternative and likely players; Utilize **Re-Aim**

Evaluation Methods

- *Peer Evaluation* – class will be asked to review the presentation of the material using **Rubric 1** (organization/clarity/effectiveness of communication)
- *Group Evaluation* – self and group member evaluation of student performance using **Rubric 2** (group dynamics)
- *Professor Evaluation* – **Rubric 3** (competency-based rubric in addition to clarity of presentation, discussion leadership) for presentation evaluation and **Rubric 4** (also competency-based) for individual paper
- *Self Evaluation* – class participation related scoring; includes professor rating as well **Rubric 5** (contribution self-rating including qualitative rationale for rating and feedback from professor on rationale)

University of Virginia
Master of Public Health
Program

Topic

- In the UVA MPH Program, students begin thinking about and preparing for the Applied Practice Experience and the Integrative Learning Experience in orientation.
- Students document their educational and professional goals and work with faculty and staff to integrate course work and their program experiences.
- Process for program experiences has evolved with feedback from students, alumni, and community partners.

Applied Practice Experience

Overview

- Individualized Approach:
 - Beginning at orientation with meetings with the Program Director, Career Coordinator, and other advisors.
 - Students also respond to a competency self-assessment and document their professional and educational goals.
- Systematically Engaging Faculty as Mentors in Student Experiences:
 - Engagement of faculty to ensure students receive the necessary preparation and that the relationship is sustained over time.
 - Students are required to complete the Professionalism in Community Engagement module.
 - If a student chooses to complete a field placement in or around Charlottesville, students are required to work with faculty to identify an appropriate local organization, based on the organization's needs and the interests of the student.

Applied Practice Partners

- Applied Practice Experiences part of larger, sustained MPH Program relationships with community partners.
- The program identifies sites in a manner that is sensitive to the needs of the agencies or organizations involved.
- MPH Program faculty and students work with external community partners and organizations that have alignment of MPH program mission and goals.
- Activities during the applied practice experience are mutually beneficial to both the site and the student. Products are useful for the community partner.

Systematic, Web-based Monitoring of Applied Practice

- Planning Form
- Professional Conduct Guidelines & Expectations Contract
- Work Plan
- Two-week call to each student and preceptor
- Student midpoint evaluation
- Student final evaluation
- Preceptor final evaluation
- Competency Assessment

Two-week call to each student and preceptor

- Documented in student file
- Opportunity for faculty to facilitate fit/communication/skills training

Student Mid-point Evaluation Example Questions

Q3. Please describe your tasks, projects, duties, and/or responsibilities thus far during your placement, in a bulleted list or paragraph.

Q4. List the competencies your and your preceptor chose and outlined in your Work Plan. Also, describe your progress toward attaining these competencies.

Q5. Do you feel that these competencies are still appropriate for this Applied Practice Experience?

Student Final Evaluation Example Questions

Q7. Upload Applied Practice Experience product #1

Q8. Describe product #1

Q9. Select foundational competences demonstrated by product #1.

Q10. Explain how product #1 demonstrates these competencies.

Preceptor Final Evaluation Example Questions

Q3 Student Performance



	Needs Improvement	Satisfactory	Very Good	× Not Applicable
Dependability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written and Oral Communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thoroughness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resourcefulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4 Applied Practice Experience



	Needs Improvement	Satisfactory	Very Good	× Not Applicable
Clarity of guidelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaction with the MPH Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpfulness to agency/organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness of end product(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Likelihood of requesting another student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 Comments:



Competency Assessment

- Two assessors document the portfolio for demonstration of competency attainment.
- Examples include: written assignments, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning
- Must produce a minimum of two work products that are useful to the community partner and demonstrate the attainment of a minimum of five competencies, at least three of which being foundational.

Applied Practice Experience Competency Assessment

Date Assessed: [Click or tap to enter a date.](#)

Student Name: [Click or tap here to enter text.](#)

Concentration: Choose an item.

Graduation (Semester/Year): [Click or tap here to enter text.](#)

AP Experience Site: [Click or tap here to enter text.](#)

Assessment of Competency Attainment

Foundational Competencies	Confirmed by Faculty (Initials)
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Concentration-Specific Competencies	
If Health Policy, Law, and Ethics Concentration: Choose an item.	
If Research in Practice Concentration: Choose an item.	
If Health Policy, Law, and Ethics Concentration: Choose an item.	
If Research in Practice Concentration: Choose an item.	
If Health Policy, Law, and Ethics Concentration: Choose an item.	
If Research in Practice Concentration: Choose an item.	

Assessor Signatures:

[Click or tap here to enter text.](#)
Print

Sign

[Click or tap here to enter text.](#)
Print

Sign

Integrative Learning Experience

Three Required Courses

- The ILE final project is on a topic of the student's choosing and 3 MPH required courses provide a structure during which they each work on their individual project:
 - A Methods course –to learn the methodology appropriate for the project.
 - PHS 8880 or 8881 ILE Part 1 (Project) – to conduct and complete the project, demonstrating selected competencies with mentorship from a methods faculty advisor
 - PHS 8930 or 8931 ILE Part 2 (Seminar)– to integrate competencies; particularly on Professionalism and Leadership in Public Health
- Many projects are useful to MPH Program community partners and grow out of the applied practice experience or other community projects.

Methods Course Examples

- PHS 7060 Program Planning and Evaluation
- PHS 7102 Healthcare Policy Analysis & Evaluation
- PHS 7410 Secondary Data Analysis
- PHS 7015 Qualitative Methods & Global Health
- PHS 7411 Health Care Economics
- PHS 7385 Environmental Health: Epi Perspectives
- PHS 5621 Health Impact Assessment

Student Deliverables

- By the end of the final semester, in order to graduate, the student completes the following for the ILE project:
 - ILE Product: The format of the product will depend on the project and will be determined by the student with mentorship from their ILE faculty.
 - Professional Oral Presentation: as for a conference
 - Poster for the MPH Poster Presentation Session: held at the end of each semester for graduating students.

Assessment

- All 5 competencies are assessed together at the same time on the same document by three individual faculty members, using the same assessment grading rubric.

ILE Competency Assessment: Health Policy, Law, and Ethics Concentration

Meeting ILE final assessment criteria requires: Highly Competent or Adequately Competent demonstration of the 2 foundational competencies noted below and 3 concentration competencies (2 that you select and #6). Failure to demonstrate adequate performance on each competency requires a resubmission of the ILE paper and/or poster.

Student Name: _____

Program-wide ILE Foundational Competencies

Competency		Highly Competent	Adequately Competent	Some Competency	Little or no Competency
4. Interpret results of data analysis for public health research, policy or practice.	√				
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.	√				

Health Policy, Law, and Ethics Concentration Competencies: Please put a checkmark by the 2 you select.

Competency		Highly Competent	Adequately Competent	Some Competency	Little or no Competency
1. Synthesize health information and data from numerous sources to generate policy options to improve population health					
2. Conduct a comprehensive economic review and analysis of a public health policy.					
3. Formulate strategic or financial plans for public health or healthcare organizations.					
4. Assess the organizational structure, responsibilities, and values of key stakeholders, including governmental and nongovernmental organizations, to design and evaluate health policy options.					
5. Evaluate ethical and/or legal dimensions of a policy, program, or public health action, choosing or creating appropriate frameworks.					
6. Incorporate equity and ethical principles and best practices in the development and evaluation of health policies.	√				

Faculty Assessment – ILE part 1: _____

Faculty Assessment – ILE part 2: _____

Program Director: _____

ILE Competency Assessment: Research in Practice Concentration

Meeting ILE final assessment criteria requires: Highly Competent or Adequately Competent demonstration of the 2 foundational competencies noted below and 3 concentration competencies (2 that you select and #6). Failure to demonstrate adequate performance on each competency requires a resubmission of the ILE paper and/or poster.

Student Name: _____

Program-wide ILE Foundational Competencies

Competency		Highly Competent	Adequately Competent	Some Competency	Little or no Competency
4. Interpret results of data analysis for public health research, policy or practice.	√				
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.	√				

Research in Practice Concentration Competencies: Please put a checkmark by the 2 you select.

Competency		Highly Competent	Adequately Competent	Some Competency	Little or no Competency
1. Generate hypotheses and assess relevant variables to measure and address health problems.					
2. Synthesize quantitative and/or qualitative data from numerous sources to assess the health status of populations and/or evaluate programs or interventions.					
3. Choose data visualization techniques to design a communication strategy for a range of community and professional					
4. Design a research study to address a health problem using a secondary/population data source.					
5. Manage data with appropriate software for collection, storage, analysis, and					
6. Incorporate equity and ethical principles and best practices in population health research in practice.	√				

Faculty Assessment – ILE part 1: _____

Faculty Assessment – ILE part 2: _____

Program Director: _____

ILE Competency Assessment Grading Rubric

Assessment Documents: Final ILE poster and paper

	Highly Competent	Adequately Competent	Some Competency	Little or no Competency
Demonstrate knowledge of the competency in the student's chosen topic (study).	Approach to the study of the topic reflects significant knowledge necessary to demonstrate attainment of this competency.	Approach to the study of the topic reflects adequate knowledge necessary to demonstrate attainment of this competency.	Approach to the study of the topic reflects some knowledge necessary to demonstrate attainment of this competency.	Approach to the study of the topic reflects little or no knowledge necessary to demonstrate attainment of this competency.
Apply knowledge in the demonstration of competency attainment	Competency knowledge is applied in a manner that clearly and specifically demonstrates attainment of the competency.	Competency knowledge is applied in a manner that adequately demonstrates attainment of the competency.	Competency knowledge is applied in a manner that demonstrates some attainment of the competency.	Competency knowledge is applied in a manner that demonstrates little or no attainment of the competency.
Communicate clearly and effectively.	Writing is free of grammatical, syntax and typographical errors, and is well organized. Word choice and tone enhance the discussion of the research.	Writing has very limited grammatical, syntax and typographical errors, and is mostly well organized.	Writing contains grammatical, syntax, and typographical errors. Organization of the study is flawed.	Writing contains significant grammatical, syntax, and typographical errors and is poorly organized. Errors significantly impair the reader's understanding of the study. Word choice and tone are poor.
Defend the study to a critical audience.	Presenter thoroughly and clearly demonstrates attainment of the competency and engages the audience. Presenter responds confidently and thoroughly to questions or feedback, enhancing the audience's understanding of the study.	Presenter adequately demonstrates attainment of the competency, and engages the audience. Presenter responds to questions or feedback, enhancing the audience's understanding of the study.	Presenter lacks clarity in demonstrating attainment of the competency, and responding to questions or feedback.	Presenter fails to demonstrate attainment of the competency.

Doctor of Public Health Applied Practice

Trish Elliott, DrPH

January 30, 2020

BUSPH DrPH in Leadership, Management, and Policy

48 credits of coursework

- 28 required credits
- + additional:
 - 6 research and design
 - 8 mgmt. and finance
 - 6 law, policy, advocacy
 - 3 zero-credit leadership seminars



Case-based exam

A response to a real challenge in an area that is not in their specialty



Coursework

Practicum

Comprehensive Exam

Dissertation



200 hour zero-credit practicum

In addition to practicum deliverables, students produce two reports, a leadership self-evaluation, and presentation



Original work with impact

- applied public health research
- development and analysis of new practice interventions
- design and implementation of public health programs
- program or policy evaluations
- the development of substantial legislative proposals

Practicum



Self-Assessment

Professional Coaching

Site Mentorship

Reflection

Professional Development





Preparation:

Competency self-assessment

Coursework including-

- needs assessment,
- health economics and financial mgmt.
- Managing and implementing progs
- LEAN mgmt

Instructions: Students must use the table below to reassess their current competency levels and reflect any improvements made as a result of their practicum experience. Students must then use a separate page to provide a detailed description of the practicum task/s or deliverable/s that led to each Improved or Mastered competency.

Leadership, Management, and Government Competencies	Not Addressed	Improved	Mastered
Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners.			
Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.			
Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems.			
Create a strategic plan.			
Facilitate shared decision making through negotiation and consensus-building methods.			
Create organizational change strategies.			
Propose strategies to promote inclusion and equity within public health programs, policies and systems.			
Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.			
Propose human, fiscal and other resources to achieve a strategic goal.			
Cultivate new resources and revenue streams to achieve a strategic goal.			
Apply relevant ethical, legal, and human rights principles to difficult and controversial public health decision-making.			
Apply lean management tools and techniques to resolve operational problems and enact sustainable change.			
Data and Analysis Competencies	Not Addressed	Improved	Mastered
Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels.			
Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.			
Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health.			
Develop a fully integrated evaluation of a program or policy that incorporates a plan for both outcome and process evaluation.			
Policy and Programs Competencies	Not Addressed	Improved	Mastered
Design a system-level intervention to address a public health issue.			
Integrate knowledge of cultural values and practices in the design of public health policies and programs.			
Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis.			
Propose interprofessional team approaches to improving public health.			
Develop evidence-based strategies for changing health law and policy.			
Develop financial and business plans for health programs and services.			
Education and Workforce Development Competencies	Not Addressed	Improved	Mastered
Assess an audience's knowledge and learning needs.			
Deliver training or educational experiences that promote learning in academic, organizational or community settings.			
Use best practice modalities in pedagogical practices.			



Preparation:

Competency self-assessment

Coursework including-

- needs assessment,
- health economics and financial mgmt.
- Managing and implementing progs
- LEAN mgmt

Coaching:

- Commitment to improving competencies
- Site selection
- Topic selection



Preparation:

Competency self-assessment

Coursework including-

- needs assessment,
- health economics and financial mgmt.
- Managing and implementing progs
- LEAN mgmt

Field Supervisor:

- Leadership-level in org
- Learning contract
- Mid-point evaluation
- Final evaluation

Coaching:

- Commitment to improving competencies
- Site selection
- Topic selection

Boston University School of Public Health
DrPH Program Practicum Learning Contract

Instructions:

- Complete ALL INFORMATION on both sides of this form and attach the approved learning objectives. Student, Field Supervisor, and DrPH Program Manager signatures are required.
- Submit the completed contract to the DrPH Program Manager (Crosstown Center, Room 429B) within one week of the practicum start date. Keep one copy for yourself.

Student Information

Name: _____ BU ID #: _____

Email: _____

PH 986 Course Information

Semester and year for which you are REGISTERING for the practicum:

Fall ___ Spring ___ Summer ___

Year _____

Hours per week on-site: _____

Start date of the practicum: _____

End date of the practicum: _____

Midpoint Review date with Field Supervisor: _____

Practicum Site (agency name, department, division, etc.): _____

Practicum Site Mailing Address: _____

Field Supervisor Information

Name: _____

Title: _____

Phone: _____

Email: _____

Practicum Content

Please complete the following information on separate paper and attach to this form:

- Student Practicum Title/Position
- Description of the practicum site and project: 1-2 paragraphs
- Learning objectives and goals: These should be specific, measurable, realistic/reasonable, and focused on DrPH leadership competencies.
- Activities and methods for accomplishing the learning objectives and goals
- Proposed products or deliverables
- Monthly timeline for proposed goals and activities

Requirements for Completion of Practicum Course

- Submission of a signed and approved Learning Contract
- Participation in required seminars
- Completion of Midpoint Review
- Completion of minimum number of on-site hours
- Submission of evaluation form from field supervisor

Signatures

Student: _____ Date: _____

Field Supervisor: _____ Date: _____

DrPH Program Manager _____ Date: _____

Midpoint Review Form

The Midpoint Review should occur about halfway through the practicum and is a time for reflection and feedback. The goal of the Midpoint Review is to help ensure that the practicum is on track in providing a valuable learning experience for the student, and that the student is making a contribution to the organization. In addition, the Midpoint Review can help troubleshoot any unforeseen challenges or barriers while ensuring that the student is progressing with the Learning Contract. Updates to the Learning Contract should be made to reflect any changes since the beginning of the practicum.

Instructions:

- *The student must complete this form with the Field Supervisor using the Learning Contract as a point of reference.*
- *This form along with updated learning objectives, activities, and timeline (if necessary) are due to the DrPH Program Manager (Crosstown Center, Room 429B) within 2 days following the Midpoint Review.*

Student Name (Print): _____

1. Describe what you have accomplished to date. Include a list of activities.

2. Discuss the progress on accomplishing the learning objectives as described in the Learning Contract.

3. Describe any challenges or obstacles encountered that have impacted the progress of the practicum. What is being done to address these obstacles?

4. Based on the amount of time left in the practicum describe any changes that need to be made to the Learning Contract?

5. Please describe any other issues that need to be addressed.

Signatures

Field Supervisor: _____ Date: _____

Student: _____ Date: _____

Field Supervisor Evaluation of Practicum Student

Instructions:

The Field Supervisor should complete this at the end of the practicum. This evaluates the student's performance throughout the practicum experience. Please review this with the student before submitting the completed evaluation to the DrPH Program Manager.

Field Supervisor: _____ Agency/Organization: _____

Student: _____ Start/End Date of Practicum: _____

How many hours onsite did the student complete? _____

Please evaluate the student's performance throughout the practicum.

	Exceeded Expectations	Met Expectations	Somewhat Met Expectations	Did Not Meet Expectations	N/A
Attendance/Punctuality					
Cooperation/Teamwork					
Problem Solving					
Dependability					
Professionalism					
Initiative/Motivation					
Adaptability/Flexibility					
Ability to Accept Feedback					
Communication Skills					
Cultural Competency					
Basic Public Health Skills					
Policy Development					
Program Planning					
Leadership Skills					

To what degree did the student improve the following DrPH competencies chosen as learning objectives in the DrPH Practicum Learning Contract? Please rank the student's skill levels.

Competency	Improved	Mastered

What recommendations for professional development do you have for the student?

Do you feel that the total hours designated to the student's practicum were sufficient in meeting your agency's needs?

Would you be willing to serve as a practicum field supervisor again?

Any other comments/concerns?

Signatures

Field Supervisor: _____ Date: _____

Student: _____ Date: _____



Preparation:

Competency self-assessment

Coursework including-

- needs assessment,
- health economics and financial mgmt.
- Managing and implementing progs
- LEAN mgmt

Field Supervisor:

- Leadership-level in org
- Learning contract
- Mid-point evaluation
- Final evaluation

Coaching:

- Commitment to improving competencies
- Site selection
- Topic selection

Reflection:

- Written report
- Organizational report
- Oral presentation
- Self-assessment

Final Products

Students undertaking the practicum are expected to complete the following:

- **Written Report:** The written report should be planned and developed in conjunction with students' field supervisor. It could take on many different formats, including a detailed description of the intervention or evaluation that was planned and/or developed as part of the practicum, a case study of the development or impact of a public health policy, an examination of the role of and challenges associated with leadership in public health, or another substantial report keeping with the spirit of a practice-based analysis and approved by both the DrPH Program Manager and students' field supervisor. This report must be submitted to the DrPH Program Director, and a copy of this report must be delivered to the DrPH Program Manager.
- **Organizational Report:** This report of 6-8 pages should evaluate the effectiveness and efficiency of the organization providing the practicum site and how the application of Lean Management and organizational principles which could improve organizational function and service delivery. What are the organization's barriers to better performance? What realistic changes can be made to improve performance? Students must submit this report to the Assistant Dean for DrPH Education and submit a copy to the DrPH Program Manager.
- **Practicum Presentation:** Students must deliver a presentation on the challenges to leadership in the settings in which they were placed. This presentation, which should last no longer than 15 minutes, and focus on field based practice lessons learned should be scheduled with the DrPH Program Manager.
- **Final Practicum Leadership Self-Assessment:** Students must submit a detailed self-assessment reporting on how their field experience and classroom preparation in PH 866 have improved their leadership competencies. Reflections on their practicum experience must provide a description of how students' met their leadership competency learning objectives through specific deliverables, ongoing projects, and/or responsibilities.
- **Field Supervisor Evaluation:** A written evaluation of students' performance from the field supervisor should be submitted to the DrPH Program Manager.

At the end of the practicum experience, if students have committed to delivering any products to the organization, they should be delivered as complete and in a form that is acceptable to the organization.



Preparation:

- Competency self-assessment
 Coursework including-
- needs assessment,
 - health economics and financial mgmt.
 - Managing and implementing progs
 - LEAN mgmt

Field Supervisor:

- Leadership-level in org
- Learning contract
- Mid-point evaluation
- Final evaluation

Connection to Dissertation:

- Coaching
- Advising
- Strategy
- Field Network

Coaching:

- Commitment to improving competencies
- Site selection
- Topic selection

Reflection:

- Written report
- Organizational report
- Oral presentation
- Self-assessment

Patricia (Trish) Elliott, DrPH

Director, Doctor of Public Health Program
Clinical Assistant Professor and
Director of Education
Department of Community Health Sciences
Boston University School of Public Health
801 Mass Ave. Crosstown Center, Room 440

phone: 617-358-1357
fax: 617-358-1700
e-mail: pelliott@bu.edu



DrPH | Leadership in Global Health and Humanitarian Systems

HEILBRUNN DEPARTMENT OF POPULATION AND FAMILY HEALTH
MAILMAN SCHOOL OF PUBLIC HEALTH
COLUMBIA UNIVERSITY

DrPH Program Goals

1. Provide advanced public health research skills relevant to the specific contexts of developing countries and humanitarian crises;
2. Reflect a practice-based focus by enabling deployment of these skills for program measurement and evaluation;
3. Emphasize critical, innovative thinking rooted in best practices and rigorous research;
4. Equip students for advanced leadership and management roles reflecting a strong understanding of systems approaches;
5. Strengthen cross-national connections and networks amongst faculty and a diverse student body; and
6. Prepare students to advocate for sustainable public health goals within governments, non-governmental organizations and academic institutions.

Admissions Requirements

1. Five years of relevant field based post-graduate experience
2. A prior master's or doctoral degree (not necessarily in public health)
3. GPA of at least 3.5
4. 50th percentile or greater in the verbal and quantitative sections of the GRE
5. Demonstrated leadership potential
6. Motivation to obtain senior-level positions within organizations committed to public health

DrPH Leadership in Global Health and Humanitarian Systems: Fall 2019

Recommended Course Sequence (36 Credits)

Courses	Year 1		Year 2		Year 3 & Beyond
	Fall	Spring	Fall	Spring	
PopFam DrPH courses	Principles and Policy for Global Health & Humanitarian Systems 1 (P9672) *	Principles and Policy for Global Health & Humanitarian Systems 2 (P9673) *	Advanced Research Methods in Global Health (P9652)	Dissertation/ILE Proposal Writing Seminar (P9651) *	Continuous Non-course registration RSRH P0001 RSRH P0003
MSPH DrPH Courses	Case Studies in Public Health Practice and Leadership I*	Seminar: Strategic Management* Seminar: Organizational Behavior* Essentials of Teaching and Communication**	Case Studies in Public Health Practice and Leadership II*		
Departmental Courses	Public Health and Humanitarian Action (P8687)				
Program selective (1.5-3 credits required)	Public Health Program Planning (P8601) Methods in Program Evaluation (P8640) Applications of Implementation Science in Low & Middle-Income Countries (P9620) *				
Methods selective (6 credits required)	See table of recommended courses				
Recommended Non-Mailman Courses	Introduction to Health Economics (HPM P6503) Quantitative Analysis for International & Public Affairs (SIPA U6500) *** Impact Evaluation Methods (SIPA INAF U6605) Quantitative Methods in Program Evaluation and Policy Research (SIPA U8500)				
Qualifying Exams & Integrative Learning Experience (ILE)				Methods Exam (January) Substantive Exam (March/April)	ILE Progression: Proposal, Proposal Defense, ILE Defense (Year 3)
Advising & Progress Reporting	Personal Learning Plan (PLP)	PLP Review	PLP Review	PLP Final Review	Annual Progress Report

Unless indicated, courses are 3 credits

* Course 1.5 credits

** 0 points, 1.5 point equivalent. Can also take in [Spring 2021](#)

*** SIPA registration period opens 2 weeks before Mailman's registration. Mailman students are not guaranteed spots in SIPA courses. Students interested in a SIPA course should email the instructor to express to obtain instructor permission.

Applied Practice Experience (“practicum”)

- Required for all students DrPH students;
- Must complete at least one project deliverable that advances their work and/or contributes to the activities of the host organization- may be a single project or set of related projects and must include a reflective component;
- Must take place in an organization external to the Mailman School of Public Health and the Dept. of Population and Family Health;
- May be completed within a student’s work organization as long as the applied practice experience differs substantially from a student’s current job description;
- Practicum must meet 5 CEPH competencies but there is not minimum hours requirement

Integrative Learning Experience

- Written product reflecting advanced, doctoral-level practice and designed to shape public health research, programs, policies, or systems;
- Synthesizes a combination of at least 3 foundational DrPH competencies and 6 department-specific competencies;
- Synthesizes evidence and expertise into a rigorous, doctoral-level study of a significant current public health problem within a specific practice area of public health;
- Collects and/or analyzes data and offers evidence-based recommendations that are both practical and feasible for substantially improving public health practice addressing that problem;
- Assumes a Mailman department-approved format.

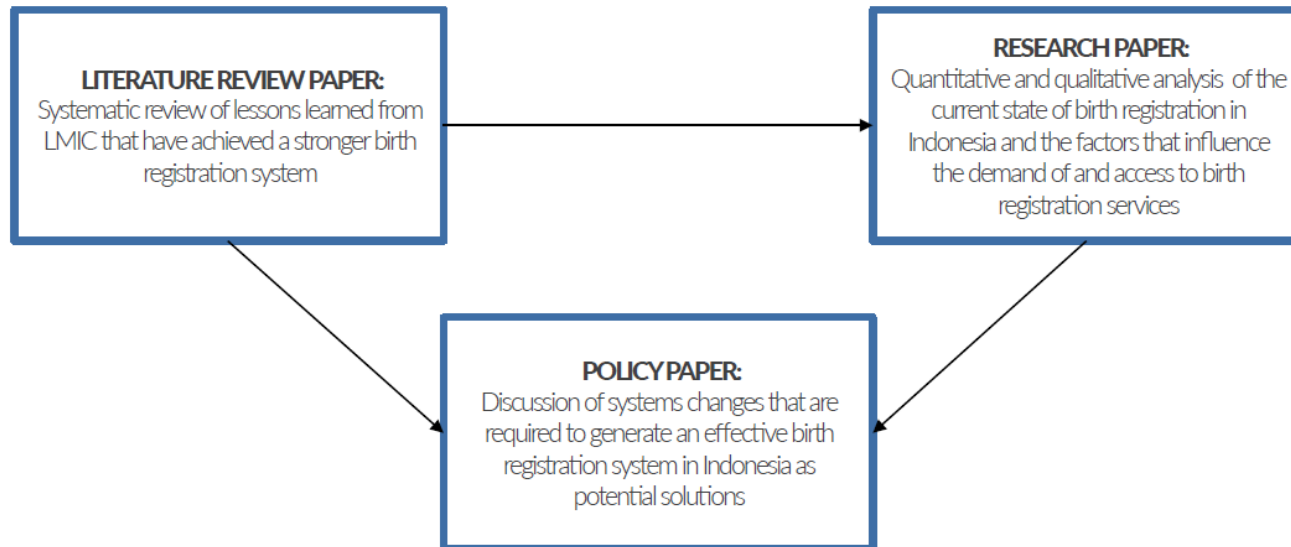
Integrative Learning Experience: Selected Examples

Three Paper Format:	
International Rescue Committee Columbia Global Center Amman	1. Investigating the Health Care Experience of Refugees with Non-Communicable Disease (NCD) residing in urban settings in the Middle East and North Africa
Indonesia's Ministry of National Development UNICEF Puskapa	2. Ending Invisibility: Improving the Birth Registration System for and Advancement of Population Health in Indonesia
Women's Refugee Committee UNICEF BRAC University	3. Adolescent pregnancy in humanitarian settings: A dissertation proposal for three papers exploring demand-side facilitators and barriers to adolescent contraceptive use
Single Monograph:	
AMMD Columbia University Thamini Uhai, NGO Tanzania Ifakara Health Institute, Tanzania	4. Designing a birth companion program in Dar es Salaam: Application of Human Centered Design Approach (HCD)

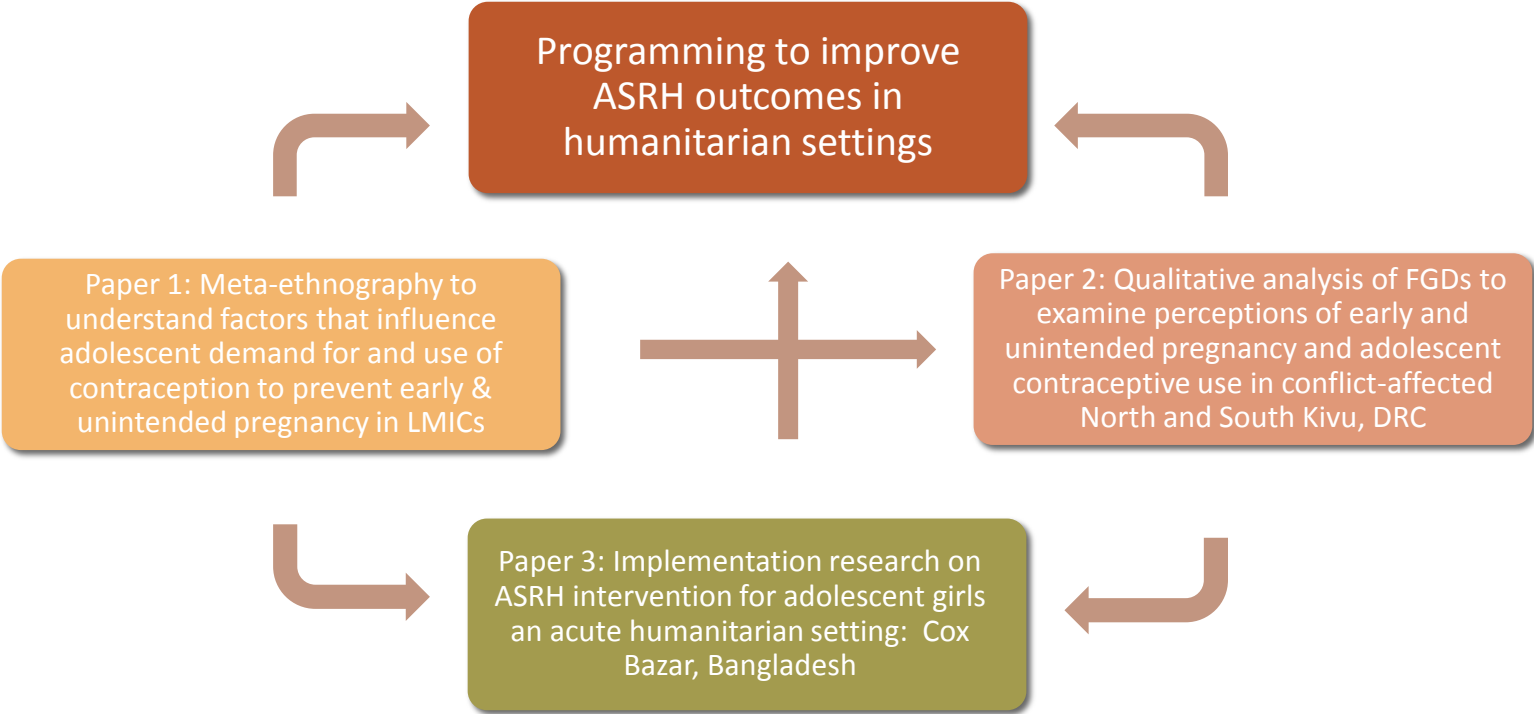
1. Investigating the Health Care Experience of Refugees with Non-Communicable Disease (NCD) residing in urban settings in the Middle East and North Africa

Paper 1	Literature Review	Addressing noncommunicable diseases among urban refugees in the Middle East and North Africa: A scoping review
Paper 2	Empirical Study	“What’s Happening in Syria even affects the rocks” A qualitative study of the Syrian refugee experience accessing noncommunicable disease services in Jordan
Paper 3	Policy and practice implications	Leveraging community strengths to prevent noncommunicable diseases among urban refugees and host communities in Jordan
		Addressing mental health, psychosocial support (MHPSS) and noncommunicable diseases in urban Jordan: Acting at the intersection
		Improving the equality, access and equity of noncommunicable disease services for urban refugees and host communities in Jordan

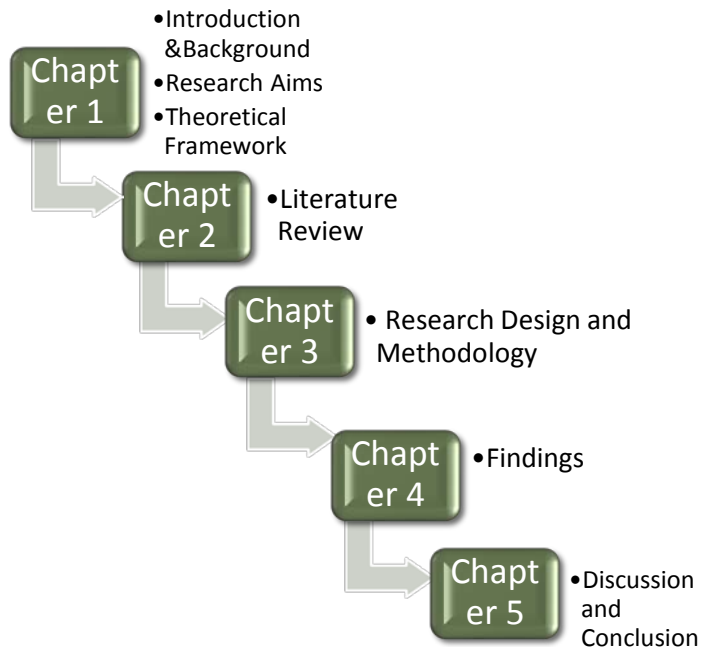
2. Ending Invisibility: Improving the Birth Registration System for and Advancement of Population Health in Indonesia



3. Adolescent pregnancy in humanitarian settings: A dissertation proposal for three papers exploring demand-side facilitators and barriers to adolescent contraceptive use



4. Designing a birth companion program in Tanzania: Application of Human Centered Design Approach (HCD)



Objectives:

- Investigating the HCD approach in practice: design and implementation challenges
- Using HCD model design and implement an HCD birth companionships model at 2 government facilities.
- Examination of contextual factors and perception of various stakeholders.
- Implications of HCD for public health programs in MLIC countries

Challenges and Opportunities

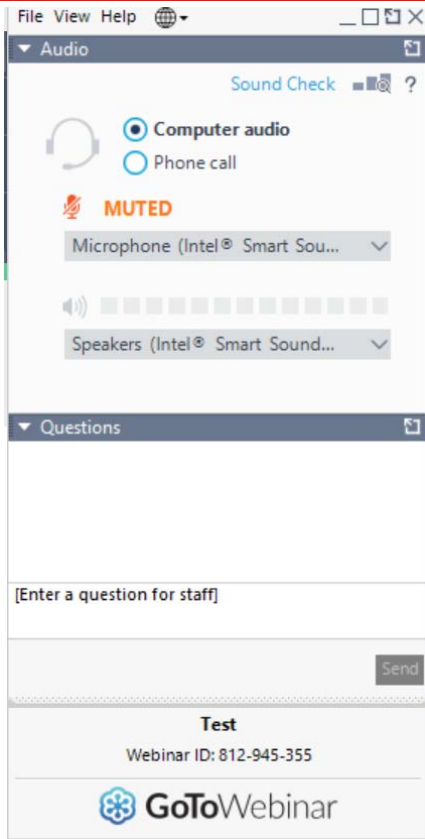
- Well established unique niche;
- Increasing demand for public health leadership skills, implementation research and systems analysis;
- Balance between academic and applied components;
- Individual learning plan and mentorship;
- Strong network of global partners;
- Increased focus on developing teaching and communication skills;
- Recruitment, costs, and sustainability.

Thank you, presenters!

Thank You!

Presenter Contact Information

- University of North Carolina, Wilmington
 - Steven Elliott: elliotts@uncw.edu
- Louisiana State University Health Sciences Center
 - Kari Brisolaro: kbriso@lsuhsc.edu
- University of Virginia
 - Aaron Pannone: afp2n@virginia.edu
- Boston University
 - Trish Elliott, pelliott@bu.edu
- Columbia University
 - Cassie Landers, cl689@cumc.columbia.edu



Attendee questions?



Housekeeping

Friendly reminder to
complete the survey!

Upcoming trainings

P-AOW (webinar)	February 19
Accreditation Orientation Workshop	March 16-17 Arlington, VA
Updates from Compliance Reports (PHP & SPH)	April 23

<https://ceph.org/about/dates-to-remember/>