MPH Practice Experience & Integrative Learning Experience

University of Louisville
School of Public Health and Information Sciences
# TABLE OF CONTENTS

**Introduction** ........................................................................................................... 2
**MPH Foundational Competencies Overview** .......................................................... 3
**MPH Concentration Competencies Overview** ......................................................... 5
**Introduction to the Practice and Integrative Learning Experience – Definitions, Roles, and Responsibilities** ........................................................................................................... 7

**PHPH – 677 Public Health Practice Experience I** .................................................... 10
**PHPH – 677: Steps to Complete** .............................................................................. 11
**PHPH – 677: Deliverables Flow Chart** .................................................................... 14
**PHPH – 677: Timeline for Completing Assignments** ............................................ 17
**Appendix 1: Practice Site and Mentor Information** ............................................... 18
**Appendix 2: Site Affiliation Agreement - Example** ................................................. 19
**Appendix 3: Student Practice Site Agreement** ....................................................... 25
**Appendix 4: Practice Site Profile** ........................................................................... 28
**Appendix 5: Practice Experience Learning Agreement** ....................................... 29
**Appendix 6: Integrative Learning Experience Proposal** ....................................... 31

**PHPH – 678 Public Health Practice Experience II** ................................................. 33
**PHPH – 678: Steps to Complete** .............................................................................. 34
**PHPH – 678 Deliverables Flow Chart** .................................................................... 35
**PHPH – 678 Timeline for Completing Assignments** ............................................ 36
**Appendix 1: Practice Experience Journal Entries** ................................................. 37
**Appendix 2: Summary of Practice Experience Journal** ....................................... 38

**PHPH – 679 Public Health Practice Experience III** ................................................. 39
**PHPH – 679: Steps to Complete** .............................................................................. 40
**PHPH – 679 Deliverables Flow Chart** .................................................................... 41
**PHPH – 679 Timeline for Completing Assignments** ............................................ 43
**Appendix 1: Practice Experience Written Report** ............................................... 44
**Appendix 2: Practice Presentation Guidelines** ....................................................... 45
**Appendix 3: Practice Presentation Summary** ....................................................... 46
**Appendix 4: Student Evaluation of the Practice Experience** .................................. 47
**Site Mentor Evaluation of the Student Template** ................................................... 52

**PHPH – 698 Public Health Integrative Learning Experience** ................................... 55
**Understanding the Integrative Learning Experience (ILE) Purpose and Process** .......... 56
**Review of the Integrative Learning Experience Proposal (Appendix 6 from PHPH - 677)** ...... 57
**PHPH – 698: Steps to Complete** .............................................................................. 58
**PHPH – 698 Deliverables Flow Chart** .................................................................... 59
**PHPH – 698 Timeline for Completing Assignments** ............................................ 61
**Appendix 1: Integrative Learning Experience Confirmation** ................................. 62
**Appendix 2: Integrative Learning Experience (ILE) Product Options** ....................... 63
**Appendix 3: Integrative Learning Experience (ILE) Written Report** ....................... 64
**ILE Appendix 2 Product Guidelines for Specific Concentrations** ............................... 66
INTRODUCTION
The goal of the Practice experience is to bridge the gap between academia and practice through applied experiences. These experiences serve as a vehicle to introduce future public health professionals to the field during their formal education. Additionally, the practice experience allows the student to experience what may be expected of a public health professional after completion of their degree. To achieve this goal, Master of Public Health (MPH) students are required to synthesize competency based knowledge presented in their core courses and concentration tracks, and utilize this knowledge in writing the learning agreement, in conducting the work specified in the learning agreement and in evaluating the completed work.

Within the field of public health, there are three core functions: assurance, assessment, and policy development (Institute of Medicine (1988). *The Future of Public Health*. Washington, DC: National Academy Press). Ten essential services of public health have been developed to aid in interpreting and achieving the three core functions:

**Ten Essential Services of Public Health**

- Monitor health status to identify community health problems
- Diagnose and investigate health problems and health hazards in the community
- Inform, educate and empower people about health issues
- Mobilize community partnerships to identify and solve health problems
- Develop policies and plans that support individual and community health efforts
- Enforce laws and regulations that protect health and ensure safety
- Link people to needed personal health services and assure the provision of health care when otherwise unavailable
- Assure a competent public health and personal health care workforce
- Evaluate effectiveness, accessibility and quality of personal and population-based health services
- Research new insights and innovative solutions to health problems

Source: http://www.cdc.gov/od/ocphp/nphpsp/EssentialPHServices.htm

The practice experience combines didactic learning with practical experience to enable the student to practice the public health competencies that are necessary to carry out the core functions of public health. It is our vision that relationships garnered through the practice experience with our partners and fellow stakeholders in public health be a fruitful and positive opportunity for all involved—our students, our school, our community, and our world.
The Council on Education for Public Health (CEPH) requires degree programs to meet specified foundational competencies throughout the curriculum. Below is the list of required competencies that must be met.

<table>
<thead>
<tr>
<th>Evidence-based Approaches to Public Health</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MPHFC 1</strong></td>
</tr>
<tr>
<td><strong>MPHFC 2</strong></td>
</tr>
<tr>
<td><strong>MPHFC 3</strong></td>
</tr>
<tr>
<td><strong>MPHFC 4</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Health &amp; Health Care Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MPHFC 5</strong></td>
</tr>
<tr>
<td><strong>MPHFC 6</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning &amp; Management to Promote Health</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MPHFC 7</strong></td>
</tr>
<tr>
<td><strong>MPHFC 8</strong></td>
</tr>
<tr>
<td><strong>MPHFC 9</strong></td>
</tr>
<tr>
<td><strong>MPHFC 10</strong></td>
</tr>
<tr>
<td><strong>MPHFC 11</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Policy in Public Health</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MPHFC 12</strong></td>
</tr>
<tr>
<td><strong>MPHFC 13</strong></td>
</tr>
<tr>
<td><strong>MPHFC 14</strong></td>
</tr>
<tr>
<td><strong>MPHFC 15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MPHFC 16</strong></td>
</tr>
<tr>
<td><strong>MPHFC 17</strong></td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td><strong>MPHFC 18</strong></td>
</tr>
<tr>
<td><strong>MPHFC 19</strong></td>
</tr>
<tr>
<td><strong>MPHFC 20</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interprofessional Practice¹</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MPHFC 21</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Systems Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MPHFC 22</strong></td>
</tr>
</tbody>
</table>

¹“Interprofessional education occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.” From: Framework for Action on Interprofessional Education & Collaborative Practice (WHO/HRH/HPN/10.3).

In this context, “interprofessional” refers to engagement with professionals outside of public health (e.g., architects, nurses), rather than to engagement with individuals from other public health disciplines (e.g., biostatisticians, health promotion specialists).
### MPH Concentration Competencies

<table>
<thead>
<tr>
<th>MPH Concentration</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biostatistics</strong></td>
<td><strong>MPH BIO 1</strong></td>
</tr>
<tr>
<td></td>
<td><strong>MPH BIO 2</strong></td>
</tr>
<tr>
<td></td>
<td><strong>MPH BIO 3</strong></td>
</tr>
<tr>
<td></td>
<td><strong>MPH BIO 4</strong></td>
</tr>
<tr>
<td></td>
<td><strong>MPH BIO 5</strong></td>
</tr>
<tr>
<td><strong>Epidemiology</strong></td>
<td><strong>MPH EPI 1</strong></td>
</tr>
<tr>
<td></td>
<td><strong>MPH EPI 2</strong></td>
</tr>
<tr>
<td></td>
<td><strong>MPH EPI 3</strong></td>
</tr>
<tr>
<td></td>
<td><strong>MPH EPI 4</strong></td>
</tr>
<tr>
<td></td>
<td><strong>MPH EPI 5</strong></td>
</tr>
<tr>
<td></td>
<td><strong>MPH EPI 6</strong></td>
</tr>
<tr>
<td><strong>Global Public Health with Emphasis in Maternal &amp; Child Health</strong></td>
<td><strong>MPH GPH MCH 1</strong></td>
</tr>
<tr>
<td></td>
<td><strong>MPH GPH MCH 2</strong></td>
</tr>
<tr>
<td></td>
<td><strong>MPH GPH MCH 3</strong></td>
</tr>
<tr>
<td></td>
<td><strong>MPH GPH MCH 4</strong></td>
</tr>
<tr>
<td></td>
<td><strong>MPH GPH MCH 5</strong></td>
</tr>
</tbody>
</table>
### Health Policy

<table>
<thead>
<tr>
<th>MPH HP 1</th>
<th>Describe &amp; critically assess the political, legal, philosophical, economic, financial, &amp;/or social framework of U.S. health policy, &amp; demonstrate proficiency in applying that understanding to analysis of current health policy issues.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH HP 2</td>
<td>Explain the workings of policy mechanisms, such as insurance systems, quality monitoring, provider payment methods, definition of benefit packages, &amp; methods of funding health services.</td>
</tr>
<tr>
<td>MPH HP 3</td>
<td>Apply economic concepts &amp; theories to the analysis of healthcare policy issues &amp; to inform decision-making &amp; policy development.</td>
</tr>
<tr>
<td>MPH HP 4</td>
<td>Locate, assess, appropriately use, &amp; synthesize policy-relevant qualitative information relevant to key issues in US health policy, including a full range of evidence related to the legislative, regulatory, &amp; judicial processes.</td>
</tr>
<tr>
<td>MPH HP 5</td>
<td>Comparatively analyze legislation &amp; administrative regulations, &amp; analyze &amp; interpret judicial opinions &amp; agency rulings.</td>
</tr>
<tr>
<td>MPH HP 6</td>
<td>Assess the methodology &amp; quality of research results, &amp; synthesize findings for policy analyses.</td>
</tr>
<tr>
<td>MPH HP 7</td>
<td>Apply the core elements of a policy analysis to key issues in US health services &amp; public health policy.</td>
</tr>
<tr>
<td>MPH HP 8</td>
<td>Describe the history, structure, &amp; financing of the United States healthcare system.</td>
</tr>
<tr>
<td>MPH HP 9</td>
<td>Incorporate knowledge of the public health core areas of epidemiology, biostatistics, environmental health, health systems management, &amp; the biological, behavioral, social, &amp; cultural aspects of health &amp; disease in addressing &amp; solving health policy problems.</td>
</tr>
</tbody>
</table>

### Health Promotion & Health Behavioral Sciences

| MPH HP & B 1 | Analyze community assessment data to identify strategic priorities & opportunities for addressing & improving health equity. |
| MPH HP & B 2 | Utilize theory & existing evidence to develop an intervention plan for addressing an identified community issue. |
| MPH HP & B 3 | Apply communication theory and strategies to show how information is framed to influence behavior for different audiences. |
| MPH HP & B 4 | Apply appropriate quantitative & qualitative methods for evaluating program implementation & effectiveness. |
| MPH HP & B 5 | Use persuasive techniques to define & defend key socio-political elements of proposed policies & practices that will close systemic gaps in populations within a given polity. |
| MPH HP & B 6 | Apply theories at multiple levels of the social ecological model to understanding & addressing critical public health issues. |
INTRODUCTION TO THE PRACTICE AND INTEGRATIVE LEARNING EXPERIENCE
Definitions, Roles, and Responsibilities

Student
The MPH student that is conducting the practice experience at a public health or health-related agency or organization. The practice experience deadlines are listed in the course syllabus.

Special Note for Part Time Students: For part-time students, course schedules will be developed on a case by case basis. If you plan to be a part-time MPH student please make sure to talk to your faculty advisor in regards to developing your practice experience course schedule.

Site Mentor
The individual within the agency or organization charged with the responsibility of overseeing the student’s duties and experience at the practice site.

The site mentor is responsible for ensuring that the objectives of the learning agreement are in line with the needs of their agency or organization. The site mentor serves as the point of contact for the MPH program. Activities of the site mentor typically include:

- Participation in any School of Public Health and Information Sciences (SPHIS) sponsored mentor orientations, meetings, and seminars
- Participation in preparation of the student learning agreement, including the identification of foundational and concentration specific competencies to be addressed through the practice experience activities
- Regularly monitoring the student’s progress towards fulfillment of the learning agreement
- Discussing the student’s performance with the faculty mentor
- Participation in the preparation and review of the student’s final paper, oral presentation, and electronic poster
- Completing the final student evaluation (see Appendix 4 of PHPH - 679)

Additionally, the site mentor is encouraged to facilitate the student’s learning experience by making the student aware of opportunities available within the organization that are relevant to the practice experience, targeted competencies, professional interests and development, and overall growth as public health professionals.

Faculty Practice Experience Mentor
- Each practice experience student is assigned a faculty practice experience mentor from faculty in the student’s concentration area
- The faculty mentor is charged with the responsibility of understanding all requirements of the practice experience and ensuring that the student satisfies those requirements
- The faculty mentor serves as a section director for the Public Health Practice Experience Courses (PHPH-677, 678 and 679) and is responsible for assigning and reporting the grade the student receives for the course
Time Requirement
- There is not a defined number of hours that must be completed as part of your practice experience. With this being said, the number of hours for the experience will vary based on the student’s learning objectives and the deliverables. Student should work with the site mentor to determine what will be expected based on the learning agreement.

Practice Experience Funding
- The practice site is responsible for any costs of supplies, printing, postage, and other out-of-pocket costs associated with the student experience. If the practice site cannot cover costs associated with the assigned responsibilities, the student must either identify resources to cover the cost, agree to cover such cost at the site, select another practice experience activity (requiring revision of the learning agreement) or select another practice experience site.

Issues at the Practice Experience Site
- If for any reason the student experiences difficulty of any kind, personal, professional or otherwise, the student is to communicate those difficulties to their faculty mentor and their site mentor to ensure prompt action is taken to resolve the difficulties. If the issues causing the difficulties are not resolved by the student, faculty mentor, and site mentor, the MPH Program Director and the Office of Student Services should be notified.

Enrollment
- A total of 3 credit hours of PHPH-677, PHPH-678, and PHPH-679 is required to complete the practice experience.

Academic Program Concentration Directors

<table>
<thead>
<tr>
<th>NAME</th>
<th>DEPT.</th>
<th>PHONE</th>
<th>E-MAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Baumgartner</td>
<td>Chair, Epidemiology</td>
<td>852-3003</td>
<td><a href="mailto:Rnbaum01@louisville.edu">Rnbaum01@louisville.edu</a></td>
</tr>
<tr>
<td>K.B. Kulasekera</td>
<td>Chair, Biostatistics</td>
<td>852-1827</td>
<td><a href="mailto:K0kula01@louisville.edu">K0kula01@louisville.edu</a></td>
</tr>
<tr>
<td>Robert Jacobs</td>
<td>Director, MPH Program and Global Public Health</td>
<td>852-0196</td>
<td><a href="mailto:Rrjaco01@louisville.edu">Rrjaco01@louisville.edu</a></td>
</tr>
<tr>
<td>Christopher Johnson</td>
<td>Chair, Health Management</td>
<td>852-3987</td>
<td><a href="mailto:Cefjohn23@louisville.edu">Cefjohn23@louisville.edu</a></td>
</tr>
<tr>
<td>Muriel Harris</td>
<td>Director, MPH Program Health Behavior</td>
<td>852-3294</td>
<td><a href="mailto:Mjharr08@louisville.edu">Mjharr08@louisville.edu</a></td>
</tr>
</tbody>
</table>

Practice Site
1. The location at which the student conduct the practice experience.
2. Typically, the practice site’s location and agency or organization are one and the same. If the site and location are different, the physical location of the agency or organization serves as the practice experience location for recordkeeping purposes.
3. It is the responsibility of the practice site to ensure that all necessary materials (e.g., work space, work equipment, etc.) are in a location conducive to carrying out the practice experience. Should the agency or organization be unable to provide needed materials, it
should notify the student in consultation with the student’s faculty mentor and the MPH program director prior to accepting a student at the site.

4. If you are in the global health concentration you need to refer to the MPH Global Health Concentration International Site Set up Information document. A copy of this document can be found online or by requesting a copy from your faculty mentor.

**Grading and Syllabus of Integrative Learning and Practice Experience:** Detailed grading rubrics, assignment due dates and grading scale is outlined in the course syllabus which is posted in Blackboard. This information is not contained in this manual and students should always refer to the course syllabus.
PHPH–677
Public Health Practice Experience I
PHPH – 677: STEPS TO COMPLETE

*SPECIAL NOTE* ALL DELIVERABLES (APPENDICES 1-6) MUST BE COMPLETED AND EMAILED TO PROGRAM COORDINATOR BRYAN MATHIS AS WELL AS TO YOUR FACULTY MENTOR BEFORE ENROLLING IN PHPH -678.

1. Deliverables Needed to Complete PHPH – 677
   - Appendix 1: Practice Site and Mentor Information
   - Appendix 2: Site Affiliation Agreement
   - Appendix 3: Student Practice Site Agreement
   - Appendix 4: Practice Site Profile
   - Appendix 5: Practice Experience Learning Agreement
   - Appendix 6: Integrative Learning Experience Proposal

2. Assignment of faculty mentor
   - Upon enrollment in a concentration, students will be assigned a faculty mentor from the department.
   - The MPH Program Director will serve as the faculty mentor for students in the Global Health MPH for the first semester, after which a faculty mentor will be selected from the faculty teaching in the Global Health MPH.

3. Selection of practice site and site mentor (Appendix 1)
   - Selection of a practice site involves not just finding a site but identifying a site mentor, obtaining the organization’s agreement to both serve as the site and to sponsor the practice experience, working with the Office of Student Services to ensure the affiliation agreement is in place.

4. Completion of the affiliation agreement and student practice experience agreement (Appendix 2)
   - The site affiliation agreement is a legal agreement that addresses all items pertaining to university’s guidelines for student field work. An affiliation agreement must be in place prior to the student beginning any practice experience related activities at the practice site. Additionally, the student must sign and submit the student practice experience agreement prior to beginning activities at the site.
   - The affiliation agreement document is coordinated by the Office of Student Services. Once the practice site agrees to host students, the agreement must be in place prior to students beginning any work. Questions regarding this should be directed to the Office of Student Services.
   - For students arranging to complete their practice experience at an international site in the first summer of the MPH program, then please schedule an appointment with the Office of Student Services, specifically Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) to go over the necessary requirements.
   - A list of active sites can be found in SharePoint.
Failure to have a fully executed affiliation agreement in place prior to a student initiating field work will result in a student not receiving academic credit for the practice experience course.

5. **Student practice site agreement (Appendix 3)**
   - This legal document should be completed after the Affiliation Agreement is finalized or an approved Affiliation Agreement is already on file.
   - This agreement, between the student and SPHIS, provides practice guidelines and specifies a code of conduct for the student while at the practice site. Each student must sign one practice experience agreement and submit a signed copy to the Office of Student Services for Associate Dean and Program Director signatures. A signed copy will be placed in the student's electronic practice experience file.

6. **Practice site profile (Appendix 4)**
   - Complete the practice site profile form which provides a detailed overview of the student's practice experience site.

7. **Practice experience learning agreement (Appendix 5)**
   - The student works with the faculty and site mentors to develop the learning agreement. The learning agreement must be approved by the faculty mentor and the site mentor. The learning agreement may be modified by submitting a signed revised version that is submitted to the Office of Student Services.
   - The learning agreement specifies the goals, objectives, and deliverables of the practice experience. Specifically, the learning agreement requires the student (in consultation with their practice site mentor and faculty mentor) to identify a minimum of 3 MPH foundational competencies (see foundational competencies overview on page 3 for more details) and 2 concentration competencies (discuss with your practice experience faculty advisor) to be addressed through the practice experience.
   - The student is expected to achieve or carry out all items contained in the learning agreement. However, the learning agreement can be modified as needed based on agreement by the student, site mentor and faculty mentor.

8. **Integrative learning experience proposal (Appendix 6)**
   - In PHPH-677, students will initiate their Integrative Learning Experience (which is a component of PHPH-698) through submission of the Integrative Learning Experience Proposal. This assignment is included as part of PHPH-677 to allow you time to develop your integrative learning experience.
   - Each full-time student should meet with their faculty mentor for assignment completion and the identification of foundational and concentration competencies for the Integrative Experience and complete and submit a form identifying the following:
- Professional and educational goals
- Targeted MPH foundational competencies
- Targeted MPH concentration-specific competencies
- Description of what the integrative learning experience product will be
- Description of how competencies will be synthesized

FAILURE TO COMPLETE OR NOT TURN IN PHPH-677 DELIVERABLES WILL RESULT IN THE STUDENT BEING INELIGIBLE FOR ENROLLING IN PHPH-678 FOR THE NEXT SEMESTER. PLEASE EMAIL EACH APPENDIX TO PROGRAM COORDINATOR BRYAN MATHIS AT BRYAN.MATHIS@LOUISVILLE.EDU AND EMAIL A COPY TO YOUR FACULTY MENTOR AS WELL.
Step 1. Assignment of Faculty Mentor

Upon enrolling in a concentration students will be assigned a practice experience faculty mentor from the department.

Step 2. Selection of Practice Site and Site Mentor

Complete Appendix 1. Fill out all the information and email to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) and to your Faculty Mentor.

Step 3. Complete the Affiliation Agreement

Complete Appendix 2. The affiliation agreement MUST be completed and delivered to the Office of Student Services before the student can begin working at the affiliate site.

Remember to email a copy to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) as well as to your Faculty Mentor!
FAILURE TO NOT HAVE A FULLY EXECUTED AFFILIATION AGREEMENT IN PLACE PRIOR TO A STUDENT BEGINNING FIELD WORK WILL RESULT IN A STUDENT NOT RECEIVING ACADEMIC CREDIT FOR THE PRACTICE EXPERIENCE COURSE.

**Step 4**

**Completing the Practice Site Agreement**

Complete Appendix 3. This legal document should be completed after the Affiliation Agreement and serves as a code of conduct for students while on the practice site.

Remember to email a copy to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) as well as to your Faculty Mentor!

**Step 5**

**Complete the Practice Site Profile**

Complete Appendix 4. The practice site profile provides a detailed characterization of the student's practice experience site.

Remember to email a copy to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) as well as to your Faculty Mentor!
Complete the Practice Experience Learning Agreement

Complete Appendix 5. The student will work with the faculty and site mentor to develop the Learning Agreement that highlights the goals and objectives that will be achieved during the practice experience.

Remember to email a copy to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) as well as to your Faculty Mentor!

Complete the Integrative Learning Experience Proposal

Complete Appendix 6. The student will meet with their faculty mentor and identify foundational and concentration competencies to apply to their integrative experiences.

Remember to email a copy to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) as well as to your Faculty Mentor!

Deliverables Completed!

Please make sure to email copies to Program Coordinator Bryan Mathis as well as to your Faculty Mentor upon completing each individual Appendix.

For questions please free to contact Bryan Mathis at bryan.mathis@louisville.edu.
PHPH – 677 TIMELINE FOR COMPLETING ASSIGNMENTS

Although there is some flexibility in meeting deadlines, it is important to meet these dates for deliverables unless there are extenuating circumstances. It will be critical to work with your faculty mentor and site mentor early in the semester to allow for ample time for processing of the affiliation agreement and the student practice site agreement, which must be completed before a student is able to begin work on-site. All deliverables MUST be completed and turned into Program Coordinator Bryan Mathis and to your Faculty Mentor in order to register for PHPH – 678.

**Recommended Appendices due dates for PHPH - 677 during Spring 2 semester of MPH program**

<table>
<thead>
<tr>
<th>Jan 06</th>
<th>Classes Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 09</td>
<td>Last day to drop/add classes</td>
</tr>
<tr>
<td>Jan 15</td>
<td>If interested in travelling internationally for your practice experience then you need to contact Program Coordinator Bryan Mathis by this date.</td>
</tr>
<tr>
<td>Jan 20</td>
<td>Martin Luther King holiday</td>
</tr>
<tr>
<td>Jan 22</td>
<td>Appendix 1 - Practice Site and Mentor Info due</td>
</tr>
<tr>
<td>Feb 10</td>
<td>Appendix 2 - Site Affiliation Agreement due</td>
</tr>
<tr>
<td>Feb 19</td>
<td>Appendix 3 - Student Practice Site Agreement due</td>
</tr>
<tr>
<td>Feb 24</td>
<td>Appendix 4 - Practice Site Profile Due</td>
</tr>
<tr>
<td>Mar 04</td>
<td>Last day to withdraw</td>
</tr>
<tr>
<td>Mar 04</td>
<td>Meet with site mentor to discuss Appendix 5</td>
</tr>
<tr>
<td>Mar 09</td>
<td>through Mar 15</td>
</tr>
<tr>
<td>Mar 11</td>
<td>Faculty mentor and site mentor both agree to the learning agreement set forth by the student. (Have email documentation stating both mentors agree to said learning agreement).</td>
</tr>
<tr>
<td>Mar 16</td>
<td>Appendix 5: Practice Experience Learning Agreement due</td>
</tr>
<tr>
<td>Mar 25</td>
<td>Meet with Faculty Mentor to discuss Appendix 6</td>
</tr>
<tr>
<td>Apr 06</td>
<td>Appendix 6 - Integrative Learning Experience Proposal due</td>
</tr>
<tr>
<td>Apr 20</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>Apr 21</td>
<td>Reading day</td>
</tr>
<tr>
<td>Apr 22</td>
<td>through Apr 28</td>
</tr>
<tr>
<td>Apr 30</td>
<td>Last possible day for professors to submit grades</td>
</tr>
<tr>
<td>Apr 30</td>
<td>All Appendices <strong>MUST</strong> be submitted by this date</td>
</tr>
<tr>
<td>May 09</td>
<td>Commencement</td>
</tr>
</tbody>
</table>
APPENDIX 1
PRACTICE SITE AND SITE MENTOR INFORMATION

Please email the FINAL copy of this appendix to your faculty mentor and Carbon Copy in the email (CC) the Administrative Assistant of your discipline and to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) upon completing this appendix.

**INSTRUCTIONS:** Complete all information on this form. The Practice Site and Site Mentor Information is submitted electronically to faculty mentor and Bryan Mathis.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student ID #:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Practice Site Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>City:</td>
</tr>
<tr>
<td>State:</td>
</tr>
<tr>
<td>Zip Code:</td>
</tr>
<tr>
<td>Phone #:</td>
</tr>
<tr>
<td>Website:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Site Mentor Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Title:</td>
</tr>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>City:</td>
</tr>
<tr>
<td>State:</td>
</tr>
<tr>
<td>Zip Code:</td>
</tr>
<tr>
<td>Phone #:</td>
</tr>
<tr>
<td>Email:</td>
</tr>
</tbody>
</table>
APPENDIX 2
EXAMPLE SITE AFFILIATION AGREEMENT

*Please email the FINAL copy of this appendix to your faculty mentor and Carbon Copy in the email (CC) the Administrative Assistant of your discipline and to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) upon completing this appendix.*

INSTRUCTIONS: Work with the Office of Student Services to ensure your practice site is approved. If it is not an approved site, we will need to get basic information regarding the site from you.

THIS AFFILIATION AGREEMENT (“Agreement”) is made and entered into as of ________________ (“Effective Date”), by and between University of Louisville, on behalf of its School of Public Health and Information Sciences (“University”), and, ______________________ (“Practice Site”).

A. PURPOSE

Agreement establishes an affiliation between University and Practice Site in which Practice Site is designated as and agrees to serve as a community-based public health practice site for one or more academic or professional programs of University (“Program”), and sets forth the responsibilities of the parties and the terms and conditions of the affiliation established.

B. RESPONSIBILITIES OF UNIVERSITY

1. University may request that one or more students (“Student”) enrolled and in good standing in Program (See Exhibit 1) be assigned to Practice Site. University personnel will collaborate with Practice Site personnel in the determination of appropriate educational assignments for Student as part of Program. Student assignments may vary, including without limitation, one-day site visits, small projects over several weeks, and large projects over several months.

2. University will maintain general responsibility for academic evaluation and related academic matters involving Student’s assignment at Practice Site.

3. University may require Student to develop and execute, in conjunction with Practice Site and University, a Learning Contract that specifies the deliverables to Practice Site expected of Student as part of Student assignment at Practice Site. Such Learning Contract, however, shall not be construed as part of this Agreement. Determination of those assignments for which a Learning Contract is required is solely by University.

4. University agrees to provide and maintain general liability insurance for a minimum amount of $1,000,000.00 per occurrence covering Student when physically present at Practice Site or another location as part of assignment to Practice Site, including travel between such locations. Upon request, University will provide Practice Site with a certificate of insurance evidencing such coverage.
5. University will notify Student that Student and Student’s health insurance, if any, are responsible for payment of any costs associated with emergency medical care in the case of injury or illness during Student’s presence at Practice Site, and that neither Practice Site nor University has any responsibility for payment of all or part of such cost for emergency medical care.

6. University will provide in-service training to Student on HIPAA and human subjects’ protection.

7. When deemed appropriate by either University or Practice Site, University will require Student, with assistance from University and Practice Site personnel, to obtain either approval or exemption from an appropriate Institutional Review Board (“IRB”) prior to performing an activity at or for Practice Site that has been deemed to require IRB review. Such IRB review, however, will not be required prior to Student being assigned to Practice Site. In the absence of a requirement by Practice Site for use of a particular IRB, the University’s IRB will be used.

8. University acknowledges that Practice Site owns Student’s work product done at or for Practice Site under this Affiliation Agreement and for which a Learning Contract has been agreed upon by the parties as described in paragraph B.3.

9. University will require Student to execute a separate agreement that binds Student to specific terms of this agreement and that has the form of the sample agreement in Exhibit 2, attached.

C. PRACTICE SITE RESPONSIBILITIES

1. Practice Site will make a best effort to provide an appropriate assignment for Student in Practice Site that is consistent with requirements and desires of Practice Site, Program, Student, and University. In no case shall Practice Site be held liable for failure to provide such assignment.

   Student assignment is expected to be a task or tasks that are considered to be part of Practice Site’s normal operations, but may not have been feasible to undertake without the participation of Student and University. Practice Site is responsible for any costs for supplies, printing, postage, and other out-of-pocket costs associated with Student assignment, excluding travel costs of Student or University personnel, unless University has agreed in writing to assume all or part of these costs.

2. As determined by mutual agreement of University and Practice Site for extended Student assignments, Practice Site personnel will provide direction and supervision to Student concerning Student’s work at or for Practice Site and will participate in periodic meetings with Student and University personnel.

   Pursuant to paragraph C.1, Practice Site and Student, acting on behalf of Practice Site, are solely responsible for determining the timing or feasibility of any task or tasks that are part of Student assignment, except for situations in which University has full or partial
3. Practice Site will participate in the development of any Learning Contract, as described in paragraph B.3.

4. As determined by mutual agreement of University and Practice Site for extended Student assignments, Practice Site will provide to Student appropriate working space and, if applicable, computer equipment, for the time during which Student is at Practice Site.

5. Practice Site will provide to Student all rules and regulations of Practice Site.

6. Practice Site will notify University immediately of any situation or problem which threatens Student’s successful completion of Student’s assignment at Practice Site.

7. Practice Site will assist Student requiring emergency medical care in the case of injury or illness during Student’s presence at Practice Site. The cost for such treatment shall be borne by Student and Student’s health insurance, if any.

8. Upon University request as required for program accreditation or for educational records or reports, Practice Site will provide University with information, reports, or other data concerning Practice Site activities in areas to which Student is about to be assigned or is currently assigned, provided that Practice Site is not legally prohibited from providing such information. University’s request for such information may also be denied if Student is no longer engaged at Practice Site. Practice Site acknowledges that University cannot guarantee the confidentiality of any information provided under this paragraph.

9. Practice Site shall maintain the confidentiality of all Student records produced by it or furnished to it by University, and will not disclose information except as University may request for its own use, as the Student may direct, or as required by law.

10. If Practice Site owns the Student’s work product as allowed for in paragraph B.8, Practice Site agrees to grant use rights for Student’s work product for Practice Site done under this Affiliation Agreement to Student and to University. In doing so, Practice Site may require additional terms and conditions for the use of said work product, but such terms and conditions shall not be unreasonable nor imposed with the intent of preventing use of said work product for legitimate purposes that are part of or associated with Program.

11. Practice Site acknowledges the existence of state and federal laws regarding sexual harassment and agrees that such laws pertain to the Student’s relationship with Practice Site and its personnel.
D. MUTUAL RESPONSIBILITIES/GENERAL PROVISIONS

1. University and Practice Site personnel will consult periodically to review Student progress and to review the affiliation in general.

2. Upon recommendation of Practice Site, University agrees to withdraw Student from an assignment at Practice Site if Student does not abide by Practice Site’s rules and regulations or, for other reasons, is performing unsatisfactorily. Questions and disputes concerning Student’s removal from Practice Site assignment will be resolved by a joint conference between University and Practice Site personnel.

3. All rules and regulations of Practice Site will apply to Student during Practice Site assignment, which may include requiring Student to sign a confidentiality or non-disclosure agreement with Practice Site. University will advise Student of this requirement.

4. Student may use Practice Site’s dining facilities, if any. However, Student is responsible for any required payment of food consumed or taken by Student.

5. University is in compliance with applicable local state and federal laws and regulations, will not discriminate on the basis of race, religion, color, sex, age, national origin, handicap, sexual preference, disabled or Vietnam era veteran status, or financial status in admission or access to, or treatment or employment in, its programs and activities.

6. The term of Agreement shall be for a period from ______________ to __________, and shall automatically continue thereafter from year to year unless terminated in accordance with paragraph D.7 or D.8.

7. Agreement may be terminated by either party giving written notice to the other party at least 30 days prior to the effective date of such termination.

8. Agreement may be terminated by either party at any time if the other party defaults in any material obligation, but only if such default shall have continued for a period of ten (10) days after receipt of written notice thereof by the other party.

9. In the event of the termination of Agreement as provided for in paragraphs D.7 and D.8, any Student assigned to Practice Site at the time of such termination shall be permitted to complete the assignment, which shall not extend beyond the next renewal date as specified in paragraph D.6. During the time from termination until each Student completes the assignment under provisions of this paragraph or has been withdrawn under provisions of paragraph D.2, all paragraphs of Agreement shall remain in force except for paragraphs B.1, D.6, D.7, and D.8.

10. Notices, requests and other communications required pursuant to Agreement shall be in writing and shall be sent by first-class mail or overnight service (e.g., Federal Express) to each party as follows:
If to University:
  Kathy B. Baumgartner, Ph.D., Associate Dean
  School of Public Health and Information Sciences
  University of Louisville
  485 East Gray Street
  Louisville, KY 40202

Copy to:
  University of Louisville
  HSC Contracts
  323 E. Chestnut Street, Suite 208
  Louisville KY, 40202
  502-852-7881

If to Practice Site:
  (Contact name, title, address and email address)

Either party may change its notice address by advising the other party in writing pursuant to these notice requirements.

11. Except as specifically provided herein, neither party shall have any financial obligation to the other resulting from or relating to Agreement.

12. Practice Site shall not compensate Student for any work performed under the terms and conditions of Agreement.

13. Agreement may be revised or modified by a written amendment signed by authorized representatives of both parties.

14. Agreement represents the entire understanding of the parties with respect to the subject matter covered herein and supersedes and nullifies any previous agreements between the parties.

15. Neither party shall assign its duties and obligations under Agreement without the prior written consent of the other party.

16. Agreement is not intended to conflict with or affect any existing or future affiliation between parties and institutions not a party to Agreement.

17. Agreement shall be construed in accordance with the laws of the Commonwealth of Kentucky.

18. University and Practice Site acknowledge that if Practice Site is a covered entity as defined in the privacy regulations promulgated pursuant to the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”), to the extent that Student or University personnel have access to protected health information (“PHI”), as such is defined under HIPAA, due to their participation in Student’s assignment at Practice Site,
it is agreed that for HIPAA compliance purposes only such Student and University personnel are deemed to be part of Practice Site’s “workforce” and involved in Practice Site’s “healthcare operation,” as such terms are defined under HIPAA. Student and University personnel shall be subject to Practice Site’s policies and procedures governing the use and disclosure of PHI. The parties further agree that the affiliation established by Agreement does not constitute a business associate relationship under HIPAA. Notwithstanding the foregoing, nothing herein shall create or be construed as creating an employer-employee relationship between Practice Site and Student or between Practice Site and University personnel.

INTENDING TO BE LEGALLY BOUND, the parties cause Agreement to be executed by their duly authorized representatives, as of Effective Date.

For University:

_______________________________________
Beth A. Boehm
Executive Vice President and University Provost
University of Louisville

For Practice Site:

_______________________________________
(Person)
(Title)
(Name of organization)
APPENDIX 3
STUDENT PRACTICE SITE AGREEMENT

Please email the FINAL copy of this appendix to your faculty mentor and Carbon Copy in the email (CC) the Administrative Assistant of your discipline and to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) upon completing this appendix.

INSTRUCTIONS: You will need to complete the form (remove instructions), sign it and submit to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) in the Office of Student Services. Once the Office of Student Services obtains signatures from the MPH Program Director and Associate Dean a copy will be emailed to you for your records.

THIS STUDENT PRACTICE SITE AGREEMENT (“Student Agreement”) is made and entered into as of ___MONTH___, 20__YEAR__ (“Effective Date”), by __YOUR NAME__ (“Student”), who is a student at the University of Louisville School of Public Health and Information Sciences (“University”).

E. PURPOSE

University and __AGENCY NAME__ (“Practice Site”) have entered into an affiliation agreement in which Practice Site is designated as and agrees to serve as a community-based public health practice site for one or more academic or professional programs of University (“Program”), and sets forth the responsibilities of the parties thereto and the terms and conditions of the affiliation established (“Affiliation Agreement”), which is incorporated herein by reference and has been provided to Student.

Student Agreement sets forth the terms and conditions under which Student is obligated during Student’s assignment to Practice Site as part of Program, each of which is cross-referenced to one or more paragraphs in the incorporated Affiliation Agreement.

The first labeled paragraph of this Student Agreement is intentionally lettered with an “E” to allow for easy reference to the incorporated Affiliation Agreement. This Student Agreement contains no paragraph A, B, C, or D.

E. RESPONSIBILITIES OF STUDENT

1. If required by University, Student will develop and execute, in conjunction with Practice Site and University, a Learning Contract that specifies the deliverables to Practice Site expected of Student as part of Student assignment at Practice Site. Such Learning Contract, however, shall not be construed as part of Student Agreement. (Paragraph B.3)

2. Student acknowledges that costs for emergency medical care in the case of injury or illness during Student’s presence at Practice Site shall be borne by Student and Student’s health insurance, if any. (Paragraph B.5)
3. Student acknowledges having received in-service training on HIPAA and human subjects’ protection provided by University. (Paragraph B.6)

4. When deemed appropriate by either University or Practice Site, Student will, with assistance from University and Practice Site personnel, obtain either approval or exemption from an appropriate Institutional Review Board (“IRB”) prior to performing an activity at or for Practice Site that has been deemed to require IRB review. (Paragraph B.7)

5. Student acknowledges that Practice Site owns Student’s work product done at or for Practice Site under Student Agreement and under a Learning Contract. (Paragraph B.8)

6. Student acknowledges that in the event Practice Site owns Student’s work product, Practice Site will grant Student rights to use Student’s work product done under this Student Agreement and may require reasonable terms and conditions in the granting of such rights. (Paragraph C.10)

7. Student acknowledges that Student’s work at or for Practice Site may be work done under the direction and supervision of Practice Site personnel. (Paragraph C.2)

8. Student acknowledges that upon recommendation of Practice Site, University may withdraw Student from an assignment at Practice Site if Student does not abide by Practice Site’s rules and regulations or, for other reasons, is performing unsatisfactorily. Student further acknowledges that questions and disputes concerning Student’s removal from Practice Site assignment will be resolved by a joint conference between University and Practice Site personnel to which Student may or may not be invited at the sole and unreviewable discretion of University. (Paragraph D.2)

9. Student acknowledges that all rules and regulations of Practice Site will apply to Student during Practice Site assignment, which may include requiring Student to sign a confidentiality or non-disclosure agreement with Practice Site. (Paragraph D.3)

10. Student may use Practice Site’s dining facilities, if any. However, Student is responsible for any required payment of food consumed or taken by Student. (Paragraph D.4)

11. Student acknowledges that in the event of the termination of Affiliation Agreement as provided for in paragraphs D.7 and D.8, Student assigned to Practice Site at the time of such termination shall be permitted to complete the assignment, subject to provisions in paragraph D.9. (Paragraph D.9)

12. Student acknowledges that Student shall not receive compensation from Practice Site for any work done under the terms and conditions of Student Agreement. (Paragraph D.12)
F. MUTUAL RESPONSIBILITIES

1. The term of Student Agreement shall be for a period from Effective Date to the earlier of completion of Student’s work at or for Practice Site covered by this Student Agreement or the next June 1st following Effective Date.

2. Student Agreement may be revised or modified by a written amendment signed by authorized representatives of both parties.

3. Student Agreement represents the entire understanding of the parties with respect to the subject matter covered herein and supersedes and nullifies any previous agreements between the parties with respect to the subject matter covered herein.

4. Neither party shall assign its duties and obligations under Student Agreement without the prior written consent of the other party.

5. Student Agreement is not intended to conflict with or affect any existing or future affiliation between parties and institutions not a party to Student Agreement.

6. Student Agreement shall be construed in accordance with the laws of the Commonwealth of Kentucky.

INTENDING TO BE LEGALLY BOUND, the parties cause Student Agreement to be executed by their duly authorized representatives, as of Effective Date.

For the University:

__________________________
Kathy B. Baumgartner, Ph.D., Associate Dean
School of Public Health and Information Sciences
University of Louisville
485 East Gray Street
Louisville, KY  40202

Recommended by:

__________________________
Robert Jacobs, Ph.D.
MPH Program Director
School of Public Health and Information Sciences
University of Louisville

For Student:

__________________________
YOUR SIGNATURE
Student named above and Student ID #
APPENDIX 4
PRACTICE SITE PROFILE

Please email the FINAL copy of this appendix to your faculty mentor and Carbon Copy in
the email (CC) the Administrative Assistant of your discipline and to Program Coordinator
Bryan Mathis (bryan.mathis@louisville.edu) upon completing this appendix.

INSTRUCTIONS: Please type a brief description/narrative for each of the following items.
Review it with your faculty and site mentor.

Name: Student ID #: 
Email: 
Practice Site Name: Practice Site Website: 
Is the site affiliated with a university? YES NO
If YES, name of university:

Please answer the following in brief narrative form.

1. Describe the site’s history.

2. What is your site’s mission, major goals and values?

3. What services are provided by your site? To whom does your site provide services? What are the service demographics?

4. How does your site focus on community engagement?

5. How is the staff of your site comprised? Discuss the leadership structure.

6. Who comprises the stakeholders in your site?

7. Describe and discuss the major funding stream and budget for your site. Grants? Philanthropic donations? Profits?

8. Elaborate on laws and/or policies that impact the operation of your site.

9. Identify at least 5 Foundational and 3 Concentration Competencies being used at the practice site and describe how each is being used.

10. How are the 10 essential services addressed through this site?
APPENDIX 5
PRACTICE EXPERIENCE LEARNING AGREEMENT

Please email the FINAL copy of this appendix to your faculty mentor and Carbon Copy in the email (CC) the Administrative Assistant of your discipline and to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) upon completing this appendix.

INSTRUCTIONS: Complete all information on this form. The learning agreement is submitted electronically to your Faculty Mentor and Bryan Mathis.

Guidelines for completing the learning agreement: The learning agreement is an individualized agreement between the student and practice site, outlining what the learning objectives of the practice experience and how they are to be met. The learning agreement requires that the student and practice site mentor identify specific learning activities related to the practice site that assist the student in achieving the overall learning objectives of the practice experience. Additionally, the learning agreement must identify a minimum of 3 MPH foundational competencies and 2 concentration competencies (refer to page 3-6 of this manual) that will be addressed and assessed at the practice site. Should the scope of work change, the learning agreement can be augmented to reflect that change. The SPHIS requests that students share the practice experience course syllabus with the site mentor. Each agency offers unique opportunities and students and mentors are encouraged to be creative when developing learning activities. An approximate target date for the accomplishment of each activity should also be noted.

Student Information

Name:        Student ID #: 

Email:        Concentration: 

Faculty Information

SPHIS Faculty Mentor Name:

Practice Site Information:

Practice Site (agency name, department, division, etc.):

Mailing Address:

Site Mentor Information:

Name (including credentials):
Title:  
Phone:  
Fax:  
Email:  
Website:  

Estimated day(s) of the week and time scheduled to be at practice site (Note as many as planned): [Estimated hours for each day at site: (ex. 9a-3p, 8a-5p, etc.)]

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- If needed, describe variable schedules (e.g. after-hours events, weekend events, etc.):

Supervision Plan (Please specify days/times of regular supervision sessions and names of those who will be providing supervision, if in addition to the site mentor):

Method of Student Assessment: (e.g. direct observation, report/documentation review, etc.):

Describe the goals and objectives for this practice experience as determined by the student in consultation with the practice site and faculty mentors:

Faculty Mentor Signature: ____________________________ Date: _________________
List on following table the specific Foundational *(a minimum of 3)* and Concentration-specific *(a minimum of 2)* Competencies that will be used while completing the practice:

**Practice Experience Activities & Competencies**

*Please refer to the Foundational Competencies Overview located on page 3 of the MPH Practice Experience Manual for more detailed information on competencies.*

<table>
<thead>
<tr>
<th>Description of Learning Activities that Demonstrate Competency</th>
<th>Relevant Competency</th>
<th>Products that Demonstrate Application or Practice of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MPHFCXX:1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MPHFCXX:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MPHFCXX:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concentration-specific2 #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concentration-specific2 #2</td>
<td></td>
</tr>
</tbody>
</table>

* If additional competencies are listed a description of the associated learning activity, product(s), and due date must be completed.

1 A minimum of 3 MPH foundational competencies (MPHFC) and 2 concentration-specific competencies must be listed.

2 Biostatistics, BIO; Epidemiology, EPI; Global Public Health with an emphasis in Maternal & Child Health, GPH-MCH; Health Policy, HP; Health Promotion & Behavioral Sciences, HP&BS.
APPENDIX 6  
INTEGRATIVE LEARNING EXPERIENCE PROPOSAL

Please email the FINAL copy of this appendix to your faculty mentor and Carbon Copy in the email (CC) the Administrative Assistant of your discipline and to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) upon completing this appendix.

**INSTRUCTIONS:** The student will meet with faculty mentor and identify foundational and concentration competencies for Integrative Experience and complete and submit a form identifying the following (refer to pages 3-6 of this manual):

<table>
<thead>
<tr>
<th>List professional &amp; educational goals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>List targeted MPH foundational competencies <em>(list at least 3 from the 22)</em></td>
<td></td>
</tr>
<tr>
<td>List targeted MPH concentration-specific competencies <em>(list at least 2 from the concentration)</em></td>
<td></td>
</tr>
<tr>
<td>Describe what the integrative learning experience product(^1) will be and how this will be completed</td>
<td></td>
</tr>
<tr>
<td>Describe how the identified competencies will be integrated</td>
<td></td>
</tr>
</tbody>
</table>

Student: ______________________________  Signature: ______________________________ Date: __________ (Print)

Faculty Mentor: ______________________________  Signature: ______________________________ Date: __________ (Print)

Department Chair: ______________________________  Signature: ______________________________ Date: __________ (Print)

---

\(^1\) The deliverable cannot be the deliverable for the practice experience. It must be 2 separate deliverables.
PHPH-678
Public Health Practice Experience II
1. Deliverables needed to complete PHPH – 678
   • Appendix 1: Template for Practice Experience Journal Entries
   • Appendix 2: Summary of Practice Experience Journal

2. Practice experience journal entries (Appendix 1)
   • Students must keep a written journal while performing their practice activities at their practice site.
   • This written journal must be submitted to the faculty mentor at a minimum of once a month while working at the practice site. The written journal may be used to facilitate the preparation of the final written report of the practice experience.
   • Students must submit at least 5 practice experience journals to complete this course requirement.

2. Summary of practice experience journal (Appendix 2)
   • This deliverable is the summary of the activities the student participated in during their practice experience and how they applied MPH foundational and concentration competencies towards that experience. For each of the competencies, the student will describe a specific activity they demonstrated during their practice experience and how they applied that knowledge during their time on the practice site.

FAILURE TO COMPLETE OR NOT TURN IN PHPH-678 DELIVERABLES WILL RESULT IN THE STUDENT BEING INELIGIBLE FOR ENROLLING IN PHPH-679 FOR THE NEXT SEMESTER. PLEASE EMAIL EACH APPENDIX TO PROGRAM COORDINATOR BRYAN MATHIS AT BRYAN.MATHIS@LOUISVILLE.EDU AND EMAIL A COPY TO YOUR FACULTY MENTOR AS WELL.
**PHPH – 678 DELIVERABLES FLOW CHART**

### Step 1

**Complete Bi-Weekly Practice Experience Journal Entries**

The student will complete Appendix 1 throughout their on site practice experience, completing biweekly journal entries. At least 5 journal entries must be submitted for this Appendix.

When you complete a step put a check in the box for your records!

### Step 2

**Complete Summary of Practice Experience Journal**

Complete appendix 2 after the student has completed their on site practice experience. The student will apply foundational and concentration competencies towards their practice experience.

Remember to email a copy to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) as well as to your Faculty Mentor!

### Deliverables Completed!

Please make sure to email copies to Program Coordinator Bryan Mathis as well as to your Faculty Mentor upon completing each individual Appendix.

For questions please free to contact Bryan Mathis at bryan.mathis@louisville.edu.
Although there is some flexibility in meeting deadlines, it is important to meet these dates for deliverables unless there are extenuating circumstances. All deliverables including at least 5 of the bi-weekly journal entries MUST be completed and turned into Program Coordinator Bryan Mathis and to your Faculty Mentor in order to register for PHPH – 679.

### Important Academic Dates

**Fall 2020 Academic Semester**

<table>
<thead>
<tr>
<th>August '20</th>
<th>September '20</th>
<th>October '20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Su</td>
<td>M</td>
<td>Tu</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November '20</th>
<th>December '20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Su</td>
<td>M</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

### Recommended Appendices and Journal Entries due dates for PHPH - 678 during Fall 2 semester of MPH program

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 17</td>
<td>Classes start</td>
</tr>
<tr>
<td>Aug 21</td>
<td>Last day to drop/add</td>
</tr>
<tr>
<td>Aug 31</td>
<td>1st bi-weekly journal entry due</td>
</tr>
<tr>
<td>Sep 07</td>
<td>Labor Day holiday</td>
</tr>
<tr>
<td>Sep 14</td>
<td>2nd bi-weekly journal entry due</td>
</tr>
<tr>
<td>Sep 28</td>
<td>3rd bi-weekly journal entry due</td>
</tr>
<tr>
<td>Oct 05</td>
<td>Mid-term break</td>
</tr>
<tr>
<td>Oct 12</td>
<td>4th bi-weekly journal entry due</td>
</tr>
<tr>
<td>Oct 16</td>
<td>Last day to withdraw</td>
</tr>
<tr>
<td>Oct 26</td>
<td>5th bi-weekly journal entry due</td>
</tr>
<tr>
<td>Nov 03</td>
<td>Presidential election</td>
</tr>
<tr>
<td>Nov 09</td>
<td>If you missed a bi-weekly journal entry turn it in by this day</td>
</tr>
<tr>
<td>Nov 20</td>
<td>Appendix 2 - Summary of Practice Experience Journal due</td>
</tr>
<tr>
<td>Nov 25</td>
<td>Thanksgiving break</td>
</tr>
<tr>
<td>Dec 01</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>Dec 02</td>
<td>Reading day</td>
</tr>
<tr>
<td>Dec 03</td>
<td>Final exams</td>
</tr>
<tr>
<td>Dec 11</td>
<td>Degree date/Commencement</td>
</tr>
</tbody>
</table>
APPENDIX 1
PRACTICE EXPERIENCE JOURNAL ENTRIES

*Please email the FINAL copy of this appendix to your faculty mentor and Carbon Copy in the email (CC) the Administrative Assistant of your discipline and to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) upon completing this appendix.*

INSTRUCTIONS: Students must submit at least 5 practice experience journals to complete this course requirement. Please upload the journals to Blackboard biweekly when completed. Blackboard has the dates listed for when each journal is due.

Name: Two week time period: ______ to _______

1. Brief synopsis of activities for each two week period.

2. Specific accomplishments or activities completed.

3. Problems that occurred, and how they were resolved.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Experiences that provided for learning and professional growth, specifically in reference to the MPH foundational and concentration specific competencies identified in the learning agreement.

5. Other comments you would like to share that you believe are of importance.
APPENDIX 2
SUMMARY OF PRACTICE EXPERIENCE JOURNAL

*Please email the FINAL copy of this appendix to your faculty mentor and Carbon Copy in the email (CC) the Administrative Assistant of your discipline and to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) upon completing this appendix.*

Student Name: Two week time period: ______ to _______

Faculty Mentor:

1. Summary description of the practice experience activities for the semester.

2. Summary of how the different activities allowed the application of the MPH foundational and concentration competencies identified for the practice experience. For each competency, describe specific activities that demonstrate the application of the targeted competencies. (You may use the following table to describe the specific activity (please be detailed) and the competency that was specifically applied for that/those activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Targeted Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PHPH-679
Public Health Practice Experience III
1. Deliverables needed to complete PHPH – 679
   • Appendix 1: Practice Written Report
   • Appendix 2: Practice Presentation Guidelines
   • Appendix 3: Practice Presentation Summary
   • Appendix 4: Student Evaluation of the Practice Experience

2. Practice written report (Appendix 1)
   • Upon completion of the activities at the practice site, the student must prepare a written report. The student’s faculty mentor may provide guidance in the preparation of the written report.
   • This paper will be the cumulating written report of the practice experience and the take away the student had during their time on the site.

3. Practice presentation guidelines (Appendix 2)
   • Just like with the written report, the practice presentation guidelines will be a cumulating experience of the practice experience but in a more visual format and in a more formal setting amongst the students peers. The student’s faculty mentor may provide guidance in the preparation of the practice presentation. Oral presentations will be scheduled during in class portions of the course.
   • Each department will give their students an opportunity to select a time to give their oral presentation to the school.

4. Practice presentation summary (Appendix 3)
   • Each student that is not presenting must complete a “Practice Presentation Summary” of their fellow peer’s practice presentation.

5. Student evaluation of the practice experience (Appendix 4)
   • Upon completion of the practice experience each student must complete an evaluation of their practice experience. This survey will be completed electronically through a web based survey package. The student will receive a notification email and several reminders until you complete the survey.
   • Note: A student evaluation will be sent to the site mentor to complete after the practice experience is fully completed.

FAILURE TO COMPLETE OR NOT TURN IN PHPH-679 DELIVERABLES WILL RESULT IN THE STUDENT BEING INELIGIBLE FOR ENROLLING IN PHPH-698 FOR THE NEXT SEMESTER. PLEASE EMAIL EACH APPENDIX TO PROGRAM COORDINATOR BRYAN MATHIS AT BRYAN.MATHIS@LOUISVILLE.EDU AND EMAIL A COPY TO YOUR FACULTY MENTOR AS WELL.
Step 1
Complete the Practice Written Report
Complete appendix 1. The student’s faculty mentor will serve as a guide for the written report but this document is the summarized experience of the students practice experience in written format.

Remember to email a copy to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) as well as to your Faculty Mentor!

Step 2
Complete the Practice Presentation Guidelines
Complete appendix 2. The practice presentation serves as the visual and more formal presentation of the students practice experience that they will share amongst faculty and their peers.

Remember to email a copy to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) as well as to your Faculty Mentor!

Step 3
Complete the Practice Presentation Summary
Complete appendix 3. Each student will complete a practice presentation summary of their fellow peers presentations.

Remember to email a copy to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) as well as to your Faculty Mentor!
Complete the Student Evaluation of the Practice Experience

Complete appendix 4. After completion of the written report and practice presentation, the student will receive an electronic copy of the student evaluation of the practice experience for them to complete.

Remember to email a copy to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) as well as to your Faculty Mentor!

Deliverables Completed!

Please make sure to email copies to Program Coordinator Bryan Mathis as well as to your Faculty Mentor upon completing each individual Appendix.

For questions please free to contact Bryan Mathis at bryan.mathis@louisville.edu.
Although there is some flexibility in meeting deadlines, it is important to meet these dates for deliverables unless there are extenuating circumstances. All deliverables MUST be completed and turned into Program Coordinator Bryan Mathis and to your Faculty Mentor in order to register for PHPH – 698.

**Recommened Appendices due dates for PHPH - 679 during Spring 2 semester of MPH Program**

*SPECIAL NOTE*
The first 10 weeks of the spring 2 semester for the PHPH - 679 course should be focused on the student consulting with the faculty mentor and site mentor with the intention of preparing for the written and oral reports that begin the week after spring break.

*SPECIAL NOTE*
Recommended Appendices due dates for PHPH - 679 during Spring 2 semester of MPH Program

| Jan 06  | Classes Start            |
| Jan 12  | Last day to drop/add    |
| Jan 18  | Martin Luther King holiday |
| Mar 05  | Appendix 1 - Practice Experience Written Report due. |
| Mar 05  | Last day to withdraw     |
| Mar 08  | through Mar 14 Spring Break |
| Mar 15  | Class meets formally. Appendix 2 - Practice Presentations begin and students not presenting will be completing Appendix 3 - Practice Presentation Summary |
| Apr 21  | Last day of classes     |
| Apr 22  | Reading day             |
| Apr 23  | through Apr 29 Final exams |
| May 08  | Degree date/Commencement |
APPENDIX 1
PRACTICE EXPERIENCE WRITTEN REPORT

*Please email the FINAL copy of this appendix to your faculty mentor and Carbon Copy in the email (CC) the Administrative Assistant of your discipline and to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) upon completing this appendix.*

INSTRUCTIONS: Each Master of Public Health student as part of their practice experience must summarize their experience in a written report. The report should be no more than 20 double spaced pages of narrative, with additional pages for references, data display, or other appendices, if needed. Following are the guidelines for the report.

Report Format:
A number of sections of the original Learning agreement and Practice Activities Proposal are to be included in the final report. However, the accepted format of the final report requires that the tense be changed from the future to the past. This requires a careful reading to assure correct grammar and agreement of subjects/verbs as well as tense.

1. At a minimum, the report should contain the following information and be in APA format:
   • Name of organization and mentor where the practice experience was done
   • Introduction (overview of site and specific activities performed by the student)
   • Materials and Methods (How the assigned activities were carried out, what, where, when, how, with whom, etc., i.e. what did the student do)
   • Results (presentation of the data)
     ▪ Discussion of any pertinent literature related to the assigned activities
     ▪ Description of how the specific Foundational and Concentration competencies identified for the practice experience were applied at the site.
     ▪ Description of any student-generated products that may be used by the site (any products must be included as part of report appendix).
     ▪ Description of any community-related activities performed at the site.
   • Challenges encountered and how they were addressed and/or successes in carrying out the practice experience activities
   • Conclusion and recommendations
APPENDIX 2
PRACTICE PRESENTATION GUIDELINES

*Please email the FINAL copy of this appendix to your faculty mentor and Carbon Copy in the email (CC) the Administrative Assistant of your discipline and to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) upon completing this appendix.*

INSTRUCTIONS: The PowerPoint is submitted electronically to faculty mentor and the Office of Student Services (sphisss@louisville.edu).

Presentation: Each student’s manner of dress and deportment during their presentation must reflect the standards required in any professional forum.

The time allotted for the oral presentation is 15 minutes, including a period for questions. The verbal report should take 10 minutes, and are timed. Brevity is considered a key element in professional platform presentations; consequently, students should practice their presentations aloud to assure they remain within time limits.

The presentation should be made with 12 to 15 PowerPoint slides and include:

- Overview of the practice site and background for assigned activities at the site
- Methodology used to complete the assigned activities
- Results, including a detailed description of how the specific Foundational and Concentration competencies were applied during the practice experience
- Conclusions and recommendations
APPENDIX 3
PRACTICE PRESENTATION SUMMARY

Your Name:  
Practice Title:  
Presentation Date:  

1. Briefly describe the PE site (Name, location, targeted stakeholders….)

2. What types of PE activities were done at the site?

3. Specifically describe how at least one of the Foundational competencies and one of the Concentration competencies were applied during the practice

Scoring

All parts of the scoring sheet are filled out, including the “Notes” page.  

The scoring sheet is filled out and responses are an accurate reflection of the presentation.  

The scoring sheet is filled out, the responses are accurate and responses show critical analysis, creativity and cross disciplinary thinking.

Points will be accumulated over the course of the semester. The point total as a percentage of points possible will be converted into 15% of the course grade.

For example: 34 accumulated points out of 45 maximum possible equals 76%; this could be converted into 76 X 0.1= 7.6 for semester grading purposes.

Note that presenters are evaluated separately using standard rubrics.
APPENDIX 4
STUDENT EVALUATION OF THE PRACTICE EXPERIENCE

*Please email the FINAL copy of this appendix to your faculty mentor and Carbon Copy in the email (CC) the Administrative Assistant of your discipline and to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) upon completing this appendix.*

INSTRUCTIONS: Surveys are sent to students via email from the Office of Institutional. The survey must be completed and submitted online ONLY. The sender name is: UofL SPHIS MPH Program and the subject line is: SPHI S Request.

NOTE: Surveys will also be sent out to site mentors to complete a student evaluation as well but is not considered a part of the required appendices/deliverables to complete this course.

Student Name: Date:

Practice Site Name: Faculty Mentor:

******************************************************************************
Please answer each question according to selection of responses.

Guidance by MPH Program:
1. How did you select your practice experience site?
   __Found through the list of affiliation agreements
   __Faculty member suggested
   __Found on my own
   __Program sent out announcement regarding site
   __Other ______________________

2. To what extent did the MPH Program provide adequate information and guidance in preparing for your practice experience?
   __A lot
   __Some
   __Very little
   __None

3. The MPH Program was available throughout the practice experience to answer questions.
   __Strongly Agree
   __Agree
   __Neutral
   __Disagree
   __Strongly Disagree

Guidance by faculty mentor:
4. My faculty mentor was accessible (by phone, email, etc.).
   ___Strongly Agree
   ___Agree
   ___Neutral
   ___Disagree
   ___Strongly Disagree

5. The faculty mentor reviewed and discussed the requirements (syllabus and grading rubrics) for successfully completing the practice experience with me.
   ___Fully reviewed
   ___Partially reviewed
   ___Did not review

6. The individual meetings with the faculty mentor throughout the practice experience were useful in the development of learning objectives and monitoring my practice experience progress.
   ___Strongly Agree
   ___Agree
   ___Neutral
   ___Disagree
   ___Strongly Disagree
   ___ I did not meet with my faculty mentor.

7. My faculty mentor reviewed my practice experience deliverables and provided feedback.
   ___Fully reviewed
   ___Partially reviewed
   ___Did not review

8. Overall, my faculty mentor was very effective.
   ___Strongly Agree
   ___Agree
   ___Neutral
   ___Disagree
   ___Strongly Disagree

**Guidance by Other SPHIS Faculty**

9. Did you have any assistance from any other SPHIS faculty or staff to help in the preparation or throughout your practice experience?

   ____ Yes If yes, who were they, and how did they help?

   ____ No

**Guidance by Site Mentor**
10. The site mentor was available throughout the practice experience to provide guidance and answer questions.
   ___Strongly Agree
   ___Agree
   ___Neutral
   ___Disagree
   ___Strongly Disagree

11. I was given an orientation to the practice experience site.
   _____Yes
   _____No

12. I met with my site mentor . . .
    ___Daily (each time I was on site)
    ___Weekly
    ___Bi-weekly
    ___Monthly
    ___As needed
    ___Other

13. Was this a sufficient amount of time?
    _____Yes
    _____No

14. The feedback provided by my site mentor was appropriate and useful.
    _____Yes
    _____No

15. I felt my site mentor was qualified to supervise my practice experience.
    ___Strongly Agree
    ___Agree
    ___Neutral
    ___Disagree
    ___Strongly Disagree

10. I would you recommend this particular site mentor for future projects and student work?
    ___Strongly Agree
    ___Agree
    ___Neutral
    ___Disagree
    ___Strongly Disagree
Overall Program Experience
11. The practice experience increased my ability to work in and understand public health.
   ___Strongly Agree
   ___Agree
   ___Neutral
   ___Disagree
   ___Strongly Disagree

12. The MPH Town Hall Meetings increased my understanding of the practice experience and its requirements.
   ___Strongly Agree
   ___Agree
   ___Neutral
   ___Disagree
   ___Strongly Disagree

13. The Integration course was useful in reflecting on my practice experience and public health practice.
   ___Strongly Agree
   ___Agree
   ___Neutral
   ___Disagree
   ___Strongly Disagree

14. The practice experience Blackboard site was useful.
   ___Strongly Agree
   ___Agree
   ___Neutral
   ___Disagree
   ___Strongly Disagree

15. Developing the practice experience poster was valuable.
   ___Strongly Agree
   ___Agree
   ___Neutral
   ___Disagree
   ___Strongly Disagree

16. Would you recommend your practice experience site to other SPHIS students?
   _____Yes – why?
   _____ No – why not?

17. Are there any knowledge areas that would have been helpful in preparing you for your practice experience? (Check all that apply)
   ___SAS/SPSS
   ___GIS
Issue briefs
Grant writing
Writing press releases
Microsoft Access
More in depth electives
Program planning
Finding funding sources
Learning about specific job roles in public health
Informatics
Health equity
IRB process
Leadership skills
Cultural competence
Reading and understanding budgets
Data analysis skills

18. Do you have any additional comments concerning your practice experience?
SITE MENTOR EVALUATION OF THE STUDENT TEMPLATE

**INSTRUCTIONS:** The site mentor completes the survey at the end of the practice experience and evaluates the student’s performance throughout the entire practice experience. Surveys are sent to the site mentor via email from the Office of Institutional Resources in the last half of the spring semester.

**NOTE:** This evaluation does not affect your overall Practice Experience grade.

---

**SITE MENTOR EVALUATION OF PRACTICE EXPERIENCE**

Name: _____________________________ Date: __________
Email ______________________________________
Phone ______________________________________
Student Name: __________________________________________

**Student Performance**
Use the following scale; please evaluate your student's performance for the full practice experience.

5=Outstanding, 4=Very Good, 3=Good, 2=Fair, 1=Poor, N/A=Not Applicable

- _____ Reliability (attendance, punctuality, etc.)
- _____ Motivation and Initiative
- _____ Organizational skills
- _____ Contributed innovative ideas to improve project(s)
- _____ Completed projects in timely manner
- _____ Worked independently when needed
- _____ Worked as a part of a team when needed
- _____ Exercised own judgment appropriately
- _____ Made efforts to develop and improve skills
- _____ Accepted feedback and suggestions objectively
- _____ Ability to research problems or issues pertaining to their project
- _____ Met specified goals and objectives (e.g. those in the learning agreement)
1. I met with my student in order to develop and/or review the practice experience learning objectives.
   ____ Yes
   ____ No – why not?

2. My student was on-site:
   ____ Less than 100 hours
   ____ 101 – 150 hours
   ____ 151 – 200 hours
   ____ 201 – 250 hours
   ____ 251 – 300 hours
   ____ 301 +

3. My student met the objectives stipulated in the learning agreement?
   ____ Strongly Agree
   ____ Agree
   ____ Neutral
   ____ Disagree
   ____ Strongly Disagree

4. My student's work contributed to the mission of our agency/organization?
   ____ Strongly Agree
   ____ Agree
   ____ Neutral
   ____ Disagree
   ____ Strongly Disagree

5. I was able to provide input on my student’s practice experience deliverables (paper, presentation, and poster)?
   ____ Yes
   ____ No

6. I would recommend the following professional development for my student (check all that apply):
   ____ Oral and written communication skills
   ____ Development of professional network
   ____ Statistical software
   ____ Research skills
   ____ Graphic presentation skills
   ____ Time management
   ____ Critical thinking skills
   ____ Data analysis skills
   ____ Organizational skills
   ____ Critical analysis of scientific literature
   ____ Professional dress
### Program Performance

8. The SPHIS faculty mentor contacted me to discuss the requirements of the practice experience.
   - [ ] Yes
   - [ ] No

9. The SPHIS faculty mentor was accessible (by phone, email, etc.)
   - [ ] Strongly Agree
   - [ ] Agree
   - [ ] Neutral
   - [ ] Disagree
   - [ ] Strongly Disagree

10. I was invited to attend my student’s practice experience presentation.
    - [ ] Yes
    - [ ] No

11. The SPHIS faculty mentor contacted me to discuss my student’s final grade in relation to practice experience performance and deliverables.
    - [ ] Yes
    - [ ] No

12. Please provide any other comments you feel would be useful in order for us to continue to improve the practice experience.

   *We appreciate your time and your continued support of the MPH Program at the University of Louisville!*
PHPH-698
Public Health
Integrative Learning Experience
UNDERSTANDING THE INTEGRATIVE LEARNING EXPERIENCES (ILE)
PURPOSE AND PROCESS

Accreditation
The Council on Education for Public Health (CEPH), which is the accrediting body for all schools of public health in the United States, requires that all students receiving an MPH complete an integrative learning experience (ILE).

Second Semester Requirements
1. The ILE is designed to identify specific MPH foundational and concentration competencies that address a student’s educational and professional goals and requires the student to complete a culminating experience that demonstrates the synthesis of the identified competencies through specific learning experiences.
2. The ILE process begins the second semester after matriculation in the MPH program. Students are assigned a faculty advisor in their selected concentration. The advisor serves as their mentor for the ILE.
3. During this semester, students in consultation with their faculty advisor, identify targeted MPH foundational and concentration-specific competencies determined to be important in addressing their educational and professional goals.
4. The student and faculty advisor complete Appendix 6: the integrative learning experience proposal in PHPH – 677 that identifies the student’s goals, the targeted MPH and concentration competencies, a description of the integrative learning experience product and a strategy for integration of the competencies within that document.
5. The student’s faculty mentor and concentration director must approve this proposal.
6. Upon completion and approval of this document, students initiate the work required to develop the ILE product.

Final Semester Requirements
1. In the final semester of the MPH program, students enroll in a 2-hour credit course, PHPH-698 Public Health Integrative Learning Experience. This course provides the framework for submission of the final ILE product.
2. Additionally, the student must prepare an ILE written report that specifically explains:
   a. How the student’s ILE was identified and its associated goals and objectives
   b. How the targeted competencies were synthesized in the student’s specific ILE
   c. What challenges were encountered in the synthesis of the competencies in the student’s ILE
   d. Conclusion and recommendations.
3. The student’s faculty mentor grades the final ILE written report, which includes the ILE product. Students should refer to the PHPH-698 course syllabus for assignment deadlines, grading and rubrics.
Review of the integrative learning experience proposal (Appendix 6)
In PHPH-677, students completed Appendix 6, the Integrative Learning Experience Proposal, which will be utilized in the PHPH-698 course. This element is not a component of the Public Health Practice Experience but the initiation of the ILE.

This assignment is included as part of PHPH-677 to allow you time to develop your integrative learning experience. Each full-time student should meet with their faculty mentor for assignment completion and the identification of foundational and concentration competencies for the Integrative Experience and complete and submit a form identifying the following:

- Professional and educational goals
- Targeted MPH foundational competencies
- Targeted MPH concentration-specific competencies
- Description of what the integrative learning experience product will be
- Description of how competencies will be synthesized
PHPH – 698 STEPS TO COMPLETE

*SPECIAL NOTE*
COMPLETION OF PHPH – 677 IS A PREREQUISITE OF PHPH – 698 BECAUSE IT UTILIZES APPENDIX 6: THE INTEGRATIVE LEARNING EXPERIENCE PROPOSAL.

1. Deliverables Needed to Complete PHPH – 698
   • Appendix 1: Integrative Learning Experience Confirmation
   • Appendix 2: The Integrative Learning Experience Product
   • Appendix 3: The Integrative Learning Experience Written Report

2. Confirmation of Competencies and Integrative Learning Experience Product (Appendix 1 & 2)
   • Students will meet with the faculty mentor and confirm foundational and concentration competencies for Appendix 1 of PHPH - 698: the Integrative Learning Experience Confirmation.
   • Students will identify the product that demonstrated how they identified competencies and how they were synthesized and submit a description of said product.
   • The Integrative Learning Experience product options are provided for each concentration, please refer to Appendix 2 for more details on the list of project options under each concentration.

3. Completion of The Integrative Learning Experience Written Report (Appendix 3)
   • Each student will submit Appendix 3: The Integrative Learning Experience Report to their faculty mentor for evaluation. At a minimum, the report should contain the following information and be in APA format:
     o A copy of the Integrative Learning Experience product
     o A description of the students educational and professional goals and why the specific MPH foundational and concentration competencies were selected to address these goals
     o How the student’s Integrative Learning Experience was identified and what were its goals and objectives
     o How the targeted competencies were synthesized in the student’s specific Integrative Learning Experience
     o What challenges were encountered in the synthesis of the competencies in the student’s Integrative Learning Experience
     o Conclusion and recommendations
     o Relevant citations
     o The report should be no more than 20 double spaced pages of narrative, with additional pages for references, data display, or other appendices, if needed.
**Step 1**

Confirmation of Competencies and Integrative Learning Experience Product

The student will meet with their faculty mentor to confirm foundational and concentration competencies for Appendix 1: Integrative Learning Experience Confirmation.

When you complete a step put a check in the box for your records!

---

**Step 2**

Confirming/Finalizing the Integrative Learning Experience Product Option

The student will select and then finalize their product based off the options listed in Appendix 2: Integrative Learning Experience Product Options. The student should discuss their product choice with their faculty mentor.

When you complete a step put a check in the box for your records!
Completion of the Integrative Learning Experience Written Report

The student will complete Appendix 3: Integrative Learning Experience Written Report and submit to their faculty mentor for evaluation. Review Appendix 3 for the scoring rubric.

When you complete a step put a check in the box for your records!

Deliverables Completed!

Please make sure to email copies to Program Coordinator Bryan Mathis as well as to your Faculty Mentor upon completing each individual Appendix.

For questions please free to contact Bryan Mathis at bryan.mathis@louisville.edu.
# PHPH – 698 Timeline for Completing Assignments

## Spring 2021 Academic Semester

<table>
<thead>
<tr>
<th>Month</th>
<th>Important Academic Dates</th>
<th>Recommended Appendices due date for PHPH - 698 during Spring 2 semester of MPH Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Classes Start</td>
<td>Jan 06 Classes Start</td>
</tr>
<tr>
<td></td>
<td>Last day to drop/add classes</td>
<td>Jan 11 through Jan 15 meet with Faculty Mentor to discuss Appendix 1 and Appendix 2</td>
</tr>
<tr>
<td></td>
<td>Martin Luther King holiday</td>
<td>Jan 12 Last day to drop/add classes</td>
</tr>
<tr>
<td></td>
<td>Faculty Mentor, copies emailed to Bryan Mathis</td>
<td>Jan 18 Martin Luther King holiday</td>
</tr>
<tr>
<td></td>
<td>Draft of Appendix 3: ILE Written Report due to Faculty Mentor</td>
<td>Jan 22 Faculty Mentor, copies emailed to Bryan Mathis</td>
</tr>
<tr>
<td></td>
<td>Last day to withdraw</td>
<td>Mar 05 Last day to withdraw</td>
</tr>
<tr>
<td></td>
<td>Spring Break</td>
<td>Mar 08 through Mar 14 Spring Break</td>
</tr>
<tr>
<td></td>
<td>Last day to turn in Appendix 3: ILE Written Report, email a copy to Bryan Mathis</td>
<td>Apr 12 Last day to turn in Appendix 3: ILE Written Report, email a copy to Bryan Mathis</td>
</tr>
<tr>
<td></td>
<td>Last day of classes</td>
<td>Apr 21 Last day of classes</td>
</tr>
<tr>
<td></td>
<td>Reading day</td>
<td>Apr 22 Reading day</td>
</tr>
<tr>
<td></td>
<td>Final exams</td>
<td>Apr 23 through Apr 29 Final exams</td>
</tr>
<tr>
<td></td>
<td>Degree date/Commencement</td>
<td>May 08 Degree date/Commencement</td>
</tr>
</tbody>
</table>

### January

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### February

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### March

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### April

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### May

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 1
Integrative Learning Experience Confirmation

Please email the FINAL copy of this appendix to your faculty mentor and Carbon Copy in the email (CC) the Administrative Assistant of your discipline and to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) upon completing this appendix.

INSTRUCTIONS: The student will meet with faculty mentor to review and update what was provided in Appendix 6 for the Integrative Experience. Revisions to Appendix 6 will be made in Appendix 1 of PHPH - 698 and should include the identification of the foundational and concentration competencies (refer to pages 3-6 of this manual).

<table>
<thead>
<tr>
<th>List professional &amp; educational goals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>List targeted MPH foundational competencies <em>(list at least 3 from the 22)</em></td>
<td></td>
</tr>
<tr>
<td>List targeted MPH concentration-specific competencies <em>(list at least 2 from the concentration)</em></td>
<td></td>
</tr>
<tr>
<td>Describe the integrative learning experience product</td>
<td></td>
</tr>
<tr>
<td>Describe how the identified competencies were integrated</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student: (Print)</th>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Faculty Mentor: (Print)</th>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Department Chair: (Print)</th>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>
Appendix 2
Integrative Learning Experience (ILE) Product Options

Please email the FINAL copy of this appendix to your faculty mentor and Carbon Copy in the email (CC) the Administrative Assistant of your discipline and to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) upon completing this appendix.

Each concentration has defined options that will serve as your integrative learning experience. Each concentration option is listed below and lists the page number in this manual where you can learn about the specific details and the rubrics specifically tailored to the student’s concentration within their MPH program.

Biostatistics Concentration:

• Data set management and statistical analysis

Epidemiology Concentration:

• Critical review of literature on a public health problem
• Data analysis and report on a public health problem

Global Public Health Concentration:

• Community health project proposal in a global setting
• Critical review of literature on a global public health problem

Health Policy Concentration:

• Data analysis and report on a public health problem
• Policy memorandum on a timely public health issue

Health Promotion and Behavioral Sciences Concentration:

• Data analysis and report on a public health problem
• Training manual
• Policy memorandum on a timely public health issue
Appendix 3
Integrative Learning Experience (ILE) Written Report

Please email the FINAL copy of this appendix to your faculty mentor and Carbon Copy in the email (CC) the Administrative Assistant of your discipline and to Program Coordinator Bryan Mathis (bryan.mathis@louisville.edu) upon completing this appendix.

### ILE Product Deliverable Scoring Rubric

<table>
<thead>
<tr>
<th>Assessment Dimension</th>
<th>Needs Improvement (1)</th>
<th>Acceptable (2)</th>
<th>Proficient (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing:</strong> clear, concise, well-organized, correct grammar &amp; usage</td>
<td>Writing has deficits in multiple areas that could be professionally detrimental</td>
<td>Writing has deficits in some areas and lacks some clarity but overall is acceptable in professional settings</td>
<td>Writing is clear and concise and is a strong professional product</td>
</tr>
<tr>
<td><strong>Data Analysis:</strong> Data are analyzed correctly</td>
<td>Data analysis methods selected are inappropriate and/or implemented incorrectly</td>
<td>Data analysis methods selected could be stronger and/or implemented better</td>
<td>Data analyses methods selected and strong and implemented correctly</td>
</tr>
<tr>
<td><strong>Use of evidence:</strong> Evidence is relevant, sources correctly cited, and synthesized to effectively provide insight into the question/issue</td>
<td>Evidence is weak and/or not relevant to the question/issue posed with sources poorly cited</td>
<td>Evidence is somewhat relevant and timely to the question/issue posed with some sources correctly cited</td>
<td>Evidence is relevant, timely, and clearly summarized with sources correctly cited</td>
</tr>
<tr>
<td><strong>Application of findings:</strong> Implications of evidence, research, and/or findings are clearly identified and justified, and actions recommended are comprehensive, feasible, innovative, and ethical</td>
<td>Recommendations do not logically follow from evidence, are questionable and/or inappropriate, and/or not comprehensive, feasible, innovative, and/or ethical</td>
<td>Recommendations somewhat flow logically from evidence and are justified though there are gaps, and/or recommendations are somewhat comprehensive, feasible, innovative, and/or ethical</td>
<td>Recommendations flow logically from evidence, are well-argued, and/or are comprehensive, feasible, innovative, and/or ethical</td>
</tr>
<tr>
<td><strong>Overall presentation:</strong> Clear communication of main points with engaging presentation style &amp; incorporation of appropriate visuals</td>
<td>Presentation is poorly organized, timed, written, and/or does not connect with the audience/reader</td>
<td>Presentation is somewhat organized and delivered in a somewhat engaging manner within time boundaries and/or written specifications</td>
<td>Presentation is clearly organized and delivered in engaging manner within time boundaries and/or written specifications</td>
</tr>
</tbody>
</table>
### ILE Written Deliverable Scoring Rubric

<table>
<thead>
<tr>
<th>Topic</th>
<th>Exceptional</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization &amp; Style</strong></td>
<td>45-50 points</td>
<td>40-44 points</td>
<td>35-39 points</td>
<td>0-9 points</td>
</tr>
<tr>
<td>Purpose is clearly stated and explains the structure of work.</td>
<td>Purpose of work is clearly stated and assists the structure of work.</td>
<td>Purpose of work is stated, but does not assist in following work.</td>
<td>Purpose of work is stated, but does not assist in following work.</td>
<td></td>
</tr>
<tr>
<td><strong>Content &amp; Knowledge</strong></td>
<td>16-15 points</td>
<td>12-13 points</td>
<td>10-11 points</td>
<td>0-9 points</td>
</tr>
<tr>
<td>The ILE deliverable demonstrates full knowledge and synthesis of the targeted MPH foundational and concentration competencies.</td>
<td>The ILE deliverable demonstrates full knowledge and synthesis of the targeted MPH foundational and concentration competencies, but fails to fully demonstrate their synthesis.</td>
<td>The ILE deliverable fails to demonstrate full knowledge and synthesis of the targeted MPH foundational and concentration competencies.</td>
<td>The ILE deliverable fails to demonstrate knowledge or synthesis of the targeted MPH foundational and concentration competencies.</td>
<td></td>
</tr>
<tr>
<td><strong>Format &amp; Esthetics</strong></td>
<td>14-15 points</td>
<td>12-13 points</td>
<td>10-11 points</td>
<td>0-9 points</td>
</tr>
<tr>
<td>Format is consistent throughout including heading styles and captions.</td>
<td>Format is generally consistent including heading styles and captions.</td>
<td>Figures and tables are legible, but not convincing.</td>
<td>Figures and tables are illegible, format changes throughout, e.g., font type, size, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling &amp; Grammar</strong></td>
<td>9-10 points</td>
<td>8 points</td>
<td>7 points</td>
<td>0-6 points</td>
</tr>
<tr>
<td>Negligible misspellings and/or grammatical errors.</td>
<td>Minor misspellings and/or grammatical errors.</td>
<td>Several spelling and grammatical errors.</td>
<td>Numerous spelling and grammatical errors.</td>
<td></td>
</tr>
<tr>
<td><strong>References &amp; Attachments</strong></td>
<td>9-10 points</td>
<td>8 points</td>
<td>7 points</td>
<td>0-6 points</td>
</tr>
<tr>
<td>Reference section complete and comprehensive.</td>
<td>Minor inadequacies in references.</td>
<td>Inadequate list of references or references in text.</td>
<td>No acknowledgements given.</td>
<td></td>
</tr>
</tbody>
</table>

Score for Assessment of Written Deliverable (transfer to deliverable scoring rubric; maximum of 100) $\Sigma = $
ILE Product Guidelines – Biostatistics Concentration

Data set management and statistical analysis

Components:

1. Introduction:
   a. State the research question of interest
   b. Provide a brief rationale for the question
      i. What information do you expect to get by answering this research question and how does that relate to public health?
      ii. Why is the question of interest to the student’s professional and educational goals?
      iii. How is the question linked to the competencies identified for the ILE?

2. Methods:
   a. Identify the data set to be analyzed
   b. Evaluate the appropriateness of the data set for the question
   c. Describe:
      i. Data types (qualitative/quantitative)
      ii. Data sources
         1. Randomized Trials
         2. Observational Studies
   d. Describe any coding/recoding of variables
   e. Describe and justify the use statistical analytic approach
   f. Identify software used
   g. Discuss any human subjects issues, if any (e.g. IRB approval)

3. Results
   a. Describe the results using text, tables and figures
      i. Description of the study population
      ii. Results of the analyses including confidence levels, power etc.

4. Discussion and Conclusion:
   a. Describe the scientific significance of the results as they pertain to the research question
   b. Describe possible impact of the results
      i. limitations of available data
      ii. suggestions for better data, if any
   c. Discuss how the projects integrates the ILE competencies
   d. Describe how the project has strengthened the student’s professional and educational goals
<table>
<thead>
<tr>
<th>Assessment Dimension</th>
<th>Needs Improvement (1)</th>
<th>Acceptable (2)</th>
<th>Proficient (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing:</strong> clear, concise, well-organized, correct grammar &amp; usage</td>
<td>Writing has deficits in multiple areas that could be professionally detrimental</td>
<td>Writing has deficits in some areas and lacks some clarity but overall is acceptable in professional settings</td>
<td>Writing is clear and concise and is a strong professional product</td>
</tr>
<tr>
<td><strong>Data Analysis:</strong> Data are analyzed correctly</td>
<td>Data analysis methods selected are completely inappropriate and/or implemented incorrectly</td>
<td>Data analysis methods selected could be more appropriate and/or implementations lack clarity.</td>
<td>Data analyses methods selected are highly suitable and implemented correctly</td>
</tr>
<tr>
<td><strong>Application of findings:</strong> Implications of evidence, research, and/or findings are clearly identified and justified, and actions recommended are comprehensive, feasible, and innovative.</td>
<td>Recommendations do not logically follow from evidence, are questionable and/or inappropriate, and/or not comprehensive, feasible, and/or innovative.</td>
<td>Recommendations somewhat flow logically from evidence and are justified though there are gaps, and/or recommendations are somewhat comprehensive, feasible and/or innovative.</td>
<td>Recommendations flow logically from evidence, are well-argued, and/or are comprehensive, feasible and innovative.</td>
</tr>
<tr>
<td><strong>Overall presentation:</strong> Clear communication of main points with engaging presentation style &amp; incorporation of appropriate visuals</td>
<td>Presentation is poorly organized, timed, written, and/or does not connect with the audience/reader</td>
<td>Presentation is somewhat organized and delivered in a somewhat engaging manner within time boundaries and/or written specifications</td>
<td>Presentation is clearly organized and delivered in engaging manner within time boundaries and/or written specifications</td>
</tr>
<tr>
<td><strong>Reflection:</strong> Questions are thoroughly addressed and demonstrate self-awareness and insight and competencies are mastered</td>
<td>Writer does not thoroughly engage all questions, does not demonstrate self-awareness and insight, and/or mastery of competencies is not apparent</td>
<td>Writer somewhat engages all questions, demonstrates average self-awareness and insight, and/or demonstrates some competency achievement</td>
<td>Writer engages all questions, clearly articulating learning, change, and insights to drive further development, demonstrates self-awareness, and/or demonstrates mastery of competencies</td>
</tr>
</tbody>
</table>
ILE Product Guidelines – Epidemiology Concentration

1. Data analysis and report on a public health problem

Components:

1. Introduction:
   a. State the research question of interest
   b. Provide a brief rationale for the question
      i. Why is the question important to epidemiology and public health?
      ii. Why is the question of interest to the student’s professional and educational goals?
      iii. How is the question linked to the competencies identified for the ILE?
   c. Provide a brief background literature review on the question
      i. What are the results of previous studies on the question?
      ii. What gaps in the literature would be met by the proposed analyses?

2. Methods:
   a. Identify the data set to be analyzed
   b. Evaluate the appropriateness of the data set for the question
   c. Describe the methods used for collecting the data, including as appropriate:
      i. Data types (qualitative/quantitative)
      ii. Data sources
         1. Focus groups
         2. Questionnaires
         3. Physical or Bioassay measurements
   d. Describe any coding/recoding of variables
   e. Describe and justify the statistical analytic approach
   f. Identify the computational software used
   g. Discuss any human subjects issues (e.g. IRB approval)

3. Results
   a. Describe the results using text, tables and figures
      i. Description of the study population
      ii. Analytic results for associations
      iii. Assessment of confounding, effect modification
      iv. Statistical power, errors, etc.

4. Discussion and Conclusion:
   a. Restate the intended research question
   b. Describe the scientific significance of the results as they pertain to the research question
   c. Describe the public health impact of the results
      i. limitations of the dataset
      ii. needs for better data, if any
   d. Discuss how the projects integrates the ILE competencies
   e. Describe how the project has strengthened the student’s professional and educational goals
## ILE Product Deliverable Rubric – Epidemiology Concentration – Data Analysis and Report

<table>
<thead>
<tr>
<th>Assessment Dimension</th>
<th>Needs Improvement (1)</th>
<th>Acceptable (2)</th>
<th>Proficient (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing:</strong> clear, concise, well-organized, correct grammar &amp; usage</td>
<td>Writing has deficits in multiple areas that could be professionally detrimental</td>
<td>Writing has deficits in some areas and lacks some clarity but overall is acceptable in professional settings</td>
<td>Writing is clear and concise and is a strong professional product</td>
</tr>
<tr>
<td><strong>Data Analysis:</strong> Data are analyzed correctly</td>
<td>Data analysis methods selected are inappropriate and/or implemented incorrectly</td>
<td>Data analysis methods selected could be stronger and/or implemented better</td>
<td>Data analyses methods selected and strong and implemented correctly</td>
</tr>
<tr>
<td><strong>Use of evidence:</strong> Evidence is relevant, sources correctly cited, and synthesized to effectively provide insight into the question/issue</td>
<td>Evidence is weak and/or not relevant to the question/issue posed with sources poorly cited</td>
<td>Evidence is somewhat relevant and timely to the question/issue posed with some sources correctly cited</td>
<td>Evidence is relevant, timely, and clearly summarized with sources correctly cited</td>
</tr>
<tr>
<td><strong>Application of findings:</strong> Implications of evidence, research, and/or findings are clearly identified and justified, and actions recommended are comprehensive, feasible, innovative, and ethical</td>
<td>Recommendations do not logically follow from evidence, are questionable and/or inappropriate, and/or not comprehensive, feasible, innovative, and/or ethical</td>
<td>Recommendations somewhat flow logically from evidence and are justified though there are gaps, and/or recommendations are somewhat comprehensive, feasible, innovative, and/or ethical</td>
<td>Recommendations flow logically from evidence, are well-argued, and/or are comprehensive, feasible, innovative, and/or ethical</td>
</tr>
<tr>
<td><strong>Overall presentation:</strong> Clear communication of main points with engaging presentation style &amp; incorporation of appropriate visuals</td>
<td>Presentation is poorly organized, timed, written, and/or does not connect with the audience/reader</td>
<td>Presentation is somewhat organized and delivered in a somewhat engaging manner within time boundaries and/or written specifications</td>
<td>Presentation is clearly organized and delivered in engaging manner within time boundaries and/or written specifications</td>
</tr>
<tr>
<td><strong>Reflection:</strong> Questions are thoroughly addressed and demonstrate self-awareness and insight and competencies are mastered</td>
<td>Writer does not thoroughly engage all questions, does not demonstrate self-awareness and insight, and/or mastery of competencies is not apparent</td>
<td>Writer somewhat engages all questions, demonstrates average self-awareness and insight, and/or demonstrates some competency achievement</td>
<td>Writer engages all questions, clearly articulating learning, change, and insights to drive further development, demonstrates self-awareness, and/or demonstrates mastery of competencies</td>
</tr>
</tbody>
</table>

---

### 2. Systematic, critical review of research literature on an epidemiological, public health problem

**Components:**

1. **Introduction:**
   
   a. State the research question of interest
   
   b. Provide a brief rationale for the question
   
      i. Why is the question important to epidemiology and public health?
      
      ii. Why is the question of interest to the student’s professional and educational goals?
      
      iii. How is the question linked to the competencies identified for the ILE?

2. **Methods:**

   a. Process for collecting relevant literature
   
      i. Search strategy
1. Databases searched
2. Key words/phrases

ii. Criteria for inclusion/exclusion
   1. Date limitations
   2. Language limitations (e.g. English only)
   3. Peer-reviewed research articles, websites, reports
      a. Epidemiology only
      b. Other (e.g. basic/clinical/social science, etc.)
      c. Primary/secondary sources

b. Criteria and process for critical assessment
   i. Strengths and limitations of reports, for example:
      1. Design flaws
      2. Technical errors
      3. Appropriate use of quantitative/qualitative methods
   ii. Approach to summarization, synthesis & critical assessment, for example:
      a. Qualitative-Systematic approach
      b. Quantitative-Meta-analysis

3. Results:
   a. Summarize, synthesize, and critically assess the literature included in the review with regard to:
      i. Consistency
      ii. Coherency
      iii. Plausibility
      iv. Strength
      v. Biases, assumptions, logical flaws
   b. Summaries should include tables and/or graphs

4. Discussion and Conclusion:
   a. Restate the intended research question
   b. Describe the scientific significance of the results as they pertain to the research question
   c. Describe the public health impact of the results
      i. important trends identified
      ii. limitations of in the body of research
      iii. new questions identified/future directions
   d. Discuss how the projects integrates the ILE competencies
   e. Describe how the project has strengthened the student’s professional and educational goals

5. References

ILE Product Deliverable Rubric – Epidemiology Concentration – Critical Review of Literature
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness</td>
<td>9-10 points: Ten or more appropriate sources, including all sources required in the assignment description.</td>
<td>6-8 Points: Six to 9 appropriate sources, including all sources required in the assignment description.</td>
<td>&lt; 6 points: Six to 9 appropriate sources.</td>
<td>0 points: Fewer than six sources appropriate sources (do not meet the specifications in the assignment description).</td>
</tr>
<tr>
<td>Methods</td>
<td>9-10 points: Search Strategy fully described; Includes a variety of sources from high-quality journals and publications.</td>
<td>6-8 points: Search strategy partially described. Includes primary research articles from well-respected journals in the field.</td>
<td>&lt; 6 points: Search strategy inadequate. Over-reliance on low quality journals and/or a few sources are not reliable.</td>
<td>0 points: No search strategy. Most sources are unreliable.</td>
</tr>
<tr>
<td>Evidence</td>
<td>16-20 points: Organization pattern demonstrates understanding of the topic (historical, general to specific, segments of the topic, etc.) and organizational plan enhances the presentation, promoting ease in reading.</td>
<td>12-15 points: Well organized with organizational plan obvious throughout.</td>
<td>&lt;12 points: Organizational plan is inconsistent.</td>
<td>0 points: No clear organization.</td>
</tr>
<tr>
<td>Writing</td>
<td>16-20 points: All sources selected are clearly relevant to the purpose. Relevance is clearly articulated.</td>
<td>12-15 points: Apparent match between all sources and purpose, although perhaps not clearly articulated.</td>
<td>&lt;12 points: Apparent match between some sources and purpose, although perhaps not clearly articulated.</td>
<td>0 points: Mismatch between the sources and purpose.</td>
</tr>
<tr>
<td>Synthesis</td>
<td>25-30 points: Summarizes and insightfully synthesizes the literature information, including analysis of gaps in and/or limitations of the research.</td>
<td>20-25 points: Summarizes the overall picture obtained from the literature review and synthesizes the knowledge gained.</td>
<td>&lt; 20 points: Summarizes the overall picture obtained from the literature review but lacks synthesis.</td>
<td>0 points: Lacks summary or synthesis of the information, leaving each article as a standalone piece and/or misinterprets the information and/or makes statements unsupported by the literature.</td>
</tr>
<tr>
<td>Style</td>
<td>9-10 points: Contains no spelling or grammatical errors, demonstrates creative use of language, conscientiously follows style manual, uses quotations and citations to enhance written narrative, smooth transitions. Adheres to required length.</td>
<td>6-8 points: Contains few spelling or grammatical errors, generally follows style manual, uses quotations and citations appropriately, transitions included. Adheres to required length.</td>
<td>&lt; 6 points: Contains noticeable but not distracting spelling or grammatical errors, generally follows style manual, uses quotations and citations appropriately, transitions included.</td>
<td>0 points: Contains numerous distracting spelling or grammatical errors, and/or does not follow style manual, and/or lacks or uses quotations and/or citations ineffectively or inappropriately, and/or lack of transitions.</td>
</tr>
</tbody>
</table>
ILE Product Guidelines – Global Public Health Concentration

1. **Community health project proposal in a global setting**

Components:

1. **Introduction:**
   a. Your role is Minister of Health or regional health director/officer for a selected country, region, state, city, or population of interest (population)
   b. Provide a data-based overview of your selected population, taking care to note the overall MCH descriptive epidemiology (e.g., population size, female literacy rate, etc.)
   c. Describe sources of data (e.g., vital statistics registry, DHS, etc.)
   d. Explain why the topic and population are of:
      i. Importance of topic to global MCH in your selected population
      ii. Relevance to your professional and educational goals

2. **Methods:**
   a. Describe process of retrieving data and computing relevant statistics (e.g., infant mortality rate, etc.)
   b. Apply data to fully understand your population; summarize data in tables or charts
   c. Propose a project, policy, or plan to reduce morbidity/mortality and/or prevent morbidity/mortality in your population
   d. Describe how you propose to implement your project, policy, or plan

3. **Evaluation:**
   a. Explicate how you will evaluate your project
   b. Describe if and how your project, policy, or plan can be replicated in other contexts

4. **Discussion:**
   a. Describe expected outcomes and how they will improve the health and well-being of your selected population

5. **Conclusion**
   a. Summarize your background, proposed project, and expected outcomes

6. **References**
**ILE Product Deliverable Rubric – Global Public Health Concentration – Community health project proposal**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completeness</strong></td>
<td>9-10 points: Ten or more appropriate sources, including all sources required in the assignment description.</td>
<td>6-8 Points: Six to 9 appropriate sources, including all sources required in the assignment description.</td>
<td>&lt; 6 points: Six to 9 appropriate sources.</td>
<td>0 points: Fewer than six sources appropriate sources (do not meet the specifications in the assignment description).</td>
</tr>
<tr>
<td><strong>Methods</strong></td>
<td>9-10 points: Search Strategy fully described; Includes a variety of sources from high-quality journals and publications.</td>
<td>6-8 points: Search strategy partially described Includes primary research articles from well-respected journals in the field.</td>
<td>&lt; 6 points: Search strategy inadequate Over-reliance on low quality journals and/or a few sources are not reliable.</td>
<td>0 points: No search strategy Most sources are unreliable.</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>16-20 points: Organization pattern demonstrates understanding of the topic (historical, general to specific, segments of the topic, etc.) and organizational plan enhances the presentation, promoting ease in reading.</td>
<td>12-15 points: Well organized with organizational plan obvious throughout.</td>
<td>&lt;12 points: Organizational plan is inconsistent.</td>
<td>0 points: No clear organization.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>16-20 points: All sources selected are clearly relevant to the purpose. Relevance is clearly articulated.</td>
<td>12-15 points: Apparent match between all sources and purpose, although perhaps not clearly articulated.</td>
<td>&lt;12 points: Apparent match between some sources and purpose, although perhaps not clearly articulated.</td>
<td>0 points: Mismatch between the sources and purpose.</td>
</tr>
<tr>
<td><strong>Synthesis</strong></td>
<td>25-30 points: Summarizes and insightfully synthesizes the literature information, including analysis of gaps in and/or limitations of the research.</td>
<td>20-25 points Summarizes the overall picture obtained from the literature review and synthesizes the knowledge gained.</td>
<td>&lt; 20 points Summarizes the overall picture obtained from the literature review but lacks synthesis.</td>
<td>0 points: Lacks summary or synthesis of the information, leaving each article as a standalone piece and/or misinterprets the information and/or makes statements unsupported by the literature.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>9-10 points: Contains no spelling or grammatical errors, demonstrates creative use of language, conscientiously follows style manual, uses quotations and citations to enhance written narrative, smooth transitions. Adheres to required length.</td>
<td>6-8 points: Contains few spelling or grammatical errors, generally follows style manual, uses quotations and citations appropriately, transitions included. Adheres to required length.</td>
<td>&lt; 6 points: Contains noticeable but not distracting spelling or grammatical errors, generally follows style manual, uses quotations and citations appropriately, transitions included.</td>
<td>0 points: Contains numerous distracting spelling or grammatical errors, and/or does not follow style manual, and/or lacks or uses quotations and/or citations ineffectively or inappropriately, and/or lack of transitions.</td>
</tr>
</tbody>
</table>
2. Critical review of literature on a global public health problem

Components:

1. Introduction:
   a. State the question of interest
   b. Provide a brief background about the subject
   c. Explain why the topic is of:
      i. importance to global MCH
      ii. interest to your professional and educational goals

2. Methods: Summarize search strategy
   a. Describes your process in collecting and reviewing the literature
   b. Details:
      i. The databases you used
      ii. Any filters applied to your search (e.g. date limitations, only peer-reviewed scholarly sources, articles only available in English, etc.)
      iii. How you selected key words and phrases (What combinations of keywords worked best?)
      iv. What inclusion/exclusion criteria you used to select articles and justification for these criteria

3. Results:
   a. Summarizes, synthesizes, and critically analyzes the literature included in the review
   b. Summaries can be presented with tables, but must be organized in a logical manner for the reader of the review

4. Discussion:
   a. Presents the significance of the results as they pertain to the specific public health issue/question being addressed
   b. Includes any important trends identified, limitations of research methods, new questions identified, or relevant conclusions to the specific public health issue

5. Conclusion
   a. Restates the intended research question
   b. Describes the most significant conclusions from the results and discussion sections.

6. References
ILE Product Deliverable Rubric – Global Public Health Concentration – Critical review of literature on a global public health problem

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completeness</strong></td>
<td>9-10 points: Ten or more appropriate sources, including all sources required in the assignment description.</td>
<td>6-8 Points: Six to 9 appropriate sources, including all sources required in the assignment description.</td>
<td>&lt; 6 points: Six to 9 appropriate sources.</td>
<td>0 points: Fewer than six sources appropriate sources (do not meet the specifications in the assignment description).</td>
</tr>
<tr>
<td><strong>Methods</strong></td>
<td>9-10 points: Search Strategy fully described; Includes a variety of sources from high-quality journals and publications.</td>
<td>6-8 points: Search strategy partially described Includes primary research articles from well-respected journals in the field.</td>
<td>&lt; 6 points: Search strategy inadequate Over-reliance on low quality journals and/or a few sources are not reliable.</td>
<td>0 points: No search strategy Most sources are unreliable.</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>16-20 points: Organization pattern demonstrates understanding of the topic (historical, general to specific, segments of the topic, etc.) and organizational plan enhances the presentation, promoting ease in reading.</td>
<td>12-15 points: Well organized with organizational plan obvious throughout.</td>
<td>&lt;12 points: Organizational plan inconsistent.</td>
<td>0 points: No clear organization.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>16-20 points: All sources selected are clearly relevant to the purpose. Relevance is clearly articulated.</td>
<td>12-15 points: Apparent match between all sources and purpose, although perhaps not clearly articulated.</td>
<td>&lt;12 points: Apparent match between some sources and purpose, although perhaps not clearly articulated.</td>
<td>0 points: Mismatch between the sources and purpose.</td>
</tr>
<tr>
<td><strong>Synthesis</strong></td>
<td>25-30 points: Summarizes and insightfully synthesizes the literature information, including analysis of gaps in and/or limitations of the research.</td>
<td>20-25 points: Summarizes the overall picture obtained from the literature review and synthesizes the knowledge gained.</td>
<td>&lt; 20 points Summarizes the overall picture obtained from the literature review but lacks synthesis.</td>
<td>0 points: Lacks summary or synthesis of the information, leaving each article as a standalone piece and/or misinterprets the information and/or makes statements unsupported by the literature.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>9-10 points: Contains no spelling or grammatical errors, demonstrates creative use of language, conscientiously follows style manual, uses quotations and citations to enhance written narrative, smooth transitions. Adheres to required length.</td>
<td>6-8 points: Contains few spelling or grammatical errors, generally follows style manual, uses quotations and citations appropriately, transitions included. Adheres to required length.</td>
<td>&lt; 6 points: Contains noticeable but not distracting spelling or grammatical errors, generally follows style manual, uses quotations and citations appropriately, transitions included.</td>
<td>0 points: Contains numerous distracting spelling or grammatical errors, and/or does not follow style manual, and/or lacks or uses quotations and/or citations ineffectively or inappropriately, and/or lack of transitions.</td>
</tr>
</tbody>
</table>
ILE Product Guidelines –Health Policy Concentration

1. Data analysis and report on a public health problem and a health policy designed to address that problem

Components:

1. Introduction:
   a. State the research question of interest. The research question should focus on a specific public health problem and a health policy or public/government action that has been enacted to address the identified problem.
   b. Provide a brief rationale for the question
      i. Why is the question important for health policy and public health?
      ii. Why is the question of interest to the student’s professional and educational goals?
      iii. How is the question linked to the competencies identified for the ILE?
   c. Provide a brief background literature review on the question
      i. What are the results of previous studies on the question?
      ii. What gaps in the literature will be met by the proposed analyses?

2. Methods:
   a. Identify the data set to be analyzed
   b. Evaluate the appropriateness of the data set for the question
   c. Describe the methods used for collecting the data, including as appropriate:
      i. Data types (qualitative/quantitative)
      ii. Data sources (student may use data collected during practice experience, publically available datasets, or restricted datasets with the permission of the owner). Data sources may include any of the following:
         1. Focus groups or key informant interviews
         2. Questionnaires
         3. National/state survey data
         4. Others as identified
   d. Describe any coding/recoding of variables, e.g. how variables were operationalized.
   e. Describe and justify the statistical approach used, including how model assumptions were tested
   f. Identify the statistical software used for the analysis
   g. Describe human subjects issues, e.g. IRB approval

3. Results
   a. Describe the results using text, tables, and figures
      i. Description of the study population
      ii. Study findings
      iii. Any sensitivity analyses or additional tests performed to determine robustness of results

4. Discussion and Conclusion:
a. Restate the intended research question
b. Describe the scientific significance of the results as they pertain to the research question, referencing existing literature as needed
c. Describe the public health impact of the results
   i. Acknowledge any limitations of the dataset
   ii. Identify additional data that would be useful for further understanding the impact of the policy on the public health problem.
   iii. Identify any additional research needed.
d. Discuss any recommendations for policy or practice, based on the analysis and your findings.
e. Discuss how the projects integrates the ILE competencies
f. Describe how the project has strengthened the student’s professional and educational goals

5. References

<table>
<thead>
<tr>
<th>Assessment Dimension</th>
<th>Needs Improvement (1)</th>
<th>Acceptable (2)</th>
<th>Proficient (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing:</strong> clear, concise, well-organized, correct grammar &amp; usage</td>
<td>Writing has deficits in multiple areas that could be professionally detrimental</td>
<td>Writing has deficits in some areas and lacks some clarity but overall is acceptable in professional settings</td>
<td>Writing is clear and concise and is a strong professional product</td>
</tr>
<tr>
<td><strong>Data Analysis:</strong> Data are analyzed correctly</td>
<td>Data analysis methods selected are inappropriate and/or implemented incorrectly</td>
<td>Data analysis methods selected could be stronger, better justified, and/or implemented in a more appropriate manner</td>
<td>Data analyses methods selected are strong, well justified, and implemented correctly</td>
</tr>
<tr>
<td><strong>Use of evidence:</strong> Evidence is relevant, sources correctly cited, and synthesized to effectively provide insight into the question/issue</td>
<td>Evidence is weak and/or not relevant to the question/issue posed with sources poorly cited</td>
<td>Evidence is somewhat relevant and timely to the question/issue posed with some sources correctly cited</td>
<td>Evidence is relevant, timely, and clearly summarized with sources correctly cited</td>
</tr>
<tr>
<td><strong>Application of findings:</strong> Implications of evidence, research, and/or findings are clearly identified and justified, and actions recommended are comprehensive, feasible, innovative, and ethical</td>
<td>Recommendations do not logically follow from evidence, are questionable and/or inappropriate, and/or not comprehensive, feasible, innovative, and/or ethical</td>
<td>Recommendations somewhat flow logically from evidence and are justified though there are gaps, and/or recommendations are somewhat comprehensive, feasible, innovative, and/or ethical</td>
<td>Recommendations flow logically from evidence, are well-argued, and/or are comprehensive, feasible, innovative, and/or ethical</td>
</tr>
<tr>
<td><strong>Overall presentation:</strong> Clear communication of main points with engaging presentation style &amp; incorporation of appropriate visuals</td>
<td>Presentation is poorly organized, timed, written, and/or does not connect with the audience/reader</td>
<td>Presentation is somewhat organized and delivered in a somewhat engaging manner within time boundaries and/or written specifications</td>
<td>Presentation is clearly organized and delivered in engaging manner within time boundaries and/or written specifications</td>
</tr>
<tr>
<td><strong>Reflection:</strong> Questions are thoroughly addressed and demonstrate self-awareness and insight and competencies are mastered</td>
<td>Writer does not thoroughly engage all questions, does not demonstrate self-awareness and insight, and/or mastery of competencies is not apparent</td>
<td>Writer somewhat engages all questions, demonstrates average self-awareness and insight, and/or demonstrates some competency achievement</td>
<td>Writer engages all questions, clearly articulating learning, change, and insights to drive further development, demonstrates self-awareness, and/or demonstrates mastery of competencies</td>
</tr>
</tbody>
</table>
2. Policy memorandum on a timely public health issue and policy options that address the issue

Components:

1. Organization Description
   a. Identify the organization/client/group for whom you are writing this policy memo.
   b. Describe their mission, goals, and general purpose as it related to public health.
2. Problem Analysis
   e. Identify the public health issue/problem of interest.
   f. Provide the general overall context of the issue, including a description of any known disparities related to the problem.
   g. Identify relevant stakeholders that have an interest in this public health issue, and identify explicitly why the organization you are working with cares about this issue.
   h. Provide a brief rationale for the policy analysis.
      i. Why is the question important to health policy and public health?
      ii. Why is the question of interest to the student’s professional and educational goals?
      iii. How is the question linked to the competencies identified for the ILE?
5. Solution Analysis
   a. Identify at least 4 policy solutions that may address the identified public health problem.
   b. Describe the specific criteria and process that will be used to analyze and compare these policy solutions.
      i. Include a discussion of the strengths and limitations of using the selected criteria and how the criteria will be weighted in your analysis.
      ii. The criteria and their weights should align with the identified organization’s mission and goals.
   c. Provide a table with your comparative analysis of each identified solution, and include brief justifications for any scoring/rating based on your analytic criteria.
      i. Be sure to use the existing literature (both gray literature and peer reviewed literature, as well as news media sources where relevant) to justify your analysis.
6. Recommended Policy Solution, Rationale, and Reaction
   a. Provide a recommendation for policy action based on your analysis. Remember that this recommendation will be made to the organization identified in Section 1.
      i. Cite any relevant literature/data/etc that justifies this recommendation.
   b. Discuss how the stakeholders identified in Section 2 will react to the recommendation.
   c. Discuss potential barriers to the policy being enacted/implemented, and any strategies for overcoming those barriers.
d. Discuss how existing or potential support for the policy be leveraged.
e. Summarize the impact the recommended policy will have on the identified public health problem.
f. Discuss how the projects integrates the ILE competencies
g. Describe how the project has strengthened the student’s professional and educational goals

7. References

### ILE Product Deliverable Rubric – Health Policy Concentration – Policy memorandum

<table>
<thead>
<tr>
<th>Assessment Dimension</th>
<th>Needs Improvement (1)</th>
<th>Acceptable (2)</th>
<th>Proficient (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing:</strong> clear, concise, well-organized, correct grammar &amp; usage</td>
<td>Writing has deficits in multiple areas that could be professionally detrimental</td>
<td>Writing has deficits in some areas and lacks some clarity but overall is acceptable in professional settings</td>
<td>Writing is clear and concise and is a strong professional product</td>
</tr>
<tr>
<td><strong>Identification of policy solutions:</strong> identified policy solutions relate to identified public health issue</td>
<td>Too few solutions are identified or the solutions do not logically address the identified problem/issue</td>
<td>The identified solutions could be better justified or described</td>
<td>The identified solutions relate to the problem and are well described</td>
</tr>
<tr>
<td><strong>Policy Analysis:</strong> Policy solutions are analyzed correctly</td>
<td>Analytic criteria and approach are inappropriate and/or implemented incorrectly</td>
<td>Analytic criteria selected could be stronger, better justified, and/or implemented in a more appropriate manner</td>
<td>Analytic methods selected are strong, well justified, and implemented correctly</td>
</tr>
<tr>
<td><strong>Use of evidence:</strong> Evidence is relevant, sources correctly cited, and synthesized to effectively provide insight into the question/issue</td>
<td>Evidence is weak and/or not relevant to the question/issue posed with sources poorly cited</td>
<td>Evidence is somewhat relevant and timely to the question/issue posed with some sources correctly cited</td>
<td>Evidence is relevant, timely, and clearly summarized with sources correctly cited</td>
</tr>
<tr>
<td><strong>Application of findings:</strong> Implications of evidence, research, and/or findings are clearly identified and justified, and actions recommended are comprehensive, feasible, innovative, and ethical</td>
<td>Recommendation does not logically follow from evidence/analysis, are questionable and/or inappropriate, and/or not comprehensive, feasible, innovative, and/or ethical</td>
<td>Recommendation somewhat flows logically from evidence and are justified though there are gaps, and/or recommendations are somewhat comprehensive, feasible, innovative, and/or ethical</td>
<td>Recommendations flow logically from evidence, are well-justified, and/or are comprehensive, feasible, innovative, and/or ethical</td>
</tr>
<tr>
<td><strong>Overall presentation:</strong> Clear communication of main points with engaging presentation style &amp; incorporation of appropriate visuals</td>
<td>Presentation is poorly organized, timed, written, and/or does not connect with the audience/reader</td>
<td>Presentation is somewhat organized and delivered in a somewhat engaging manner within time boundaries and/or written specifications</td>
<td>Presentation is clearly organized and delivered in engaging manner within time boundaries and/or written specifications</td>
</tr>
<tr>
<td><strong>Reflection:</strong> Questions are thoroughly addressed and demonstrate self-awareness and insight and competencies are mastered</td>
<td>Writer does not thoroughly engage all questions, does not demonstrate self-awareness and insight, and/or mastery of competencies is not apparent</td>
<td>Writer somewhat engages all questions, demonstrates average self-awareness and insight, and/or demonstrates some competency achievement</td>
<td>Writer engages all questions, clearly articulating learning, change, and insights to drive further development, demonstrates self-awareness, and/or demonstrates mastery of competencies</td>
</tr>
</tbody>
</table>
ILE Product Guidelines –Health Promotion & Behavioral Sciences
Concentration

1. **Data analysis and report on a public health problem and an intervention designed to address that problem**

Components:

1. Introduction:
   a. Describe the public health issue of interest.
   b. Describe the intervention being evaluated, the evaluation questions to be answered, including indicators that serve as markers regarding the intervention’s effectiveness.
   c. Provide a brief rationale for the question
      i. Why is the issue important for health policy and public health?
      ii. Why is the issue/intervention of interest to the student’s professional and educational goals?
      iii. How is the issue/intervention linked to the competencies identified for the ILE?
   d. Provide a brief background literature review on the issue.
      i. What are the results of previous studies on the issue?
      ii. What gaps in the literature will be met by the proposed evaluation?

2. Methods:
   a. Identify the data set to be analyzed
   b. Evaluate the appropriateness of the data set for the question
   c. Describe the methods used for collecting the data, including as appropriate:
      i. Data types (qualitative/quantitative)
      ii. Data sources (student may use data collected during practice experience, publically available datasets, or restricted datasets with the permission of the owner). Data sources may include any of the following:
         1. Focus groups or key informant interviews
         2. Questionnaires
         3. National/state survey data
         4. Others as identified
   d. Describe any coding/recoding of variables, e.g. how variables were operationalized.
   e. Describe and justify the statistical approach used, including how model assumptions were tested
   f. Identify the statistical software used for the analysis
   g. Describe human subjects issues, e.g. IRB approval, as necessary

3. Results
   a. Describe the results using text, tables, and figures
      i. Description of the study population
      ii. Study findings
iii. Any sensitivity analyses or additional tests performed to determine robustness of results

4. Discussion and Conclusion
   a. Restate the intended evaluation questions
   b. Describe the significance of the results as they pertain to the evaluation question, referencing existing literature as needed
   c. Describe the public health impact of the results
      i. Acknowledge any limitations of the dataset
      ii. Identify additional data that would be useful for further understanding the impact of the policy on the public health problem.
      iii. Identify any additional research needed.
   d. Discuss any recommendations for policy or practice, based on the analysis and your findings.
   e. Discuss how the projects integrates the ILE competencies
   f. Describe how the project has strengthened the student’s professional and educational goals

5. References

ILE Product Deliverable Rubric – Health Promotion & Behavioral Sciences Concentration – Data Analysis & Report

<table>
<thead>
<tr>
<th>Assessment Dimension</th>
<th>Needs Improvement (1)</th>
<th>Acceptable (2)</th>
<th>Proficient (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing:</strong> clear, concise, well-organized, correct grammar &amp; usage</td>
<td>Writing has deficits in multiple areas that could be professionally detrimental</td>
<td>Writing has deficits in some areas and lacks some clarity but overall is acceptable in professional settings</td>
<td>Writing is clear and concise and is a strong professional product</td>
</tr>
<tr>
<td><strong>Data Analysis:</strong> Data are analyzed correctly</td>
<td>Data analysis methods selected are inappropriate and/or implemented incorrectly</td>
<td>Data analysis methods selected could be stronger, better justified, and/or implemented in a more appropriate manner</td>
<td>Data analyses methods selected are strong, well justified, and implemented correctly</td>
</tr>
<tr>
<td><strong>Use of evidence:</strong> Evidence is relevant, sources correctly cited, and synthesized to effectively provide insight into the question/issue</td>
<td>Evidence is weak and/or not relevant to the question/issue posed with sources poorly cited</td>
<td>Evidence is somewhat relevant and timely to the question/issue posed with some sources correctly cited</td>
<td>Evidence is relevant, timely, and clearly summarized with sources correctly cited</td>
</tr>
<tr>
<td><strong>Application of findings:</strong> Implications of evidence, research, and/or findings are clearly identified and justified, and actions recommended are comprehensive, feasible, innovative, and ethical</td>
<td>Recommendations do not logically follow from evidence, are questionable and/or inappropriate, and/or not comprehensive, feasible, innovative, and/or ethical</td>
<td>Recommendations somewhat flow logically from evidence and are justified though there are gaps, and/or recommendations are somewhat comprehensive, feasible, innovative, and/or ethical</td>
<td>Recommendations flow logically from evidence, are well-argued, and/or are comprehensive, feasible, innovative, and/or ethical</td>
</tr>
<tr>
<td><strong>Reflection:</strong> Questions are thoroughly addressed and demonstrate self-awareness and insight and competencies are mastered</td>
<td>Writer does not thoroughly engage all questions, does not demonstrate self-awareness and insight, and/or mastery of competencies is not apparent</td>
<td>Writer somewhat engages all questions, demonstrates average self-awareness and insight, and/or demonstrates some competency achievement</td>
<td>Writer engages all questions, clearly articulating learning, change, and insights to drive further development, demonstrates self-awareness, and/or demonstrates mastery of competencies</td>
</tr>
</tbody>
</table>

2. Training Manual
Components:

1. Introduction
   a. Articulate the purpose of the training manual, who is it intended to train and what will they be trained to do?
   b. Describe the background and purpose of the manual.
   c. Brief literature review on the topic of the training to provide a rationale for the manual and identify content areas

2. Goal and Objectives
   a. Identify the goal and learning outcome objectives of the Training Manual
      i. Write 2-3 learning objectives
      ii. Identify what knowledge or skills learners will be expected to have at the end of the training
      iii. Ensure the objectives are SMART

3. Need and Target Audience
   a. Identify the intended target audience and describe how this manual will serve a specific need described initially in the Introduction

4. Training Content
   a. Describe the format for the training
      i. How many sessions/how much time per session?
   b. Lay out the training content by session, including any practice items, activities, etc.
      i. Identify the methods you would use so learners can achieve the objectives
      ii. Connect the content to the stated objectives

5. Evaluation
   a. Based on the learning objectives, develop an evaluation survey to administer after the training to assess the extent to which the objectives were met.
ILE Product Deliverable Rubric – Health Promotion & Behavioral Sciences Concentration
– Training Manual

<table>
<thead>
<tr>
<th>Assessment Dimension</th>
<th>Needs Improvement (1)</th>
<th>Acceptable (2)</th>
<th>Proficient (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing:</strong> Clear, concise, well-</td>
<td>Writing has deficits in multiple areas that could be professionally detrimental</td>
<td>Writing has deficits in some areas and lacks some clarity but overall is acceptable in professional settings</td>
<td>Writing is clear and concise and is a strong professional product</td>
</tr>
<tr>
<td>organized, correct grammar &amp; usage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goals and Objectives:</strong> Concise, clearly-articulated goals and SMART objectives for</td>
<td>Goal or objectives are not clearly stated; evaluation survey does not assess objectives</td>
<td>Goal and objectives are clearly stated in the document; evaluation survey somewhat assesses objectives</td>
<td>Goal is clear and concise and SMART objectives are clearly articulated; evaluation survey assesses objectives appropriately</td>
</tr>
<tr>
<td>use of the training manual; evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>survey assesses objectives specifically</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Training Content:</strong> Content organized</td>
<td>Content is incomplete or underdeveloped, not organized into coherent modules; not</td>
<td>Content is sufficiently developed and organized; offered in a way that is</td>
<td>Content is thorough and well-developed, clearly organized and offered in a way that enhances learning and retention by user</td>
</tr>
<tr>
<td>into appropriate modules for training;</td>
<td>offered in a way that enhances learning</td>
<td>accessible to user</td>
<td></td>
</tr>
<tr>
<td>pedagogical techniques clear for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>enhancing learning of user</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Format &amp; Readability:</strong> Clear communication of main points with engaging presentation</td>
<td>Training manual is poorly organized, written, and/or does not connect with the</td>
<td>Training manual is somewhat organized and delivered in a somewhat engaging manner</td>
<td>Training manual is clearly organized and delivered in an engaging manner</td>
</tr>
<tr>
<td>style &amp; incorporation of appropriate visuals</td>
<td>audience/reader</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reflection:</strong> Questions are thoroughly</td>
<td>Writer does not thoroughly engage all questions, does not demonstrate self-awareness and insight, and/or mastery of competencies is not apparent</td>
<td>Writer somewhat engages all questions, demonstrates average self-awareness and insight, and/or demonstrates some competency achievement</td>
<td>Writer engages all questions, clearly articulating learning, change, and insights to drive further development, demonstrates self-awareness, and/or demonstrates mastery of competencies</td>
</tr>
<tr>
<td>addressed and demonstrate self-awareness and insight and competencies are mastered</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Policy memorandum on a timely public health issue and policy options that address the issue

Components:

3. Organization Description
   a. Identify the organization/client/group for whom you are writing this policy memo.
   b. Describe their mission, goals, and general purpose as it related to public health.

4. Problem Analysis
   a. Identify the public health issue/problem of interest.
   b. Provide the general overall context of the issue, including a description of any known disparities related to the problem.
   c. Identify relevant stakeholders that have an interest in this public health issue, and identify explicitly why the organization you are working with cares about this issue.
   d. Provide a brief rationale for the policy analysis.
      i. Why is the question important to health policy and public health?
ii. Why is the question of interest to the student’s professional and educational goals?
iii. How is the question linked to the competencies identified for the ILE?

8. Solution Analysis
   a. Identify at least 3 policy solutions that may address the identified public health problem.
   b. Describe the specific criteria and process that will be used to analyze and compare these policy solutions.
      i. Include a discussion of the strengths and limitations of using the selected criteria and how the criteria will be weighted in your analysis.
      ii. The criteria and their weights should align with the identified organization’s mission and goals.
   c. Provide a table with your comparative analysis of each identified solution, and include brief justifications for any scoring/rating based on your analytic criteria.
      i. Be sure to use the existing literature (both gray literature and peer reviewed literature, as well as news media sources where relevant) to justify your analysis.

9. Recommended Policy Solution, Rationale, and Reaction
   a. Provide a recommendation for policy action based on your analysis. Remember that this recommendation will be made to the organization identified in Section 1.
      i. Cite any relevant literature/data/etc that justifies this recommendation.
   b. Discuss how the stakeholders identified in Section 2 will react to the recommendation.
   c. Discuss potential barriers to the policy being enacted/implemented, and any strategies for overcoming those barriers.
   d. Discuss how existing or potential support for the policy be leveraged.
   e. Summarize the impact the recommended policy will have on the identified public health problem.
   f. Discuss how the projects integrates the ILE competencies
   g. Describe how the project has strengthened the student’s professional and educational goals

10. References

ILE Product Deliverable Rubric – Health Promotion & Behavioral Sciences Concentration – Policy Memorandum

<table>
<thead>
<tr>
<th>Assessment Dimension</th>
<th>Needs Improvement (1)</th>
<th>Acceptable (2)</th>
<th>Proficient (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing:</strong> clear, concise, well-</td>
<td>Writing has deficits in multiple areas that could be professionally detrimental</td>
<td>Writing has deficits in some areas and lacks some clarity but overall is acceptable in professional settings</td>
<td>Writing is clear and concise and is a strong professional product</td>
</tr>
<tr>
<td>organized, correct grammar &amp; usage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Identification of policy solutions:</strong></td>
<td>Too few solutions are identified or the solutions do not logically address the identified problem/issue</td>
<td>The identified solutions could be better justified or described</td>
<td>The identified solutions relate to the problem and are well described</td>
</tr>
<tr>
<td>identified policy solutions relate to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>identified public health issue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Policy Analysis:</strong> Policy solutions are analyzed correctly</td>
<td>Analytic criteria and approach are inappropriate and/or implemented incorrectly</td>
<td>Analytic criteria selected could be stronger, better justified, and/or implemented in a more appropriate manner</td>
<td>Analytic methods selected are strong, well justified, and implemented correctly</td>
</tr>
<tr>
<td><strong>Use of evidence:</strong> Evidence is relevant, sources correctly cited, and synthesized to effectively provide insight into the question/issue</td>
<td>Evidence is weak and/or not relevant to the question/issue posed with sources poorly cited</td>
<td>Evidence is somewhat relevant and timely to the question/issue posed with some sources correctly cited</td>
<td>Evidence is relevant, timely, and clearly summarized with sources correctly cited</td>
</tr>
<tr>
<td><strong>Application of findings:</strong> Implications of evidence, research, and/or findings are clearly identified and justified, and actions recommended are comprehensive, feasible, innovative, and ethical</td>
<td>Recommendation does not logically follow from evidence/analysis, are questionable and/or inappropriate, and/or not comprehensive, feasible, innovative, and/or ethical</td>
<td>Recommendation somewhat flows logically from evidence and are justified though there are gaps, and/or recommendations are somewhat comprehensive, feasible, innovative, and/or ethical</td>
<td>Recommendations flow logically from evidence, are well-justified, and/or are comprehensive, feasible, innovative, and/or ethical</td>
</tr>
<tr>
<td><strong>Reflection:</strong> Questions are thoroughly addressed and demonstrate self-awareness and insight and competencies are mastered</td>
<td>Writer does not thoroughly engage all questions, does not demonstrate self-awareness and insight, and/or mastery of competencies is not apparent</td>
<td>Writer somewhat engages all questions, demonstrates average self-awareness and insight, and/or demonstrates some competency achievement</td>
<td>Writer engages all questions, clearly articulating learning, change, and insights to drive further development, demonstrates self-awareness, and/or demonstrates mastery of competencies</td>
</tr>
</tbody>
</table>