

University of Illinois at Chicago School of Public Health



Integrative Learning Experience (ILE) Student Handbook for Completion of the Master of Public Health Degree

Academic Year 2019-2020

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Overview of the Integrative Learning Experience (ILE)

[The SPH Student Handbooks are static documents which are updated each summer. Students should consult the SPH website and their ILE Advisor for the most current information.]

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 Masters in Public Health (MPH) students demonstrate skills and integration of knowledge through an Integrative Learning Experience (ILE), formerly known as the Capstone, towards their degree. This requirement applies to all students matriculating in fall 2018 and thereafter. Students matriculating prior to this timeframe will have the option to complete the new ILE or follow the prior Capstone requirements outlined in the archived 2017-2018 MPH Student Handbook.

The ILE represents a culminating experience that allows students to demonstrate mastery, at the highest level, of synthesized foundational and concentration-specific competencies. As such, the ILE is designed to be completed at or near the end of a student's program of study where they will be guided through specific progression milestones.

Integrative Learning Experiences should demonstrate students' ability to do the following:

1. Apply knowledge of the core areas of public health to identify a significant public health problem.
2. Integrate theoretical/conceptual frameworks, research methods, and analytical skills gained through the core and division-required courses that can best answer identified research question(s) specific to a public health area (e.g., gerontology, infectious disease epidemiology).
3. Formulate a thoughtful, coherent and persuasive proposal addressing the public health issue(s).

When planning your ILE, you should review the prescribed list of ILE products (found in the Appendix) and make a selection based on the competencies that are most appropriate to your educational and professional goals. The topical focus of the ILE project is decided by the student with advice and consent of their ILE Advisor¹. It is important to note that students should be in close communication with their ILE Advisor well in advance of the ILE term to discuss the following: a) how the competencies should be met in the ILE project, b) an outline of study topics and methods, and c) identifying appropriate analysis. The methods and format for the ILE project will vary by the product selected. Students are strongly encouraged to meet with University Library faculty regarding resources particularly as it relates to data management. For more information on the ILE products by division and the corresponding competencies, please refer to the recommended ILE Timeline and competency maps found later within this document.

All MPH students are required to register for IPHS 698 (MPH Integrative Learning Experience) when completing their ILE. Students must complete the [IPHS 698 Registration Form](#), obtain their ILE Advisor's paper or electronic signature on the form, and submit it to their Academic Advising Office for processing. It is not possible to register for IPHS 698 until the form has been submitted and approved. Once the form is approved, students will be notified via email from

the Office of Student Affairs about registering for the course. It is in your best interest to complete the IPHS 698 registration form relatively early in the penultimate semester (the semester prior to when you will be enrolled in IPHS 698). Online and part-time students should consult their ILE Advisor with any questions regarding course sequencing.

¹: Refer to the **Integrative Learning Experience Advising** section of this handbook for the school-wide ILE Advisor definition.

Integrative Learning Experience Advising

When you are ready to start thinking about and discussing your project, you should schedule a meeting with your ILE Advisor to discuss the type of project you are interested in and the content. For many students, your Faculty Advisor will serve as your ILE Advisor; however, this could be another approved advisor in your division. As such, you may want to consider whether another faculty member may be a better fit to serve as your ILE Advisor based on your professional goals. Keep in mind, it will be your responsibility to reach out to the other faculty member to confirm whether they are available and willing to work with you on the project as your ILE Advisor. Agreement should be obtained from both your Faculty Advisor and the ILE Advisor before proceeding.

Students are encouraged to meet with their ILE Advisor a minimum of three times leading up to the ILE submission. The purpose of these scheduled meetings is to ensure all students receive adequate guidance on the ILE process and requirements. Since the role of the ILE Advisor is one of a mentor and not a collaborator, students are expected to take the initiative to complete all phases of the ILE process by adhering to the required touch points in the ILE Timeline. As a reminder, students are strongly encouraged to meet with University Library Faculty to discuss data management needs. Please contact Prof. Rosie Hanneke (rhanneke@uic.edu) to schedule an appointment.

The Integrative Learning Experience Format

The ILE may take many forms. Students, in consultation with their Faculty Advisor, select an activity that maps to a hybrid of foundational and concentration-specific competencies to produce a high-quality written product. According to CEPH, the written product should be “appropriate for the student’s educational and professional objectives and should be delivered in a manner that is useful to external stakeholders, such as non-profit or governmental organizations”.

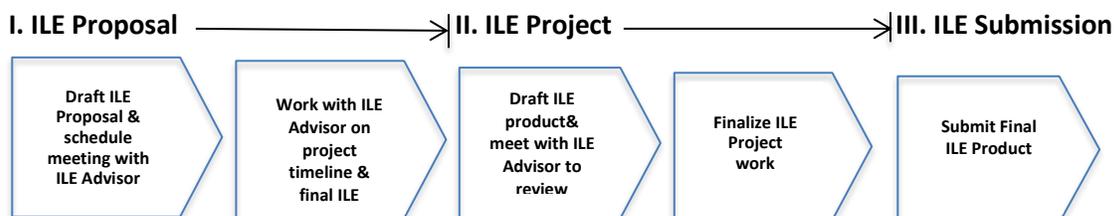
Depending on the selected activity, students should adhere to the prescribed rubric to ensure the formatting requirements for the final product are met and that they demonstrate public health knowledge, application of material from their entire curriculum, and analytic and critical thinking skills.

We recognize that many students develop an ILE project based on the work that they have completed for their Applied Practice Experience (APE) and that is to be encouraged. However, the ILE project is an individual experience and student work must demonstrate personal competency and capacity. A student may not present work that is duplicative of work done for their APE or for another course. The student may seek input/guidance from their APE Advisor or Preceptor (or other mentors) but the ILE project is to be led and developed by the MPH student. If you would

like to build off your APE for your ILE, please consult your ILE Advisor early in the process to ensure that it will be considered “unique” enough to qualify for the Integrative Learning Experience Project.

Steps in Developing the Integrative Learning Experience

ILE activities are described in **three phases**: the **ILE Proposal** phase, the **ILE Project** phase and the **ILE Submission** phase.



I. ILE Proposal

ILE Planning & Registration

All MPH students are required to develop an ILE Proposal and should work with their ILE Advisor to do the following:

- Determine the product type that best suits their project needs
- Begin to conceptually define the elements outlined in the ILE Proposal.

Once the student sufficiently develops the first draft of the ILE Proposal and it has been reviewed and approved by the ILE Advisor, the student may register for IPHS 698.

ILE Proposal Format

At a minimum, the ILE proposal should include the following elements:

- Purpose of the ILE Project:* State the competencies tied to your deliverable, the key study question(s)/problem(s) to be addressed, and the type of ILE product (e.g., program evaluation, management/strategic plan, research paper, or implementation of a new intervention).
- Target/Intended Audience:* Specify the target audience for your project. The target audience may be a client, an organization, an agency, a decision maker or other group that would have a vested interest in your project.
- Significance:* What public health problem is your project seeking to address? Briefly describe the evidence from the literature (and include references on a separate page) and/or your organization to explain how your project will fill a current knowledge gap and

how it will benefit the target audience.

- d) *Public Health Framework/Conceptual Model/Theories*: State which public health theories and/or frameworks are relevant for your project and why.
- e) *Data Sources and Methods*: Identify the data sources and data collection methods for the project. For example, will you be compiling qualitative and/or quantitative data? If you are going to collect qualitative data, what methods will you use (e.g., focus groups, key informant interviews, documentary research)? What is your sample design? If you are developing a strategic/management plan, what data sources and/or evidence will you use to inform your project? If you are conducting a policy analysis, what data sources/evidence will you seek out to inform your analysis? Ultimately, the type(s) of data collection should depend on your project question(s). ILE project questions should also be consistent with the theory/conceptual framework that guides the overall study.
- f) *Specific Aims & Hypotheses*: If you are conducting empirical research involving quantitative data analysis, include hypotheses that are based on the evidence from the literature.
- g) *Analytic plans*: Identify the qualitative and/or quantitative analysis methods that will be used for the project. If your project involves conducting a qualitative study, describe how you will analyze the qualitative data compiled. If you are conducting a quantitative data analysis, what analytic methods will you use? If you are developing a strategic/management plan, how will you analyze the information compiled? If you are conducting a policy analysis, describe the policy analysis methods you plan to use. The analytic methods should be compatible with the type of data and project questions.

Criteria to Consider When Choosing an Integrative Learning Experience

- Address direct, practical needs/issues for a community organization, a public health agency, or other public health entity.
- Engage in activities with a definite endpoint that can yield a specific product and that can be formally evaluated.
- Find opportunities to apply and expand public health skills, knowledge, and experience.
- Be evidence-based. The student should draw evidence from current literature and should build on what is already known, what current debates are, and what new idea(s) the student can bring to the conversation.

Criteria to Consider When Identifying Your ILE Topic and Research Methods

- Topics for the ILE need to be relevant to current public health issues (with public health defined broadly).
- Ideally, your topic and/or methods are related to your professional goals so that you may showcase your product for prospective employers.
- Find a highly specific topic that you are truly interested in and willing to invest time and energy.

Examples of recent project titles include:

- a) CHS: *Assessing the Impact of a Diabetes Training of Trainers on Community Health Workers Serving Latinos*
- b) EOHS: *Exhaled Nitric Oxide and Asthma Severity in Asthma Patients Living in Subsidized Housing*
- c) EPI: *Factors Associated with Fentanyl Overdose Mortality in Cook County*
BSTT: *Influence of Estradiol and Progesterone Withdrawal on Pro-Inflammatory Cytokine Behavior within the Context of Suicide Ideation*
- d) HPA: *Put Your Money Where Your Mouth Is: Expanding Medicare to Include Oral Healthcare*

II. ILE Project

ILE Completion

In consultation with the ILE Advisor, the student will finalize their ILE Proposal and begin completion of the ILE project in the ILE term. During this time, students may refine their proposal or opt to create a new proposal (as needed) in consultation with their ILE Advisor. Students can begin finalizing their ILE Proposal as soon as the ILE Advisor reviews and approves the topic and proposed approach. This document should succinctly outline the scope of the ILE before any major commitment or work is initiated. This preparation work can include, though is not limited to, developing a study design and methodology; obtaining IRB approval, if needed; conducting a comprehensive literature review; collecting qualitative or quantitative data; researching policies; and developing analytic frameworks. Students are encouraged to start this process with their ILE Advisor no later than the start of their final semester. Students and ILE Advisors should agree on a regular schedule of face-to-face or electronic check-in meetings during the final semester so that project progression is timely. Please refer to the ILE Timeline for more information.

Examples of Acceptable Integrative Learning Experiences

Please see the appendix for appropriate ILE product types. If you think a different ILE product would better fit your goals, you may discuss alternative options with your ILE Advisor. You must determine an agreed plan and structure for the ILE.

Integrative Learning Experience Requirements for Students in the Global Health Concentration

Students enrolled in the Global Health Concentration must ensure that their ILE meets all the division-specific ILE requirements AND have a global health focus. Consult your ILE Advisor and the Global Health Program to ensure that your project will meet the requirements for both your division and the Global Health Concentration.

III. ILE Submission

When the student and ILE Advisor agree that the ILE draft is nearing completion, the student should proceed with creation of the final product. The ILE Advisor will continue to guide students through completion of the final written product.

ILE Timeline

The following schedule outlines the due dates that students planning to complete their Integrative Learning Experience in fall 2019 and spring 2020 must follow. Please consult with your ILE Advisor to discuss the due dates and any interim deadlines that you may want to develop. Please note that the final ILE project deadlines are firm to allow for completion and revision (as necessary) prior to graduation. You may discuss the other deadlines with your ILE Advisor to determine what works best for your project. The deadlines below will help to keep you on track for successful completion.

For students graduating fall 2019

Item Due	Student Due Date (No Later Than)	Faculty Feedback Provided By Close of Business (COB)
Fall 2019 Semester		
1 st ILE Proposal *	TBD with Advisor	TBD with Advisor
2 nd ILE Proposal *	TBD with Advisor	TBD with Advisor
Draft ILE Project Submission	Monday, November 11	Week of November 18**
Final ILE Project Submission	Week of December 2	Week of December 9 (final grade)

*The deadlines for the 1st and 2nd ILE Proposals are flexible and should be discussed with your ILE Advisor at the beginning of the semester to determine what works. The goal is to complete and submit the 2nd ILE proposal for final feedback at least 1 week prior to the submission of the Draft ILE Project.

**Faculty feedback on the final project will include final feedback. Final grades will be provided during the regular grading cycle.

For students graduating spring 2020

Item Due	Student Due Date (No Later Than)	Faculty Feedback Provided By Close of Business (COB)
Penultimate Semester (the semester proceeding the ILE term)		
1 st ILE Proposal *	TBD with Advisor	TBD with Advisor
Spring 2020 Semester		
2 nd ILE Proposal	Monday, January 27	Friday, January 31
Draft ILE Project Submission	Monday, March 30	Week of April 13
Final ILE Project Submission	Weeks of April 13 (and 20 if needed)	Week of May 11 (final grade)**

*The 1st draft ILE proposal should be completed prior to IPHS 698 registration. The deadline for the 1st ILE Proposals for the Fall 2019 term is flexible and should be discussed with your ILE Advisor to determine what works.

**Faculty feedback on the final project will include final feedback. Final grades will be provided during the regular grading cycle.

Evaluation of the Final Integrative Learning Experience

The school will identify assessment methods that ensure student performance is reviewed by at least one faculty member. The faculty member will also ensure that the ILE addresses the selected foundational and concentration-specific competencies. Other qualified individuals, such as preceptors and alumni, may also provide supplemental assessment. Joint degree students should have the opportunities to incorporate their learning from both degree programs in a unique integrative experience².

Unless otherwise noted, students will submit the ILE in its final form to the ILE Advisor. Please consult your ILE Advisor or Academic Advising Office for complete instructions on how to submit your final ILE product.

Confirmation of successful completion of the ILE comes via submission of a grade of 'Satisfactory' for IPHS 698. If the ILE project is provisionally approved or contingent on revision, the grade may be temporarily deferred depending on whether extensive revisions are needed beyond the ILE term. Students in this category must respond to their ILE Advisor and submit a revised project by the date specified in the feedback email. Failure to do so may prevent them from graduating on-time.

If an ILE project does not pass the requirements, that means the project is not acceptable and the student receives a grade of 'Unsatisfactory,' which would result in the student repeating IPHS 698 in a future semester.

Refer to the ILE Project Grading Rubric in the Appendix C for further information and clarification.

²: CEPH 2016 Criteria: https://media.ceph.org/wp_assets/2016.Criteria.pdf

Appendix A - ILE Competency Maps by Division

Biostatistics

MPH Integrative Learning Experience for Biostatistics		
Integrative learning experience (list all options)	Competencies	How competencies are synthesized
Data Analysis: Design, conduct, and report on a data analysis	Foundational Competency #3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	Using systematic approaches, students access and use data to identify and execute a data analysis plan to address a public health question or issue.
	Foundational Competency #4. Interpret results of data analysis for public health research, policy or practice	Students produce analyses that reflect a sophisticated level of skill in conceptualizing a problem and selecting appropriate methods to the breadth of the problem.
	Foundational Competency #19. Communicate audience-appropriate public health content, both in writing and through oral presentation	Findings are summarized and articulate the validity of inferences, including strengths, limitations, and implications for public health research and/or action.
	Concentration-specific competency: Apply model selection techniques and diagnostic procedures to identify parsimonious multi-variable regression models and assess their distributional assumptions.	Students also translate these findings and implications for public health research and/or health improvement.
	Concentration-specific competency: Compute and understand the interrelations and interplays between statistical power and sample size, and their impact on hypothesis testing and the precision of parameter estimates.	

Community Health Sciences

MPH Integrative Learning Experience for CHS Generalist Concentration		
ILE Deliverable	Competencies	How Competencies are Synthesized
Research Brief	Foundational Competency #19: Communicate audience-appropriate public health content, both in writing and through oral presentation.	Suggested Synthesis: For all concentrations, a research brief synthesizes a large amount of complex information and translates it into a written form that a reader can use to grasp an issue and its importance. Students must either (a) obtain and appropriately analyze primary/secondary data, or (b) conduct an in-depth review of current research that addresses a critical public health question or concern. Research briefs must summarize the research findings, interpret the meaning of the analysis, and generate conclusions and recommendations for practitioners, policy makers, and/or community leaders in a 3-5 page “brief” that summarizes the data, contextualizes it, and translates it in written and graphic form for a non-epidemiology audience. It should include graphics (including tables/charts/graphs). All students must conduct a literature review and contextualize the issue being presented, identify a particular audience for which the brief is tailored, and explain how the new information adds to our understanding of the problem or issue. All research briefs must be accompanied by a verbal presentation.
	Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice	
	CHS Core Competency #5: Communicate with competence and effectiveness to diverse audiences through a variety of traditional and new media.	
	CHS Generalist Competency #5 Develop effective communication products for advancing public health goals in written, oral, and visual formats.	For CHS Generalist concentrators, they must include an analysis of how the information presented advances public health goals.
Intervention Plan	Foundational Competency #9 Design a population-based policy, program, project or intervention	Suggested Synthesis: For all concentrations, students will develop a comprehensive intervention plan that demonstrates their ability to design approaches that take into account community and cultural health definitions, culturally based health behaviors and cultural communication styles into planning and implementing theoretically-appropriate intervention program. The produce should
	CHS Core Competency #2: Apply evidence-based approaches in the development and evaluation of community health	

	<p>interventions for diverse populations</p>	<p>include graphics visual displays (e.g., tables/charts/graphs). Students must be able to illustrate their product as a written intervention plan report and presentation that would be accessible to diverse audiences.</p>
	<p>CHS Generalist Competency #4. Apply assessment, planning & evaluation skills to a public health ‘problem’.</p>	
<p>Community Health Assessment Profile (Report)</p>	<p>Foundational Competency #8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</p>	<p>Suggested Synthesis: Students produce a written (and or electronic) profile of the health needs and assets of a specific population using publically available morbidity, mortality, health behavior, environmental and social determinants of health data. They interpret the meaning of the data with a health equity lens. They are able to identify which data types inform on issues of equity and social justice. They interpret how systems and structures produce the health inequities they see in the data. They identify community priorities based on engagement with community stakeholders (I don't see a competency for this). Students present a presentation, including relevant insights and recommendations, to faculty and stakeholders. In addition to a written report, students may include visual materials.</p>
	<p>Foundational Competency #4. Interpret results of data analysis for public health research, policy or practice</p>	
	<p>Foundational Competency # 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.</p>	
	<p>Foundational Competency # 7. Assess population needs, assets and capacities that affect communities' health.</p>	
	<p>CHS Core Competency #1. Appraise the role of multi-dimensional factors in both the onset and solution of public health problems among diverse populations.</p>	
	<p>CHS Generalist Competency #4. Apply assessment, planning & evaluation skills to a public health ‘problem’.</p>	
<p>Health Impact Assessment</p>	<p>Foundational Competency #4. Interpret results of data analysis for public health research, policy or practice</p>	<p>Suggested Synthesis: Students assess the health impact of a particular policy action on the health of a population by analyzing and interpreting existing social and health data, engaging with the</p>

	<p>Foundational Competency #2. Select quantitative and qualitative data collection methods appropriate for a given public health context.</p>	<p>impacted population to assess perspectives and priorities and recommending a policy action. Students will produce a written report and presentation.</p>
<p>Foundational Competency # 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.</p>		
<p>Foundational Competency # 7. Assess population needs, assets and capacities that affect communities' health.</p>		
<p>Foundational Competency # 15. Evaluate policies for their impact on public health and health equity</p>		
<p>CHS Core Competency #1. Appraise the role of multi-dimensional factors in both the onset and solution of public health problems among diverse populations.</p>		
<p>Policy Brief</p>	<p>Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice</p> <p>Foundational Competency #15: Evaluate policies for their impact on public health and health equity</p> <p>CHS Core Competency #4: Create and communicate an ethical vision and a strategic direction as a leading public health professional.</p> <p>CHS Core Competency #5: Communicate with competence and effectiveness to diverse audiences through a variety</p>	<p>Suggested Synthesis: For all concentrations, a policy brief will advance knowledge translation by addressing a policy problem using scientific research findings to contextualize the problem and the impact of the policy failures. Strong arguments will be presented in support of proposed policy alternatives and policy recommendations to address the problem. All students must conduct a systematic literature review, demonstrate an ability to synthesize and interpret scientific research findings, identify an appropriate audience for which the brief is tailored, and include data visualizations to inform or advocate for change. All data briefs must be accompanied by an oral presentation.</p>

	of traditional and new media.	
	CHS Generalist Competency #3: Effectively communicate the development of and results from quantitative and qualitative research projects	For CHS Generalist concentrators, they must include an analysis of how the information presented advances public health goals.
	CHS Generalist Competency #5: Develop effective communication products for advancing public health goals in written, oral, and visual formats.	
Program Evaluation Report	Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice	Suggested Synthesis: For all concentrations, a program evaluation report describes components of a program, the evaluation design, activities, results and recommendations. Students will develop goals and objectives and describe program activities to meet objectives. Students will also demonstrate their ability to identify appropriate research designs and methods needed to monitor and evaluate the program, identify the appropriate stakeholders to recruit for data collection, ability to synthesize and interpret scientific research findings and any limitations to the evaluation plan. Students will provide a summary of the findings (if applicable) to describe the data collected and how well the program objectives were met. All students must conduct a systematic literature review. All program evaluation reports must be accompanied by an oral presentation.
	Foundational Competency #11: Select methods to evaluate public health programs	
	CHS Core Competency #2: Apply evidence-based approaches in the development and evaluation of community health interventions for diverse populations	
	CHS Generalist Competency #4: Apply assessment, planning & evaluation skills to a public health 'problem'.	For CHS Generalist concentrators, they must include an analysis of how the information presented advances public health goals.
	CHS Generalist Competency #5: Develop effective communication products for advancing public health goals in written, oral and visual formats.	

MPH Integrative Learning Experience for CHS Global Health Concentration		
ILE Deliverable	Competencies	How Competencies are Synthesized
Research Brief	<p>Foundational Competency #19: Communicate audience-appropriate public health content, both in writing and through oral presentation.</p>	<p>Synthesis: For all concentrations, a research brief synthesizes a large amount of complex information and translates it into a written form that a reader can use to grasp an issue and its importance. Students must either (a) obtain and appropriately analyze primary/secondary data, or (b) conduct an in-depth review of current research that addresses a critical public health question or concern. Research briefs must summarize the research findings, interpret the meaning of the analysis, and generate conclusions and recommendations for practitioners, policy makers, and/or community leaders in a 3-5 page “brief” that summarizes the data, contextualizes it, and translates it in written and graphic form for a non-epidemiology audience. It should include graphics (including tables/charts/graphs). All students must conduct a literature review and contextualize the issue being presented, identify a particular audience for which the brief is tailored, and explain how the new information adds to our understanding of the problem or issue. All research briefs must be accompanied by a verbal presentation.</p>
	<p>Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice</p>	
	<p>CHS Core Competency #5: Communicate with competence and effectiveness to diverse audiences through a variety of traditional and new media.</p>	
	<p>Global Health Competency #2. Demonstrate a critical understanding of the major causes of morbidity and mortality around the world, and explain how the risk for disease varies within and across regions.</p>	<p>For Global Health concentrators, students address a global health issue, demonstrating an understanding of context-specific challenges and structural and systemic influences. Data should describe major causes of morbidity</p>

	<p>Global Health Competency #3: Describe the roles and relationships of the major entities influencing global health and development, and how they work to address communicable and non-communicable diseases, including injury, given context specific challenges within countries and regions.</p>	<p>and mortality and include a component that addresses disparities in risk within or across populations.</p>
	<p>Global Health Competency #5. Demonstrate a critical understanding of the major causes of morbidity and mortality around the world, and explain how the risk for disease varies within and across regions.</p>	
<p>Intervention Plan</p>	<p>Foundational Competency #9 Design a population-based policy, program, project or intervention</p>	<p>Synthesis: For all concentrations, students will develop a comprehensive intervention plan that demonstrates their ability to design approaches that take into account community and cultural health definitions, culturally based health behaviors and cultural communication styles into planning and implementing theoretically-appropriate intervention program. The produce should include graphics visual displays (e.g., tables/charts/graphs). Students must be able to illustrate their product as a written intervention plan report and presentation that would be accessible to diverse audiences.</p>
	<p>CHS Core Competency #2: Apply evidence-based approaches in the development and evaluation of community health interventions for diverse populations</p>	
	<p>Global Health Competency #1: Demonstrate knowledge of Social Determinants of Health (SDH) and their contribution to the health of populations globally, as well as the influences of SDH (including economic, political, and environmental on programmatic approaches in international settings</p>	
	<p>Global Health Competency #3: Describe the roles and responsibilities of the major entities influencing global health development, and how they work to address communicable and non-communicable diseases, including injury, given context specific challenges within countries and regions.</p>	

Community Health Assessment Profile (Report)	Foundational Competency #8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	Synthesis: Students present a presentation, including relevant insights and recommendations, to faculty and stakeholders. In addition to a written report, students may include visual materials.
	Foundational Competency #4. Interpret results of data analysis for public health research, policy or practice	
	Foundational Competency # 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.	
	Foundational Competency # 7. Assess population needs, assets and capacities that affect communities' health.	
	CHS Core Competency #1. Appraise the role of multi-dimensional factors in both the onset and solution of public health problems among diverse populations.	
	Global Health Competency #2. Demonstrate a critical understanding of the major causes of morbidity and mortality around the world, and explain how the risk for disease varies within and across regions.	
Health Impact Assessment	Foundational Competency #8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	Synthesis: Students assess the health impact of a particular policy action on the health of a population by analyzing and interpreting existing social and health data, engaging with the impacted population to assess perspectives and priorities and recommending a
	Foundational Competency #4. Interpret results of data analysis for public health research, policy or practice	

	<p>Foundational Competency # 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.</p>	<p>policy action. Students will produce a written report and presentation.</p>
<p>Foundational Competency # 7. Assess population needs, assets and capacities that affect communities' health.</p>		
<p>CHS Core Competency #1. Appraise the role of multi-dimensional factors in both the onset and solution of public health problems among diverse populations.</p>		
<p>Global Health Competency #2. Demonstrate a critical understanding of the major causes of morbidity and mortality around the world, and explain how the risk for disease varies within and across regions.</p>		
<p>Policy Brief</p>	<p>Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice</p>	<p>Synthesis: For all concentrations, a policy brief will advance knowledge translation by addressing a policy problem using scientific research findings to contextualize the problem and the impact of the policy failures. Strong arguments will be presented in support of proposed policy alternatives and policy recommendations to address the problem. All students must conduct a systematic literature review, demonstrate an ability to synthesize and interpret scientific research findings, identify an appropriate audience for which the</p>
	<p>Foundational Competency #15: Evaluate policies for their impact on public health and health equity</p>	
	<p>CHS Core Competency #4: Create and communicate an ethical vision and a strategic direction as a leading public health professional.</p>	
	<p>CHS Core Competency #5: Communicate with competence and effectiveness to diverse audiences through a variety of traditional and new media.</p>	

	<p>Global Health Competency #1: Demonstrate knowledge of the Social Determinants of Health (SDH) and their contribution to the health of populations globally, as well as the influence of SHD (including economic, political and environmental) on programmatic approaches in international settings.</p>	<p>brief is tailored, and include data visualizations to inform or advocate for change. All data briefs must be accompanied by an oral presentation.</p>
	<p>Global Health Competency #3: Describe the roles and relationships of the major entities influencing global health and development, and how they work to address communicable and non-communicable diseases, including injury, given context specific challenges within countries and regions.</p>	<p>For Global Health concentrators, students must focus on data that describe major causes of morbidity and mortality and include a component that addresses disparities in risk within or across populations.</p>
<p>Program Evaluation Report</p>	<p>Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice</p> <p>Foundational Competency #11: Select methods to evaluate public health programs</p> <p>CHS Core Competency #2: Apply evidence-based approaches in the development and evaluation of community health interventions for diverse populations</p>	<p>Synthesis: For all concentrations, a program evaluation report describes components of a program, the evaluation design, activities, results and recommendations. Students will develop goals and objectives and describe program activities to meet objectives. Students will also demonstrate their ability to identify appropriate research designs and methods needed to monitored and evaluate the program, identify the appropriate stakeholders to recruit for data collection, ability to synthesize and interpret scientific research findings and any limitations to the evaluation plan. Students will provide a summary of the findings (if applicable) to describe the data collected and how well the program objectives were met. All students must conduct a systematic literature review. All program evaluation</p>

		reports must be accompanied by an oral presentation.
	Global Health Competency #4: Demonstrate an ability to use systems thinking to analyze programs at the local, national and international levels.	For Global Health Intervention concentrators, students must address a global health issue, demonstrating an understanding of context-specific challenges and structural and systemic influences. .

MPH Integrative Learning Experience for CHS Community Health Interventions Concentration		
ILE Deliverable	Competencies	How Competencies are Synthesized
Research Brief	Foundational Competency #19: Communicate audience-appropriate public health content, both in writing and through oral presentation.	Synthesis: For all concentrations, a research brief synthesizes a large amount of complex information and translates it into a written form that a reader can use to grasp an issue and its importance. Students must either (a) obtain and appropriately analyze primary/secondary data, or (b) conduct an in-depth review of current research that addresses a critical public health question or concern. Research briefs must summarize the research findings, interpret the meaning of the analysis, and generate conclusions and recommendations for practitioners, policy makers, and/or community leaders in a 3-5 page “brief” that summarizes the data, contextualizes it, and translates it in written and graphic form for a non-epidemiology audience. It should include graphics (including tables/charts/graphs). All students
	Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice	
	CHS Core Competency #5: Communicate with competence and effectiveness to diverse audiences through a variety of traditional and new media.	

		must conduct a literature review and contextualize the issue being presented, identify a particular audience for which the brief is tailored, and explain how the new information adds to our understanding of the problem or issue. All research briefs must be accompanied by a verbal presentation.
	Community Health Interventions Competency #4 Communicate effectively the significance of community health interventions	For Community Health Interventions concentrators, students must use data that have been gathered as part of community or population health intervention.
Intervention Plan	Foundational Competency #9 Design a population-based policy, program, project or intervention	Synthesis: For all concentrations, students will develop a comprehensive intervention plan that demonstrates their ability to design approaches that take into account community and cultural health definitions, culturally based health behaviors and cultural communication styles into planning and implementing theoretically-appropriate intervention program. The produce should include graphics visual displays (e.g., tables/charts/graphs). Students must be able to illustrate their product as a written intervention plan report and presentation that would be accessible to diverse audiences.
	CHS Core Competency #2: Apply evidence-based approaches in the development and evaluation of community health interventions for diverse populations	
	Community Health Interventions Competency #3: Connect theoretical frameworks to intervention efforts to improve community-level health.	
Community Health Assessment Profile (Report)	Foundational Competency #8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	Synthesis: Students present a presentation, including relevant insights and recommendations, to faculty and stakeholders. In addition to a written report, students may include visual materials.
	Foundational Competency #4. Interpret results of data analysis for public health research, policy or practice	

	<p>Foundational Competency # 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.</p>	
	<p>Foundational Competency # 7. Assess population needs, assets and capacities that affect communities' health.</p>	
	<p>CHS Core Competency #1. Appraise the role of multi-dimensional factors in both the onset and solution of public health problems among diverse populations.</p>	
	<p>Community Health Interventions Competency #2. Evaluate policies and systems regarding health care and health promotion for different populations.</p>	
<p>Health Impact Assessment</p>	<p>Foundational Competency #8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</p>	<p>Synthesis: Students assess the health impact of a particular policy action on the health of a population by analyzing and interpreting existing social and health data, engaging with the impacted population to assess perspectives and priorities and recommending a policy action. Students will produce a written report and presentation.</p>
	<p>Foundational Competency #4. Interpret results of data analysis for public health research, policy or practice</p>	
	<p>Foundational Competency # 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.</p>	
	<p>Foundational Competency # 7. Assess population needs, assets and capacities that affect communities' health.</p>	

	<p>CHS Core Competency #1. Appraise the role of multi-dimensional factors in both the onset and solution of public health problems among diverse populations.</p>	
	<p>Community Health Interventions Competency #3. Connect theoretical frameworks to intervention efforts to improve community-level health.</p>	
Policy Brief	<p>Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice</p>	<p>Synthesis: For all concentrations, a policy brief will advance knowledge translation by addressing a policy problem using scientific research findings to contextualize the problem and the impact of the policy failures. Strong arguments will be presented in support of proposed policy alternatives and policy recommendations to address the problem. All students must conduct a systematic literature review, demonstrate an ability to synthesize and interpret scientific research findings, identify an appropriate audience for which the brief is tailored, and include data visualizations to inform or advocate for change. All data briefs must be accompanied by an oral presentation.</p>
	<p>Foundational Competency #15: Evaluate policies for their impact on public health and health equity</p>	
	<p>CHS Core Competency #2: Apply evidence-based approaches in the development and evaluation of community health interventions for diverse populations</p>	
	<p>CHS Core Competency #4: Create and communicate an ethical vision and a strategic direction as a leading public health professional.</p>	
	<p>Community Health Interventions Competency #3: Connect theoretical frameworks to intervention efforts to improve community-level health.</p>	
	<p>Community Health Interventions Competency #4: Communicate effectively the significance of community health interventions</p>	<p>For Community Health Interventions concentrators, students must use data that have been gathered as part of community or population health intervention.</p>
Program Evaluation Report	<p>Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice</p>	<p>Synthesis: For all concentrations, a program evaluation report describes components of a program, the evaluation design,</p>

<p>Foundational Competency #11: Select methods to evaluate public health programs</p>	<p>activities, results and recommendations. Students will develop goals and objectives and describe program activities to meet objectives. Students will also demonstrate their ability to identify appropriate research designs and methods needed to monitor and evaluate the program, identify the appropriate stakeholders to recruit for data collection, ability to synthesize and interpret scientific research findings and any limitations to the evaluation plan. Students will provide a summary of the findings (if applicable) to describe the data collected and how well the program objectives were met. All students must conduct a systematic literature review. All program evaluation reports must be accompanied by an oral presentation.</p>
<p>CHS Core Competency #2: Apply evidence-based approaches in the development and evaluation of community health interventions for diverse populations</p>	
<p>Community Health Interventions Competency #3: Connect theoretical frameworks to intervention efforts to improve community-level health.</p>	<p>For Community Health Interventions concentrators, students must incorporate recommendations for how to intervene in the issue using community-based research methods, including an assessment of the state of the evidence around interventions.</p>
<p>Community Health Interventions Competency #4: Communicate effectively the significance of community health interventions</p>	
<p>Community Health Interventions Competency #5: Articulate ethical dimensions of designing and implementing community interventions to improve health.</p>	

MPH Integrative Learning Experience for CHS Maternal Child Health Concentration		
ILE Deliverable	Competencies	How Competencies are Synthesized
Research Brief	Foundational Competency #19: Communicate audience-appropriate public health content, both in writing and through oral presentation.	Synthesis: For all concentrations, a research brief synthesizes a large amount of complex information and translates it into a written form that a reader can use to grasp an issue and its importance. Students must either (a) obtain and appropriately analyze primary/secondary data, or (b) conduct an in-depth review of current research that addresses a critical public health question or concern. Research briefs must summarize the research findings, interpret the meaning of the analysis, and generate conclusions and recommendations for practitioners, policy makers, and/or community leaders in a 3-5 page “brief” that summarizes the data, contextualizes it, and translates it in written and graphic form for a non-epidemiology audience. It should include graphics (including tables/charts/graphs). All students must conduct a literature review and contextualize the issue being presented, identify a particular audience for which the brief is tailored, and explain how the new information adds to our understanding of the problem or issue. All research briefs must be accompanied by a verbal presentation.
	Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice	
	CHS Core Competency #5: Communicate with competence and effectiveness to diverse audiences through a variety of traditional and new media.	
	MCH Competency #5: Demonstrate critical thinking through skillful verbal, non-verbal, and written communication on key social constructs, assumptions and philosophical approaches that influence public health inquiry and maternal and child health practice and policies.	
Intervention Plan	Foundational Competency #9 Design a population-based policy, program, project or intervention	Synthesis: For all concentrations, students will develop a comprehensive intervention plan that demonstrates their ability to design approaches that take into account community and cultural health definitions, culturally based health behaviors and cultural
	CHS Core Competency #2: Apply evidence-based approaches in the development and evaluation of community health interventions for diverse populations	

	<p>MCH Competency #2: Analyze gaps in existing MCH delivery systems for various MCH populations and for various MCH issues in order to develop strategies to promote and ensure integrated service systems for MCH populations.</p>	<p>communication styles into planning and implementing theoretically-appropriate intervention program. The produce should include graphics visual displays (e.g., tables/charts/graphs). Students must be able to illustrate their product as a written intervention plan report and presentation that would be accessible to diverse audiences.</p>
<p>Community Health Assessment Profile (Report)</p>	<p>Foundational Competency #8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</p>	<p>Synthesis: Students produce a written (and or electronic) profile of the health needs and assets of a specific population using publically available morbidity, mortality, health behavior, environmental and social determinants of health data. They interpret the meaning of the data with a health equity lens. They are able to identify which data types inform on issues of equity and social justice. They interpret how systems and structures produce the health inequities they see in the data. They identify community priorities based on engagement with community stakeholders (I don't see a competency for this). Students present a presentation, including relevant insights and recommendations, to faculty and stakeholders. In addition to a written report, students may include visual materials.</p>
	<p>Foundational Competency #4. Interpret results of data analysis for public health research, policy or practice</p>	
	<p>Foundational Competency # 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.</p>	
	<p>Foundational Competency # 7. Assess population needs, assets and capacities that affect communities' health.</p>	
	<p>CHS Core Competency #1. Appraise the role of multi-dimensional factors in both the onset and solution of public health problems among diverse populations.</p>	
	<p>MCH Competency #1: Apply knowledge of demographic, health, familial, sociocultural and community factors to the design of MCH programs and services.</p>	
<p>Health Impact Assessment</p>	<p>Foundational Competency #8. Apply awareness of cultural values and practices to the design or</p>	<p>Synthesis: Students asses the health impact of a particular policy action on the health of a population</p>

	<p>implementation of public health policies or programs</p> <p>Foundational Competency #4. Interpret results of data analysis for public health research, policy or practice</p> <p>Foundational Competency # 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.</p> <p>Foundational Competency # 7. Assess population needs, assets and capacities that affect communities' health.</p> <p>CHS Core Competency #1. Appraise the role of multi-dimensional factors in both the onset and solution of public health problems among diverse populations.</p> <p>MCH Competency #1: Apply knowledge of demographic, health, familial, sociocultural and community factors to the design of MCH programs and services.</p>	<p>by analyzing and interpreting existing social and health data, engaging with the impacted population to assess perspectives and priorities and recommending a policy action. Students will produce a written report and presentation.</p>
Policy Brief	<p>Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice</p> <p>Foundational Competency #15: Evaluate policies for their impact on public health and health equity</p> <p>CHS Core Competency #4: Create and communicate an ethical vision and a strategic direction as a leading public health professional.</p> <p>CHS Core Competency #5: Communicate with competence and effectiveness to diverse audiences through a variety of traditional and new media.</p>	<p>Synthesis: For all concentrations, a policy brief will advance knowledge translation by addressing a policy problem using scientific research findings to contextualize the problem and the impact of the policy failures. Strong arguments will be presented in support of proposed policy alternatives and policy recommendations to address the problem. All students must conduct a systematic literature review, demonstrate an ability to synthesize and interpret scientific research findings, identify an appropriate audience for which the</p>

	<p>MCH Competency #3: Collect and summarize data relevant to a particular MCH problem or issue, identify alternative policy responses to a particular MCH problem, and develop one or more policy options (legislative, administrative, legal) to address this problem.</p>	<p>brief is tailored, and include data visualizations to inform or advocate for change. All data briefs must be accompanied by an oral presentation.</p>
<p>Program Evaluation Report</p>	<p>Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice</p>	<p>Synthesis: For all concentrations, a program evaluation report describes components of a program, the evaluation design, activities, results and recommendations. Students will develop goals and objectives and describe program activities to meet objectives. Students will also demonstrate their ability to identify appropriate research designs and methods needed to monitored and evaluate the program, identify the appropriate stakeholders to recruit for data collection, ability to synthesize and interpret scientific research findings and any limitations to the evaluation plan. Students will provide a summary of the findings (if applicable) to describe the data collected and how well the program objectives were met. All students must conduct a systematic literature review. All program evaluation reports must be accompanied by an oral presentation.</p>
	<p>Foundational Competency #11: Select methods to evaluate public health programs</p>	
	<p>CHS Core Competency #2: Apply evidence-based approaches in the development and evaluation of community health interventions for diverse populations</p>	
	<p>MCH Competency #2: Analyze gaps in existing MCH delivery systems for various MCH populations and for various MCH issues in order to develop strategies to promote and ensure integrated service systems for MCH populations.</p>	

MPH Integrative Learning Experience for CHS Maternal Child Health Epidemiology Concentration		
ILE Deliverable	Competencies	How Competencies are Synthesized
Research Brief	Foundational Competency #19: Communicate audience-appropriate public health content, both in writing and through oral presentation.	Synthesis: For all concentrations, a research brief synthesizes a large amount of complex information and translates it into a written form that a reader can use to grasp an issue and its importance. Students must either (a) obtain and appropriately analyze primary/secondary data, or (b) conduct an in-depth review of current research that addresses a critical public health question or concern. Research briefs must summarize the research findings, interpret the meaning of the analysis, and generate conclusions and recommendations for practitioners, policy makers, and/or community leaders in a 3-5 page “brief” that summarizes the data, contextualizes it, and translates it in written and graphic form for a non-epidemiology audience. It should include graphics (including tables/charts/graphs). All students must conduct a literature review and contextualize the issue being presented, identify a particular audience for which the brief is tailored, and explain how the new information adds to our understanding of the problem or issue. All research briefs must be accompanied by a verbal presentation.
	Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice	
	CHS Core Competency #5: Communicate with competence and effectiveness to diverse audiences through a variety of traditional and new media.	
	MCHEPI Competency #1: Identify key sources of population data needed to answer questions of interest in maternal and child health.	
	MCHEPI Competency #3: Synthesize population data to inform the design, implementation, and or enhancement of MCH public health programs.	
Intervention Plan	Foundational Competency #9 Design a population-based policy, program, project or intervention	Synthesis: For all concentrations, students will develop a comprehensive intervention plan

	<p>CHS Core Competency #2: Apply evidence-based approaches in the development and evaluation of community health interventions for diverse populations</p>	<p>that demonstrates their ability to design approaches that take into account community and cultural health definitions, culturally based health behaviors and cultural communication styles into planning and implementing theoretically-appropriate intervention program. The produce should include graphics visual displays (e.g., tables/charts/graphs). Students must be able to illustrate their product as a written intervention plan report and presentation that would be accessible to diverse audiences.</p>
	<p>MCHEPI Competency #3: Synthesize population data to inform the design, implementation, and/or enhancement of MCH public health programs.</p>	
	<p>MCHEPI Competency #5: Use the appropriate reporting techniques to communicate key health status and health service issues to multiple stakeholders.</p>	
<p>Community Health Assessment Profile (Report)</p>	<p>Foundational Competency #8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</p>	<p>Synthesis: Students produce a written (and or electronic) profile of the health needs and assets of a specific population using publically available morbidity, mortality, health behavior, environmental and social determinants of health data. They interpret the meaning of the data with a health equity lens. They are able to identify which data types inform on issues of equity and social justice. They interpret how systems and structures produce the health inequities they see in the data. They identify community priorities based on engagement with community stakeholders (I don't see a competency for this). Students present a presentation, including relevant insights and recommendations, to faculty and stakeholders. In addition to a written report, students may include visual materials.</p>
	<p>Foundational Competency #4. Interpret results of data analysis for public health research, policy or practice</p>	
	<p>Foundational Competency # 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.</p>	
	<p>Foundational Competency # 7. Assess population needs, assets and capacities that affect communities' health.</p>	
	<p>CHS Core Competency #1. Appraise the role of multi-dimensional factors in both the onset and solution of public health problems among diverse populations.</p>	
	<p>MCHEPI Competency #1: Identify key sources of population data needed to answer questions of</p>	

	<p>interest in maternal and child health.</p>	
	<p>MCHEPI Competency #3: Synthesize population data to inform the design, implementation, and/or enhancement of MCH public health programs.</p>	
	<p>MCHEPI Competency #5: Use the appropriate reporting techniques to communicate key health status and health service issues to multiple stakeholders.</p>	
<p>Health Impact Assessment</p>	<p>Foundational Competency #8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</p>	<p>Synthesis: Students assess the health impact of a particular policy action on the health of a population by analyzing and interpreting existing social and health data, engaging with the impacted population to assess perspectives and priorities and recommending a policy action. Students will produce a written report and presentation.</p>
<p>Foundational Competency #4. Interpret results of data analysis for public health research, policy or practice</p>		
<p>Foundational Competency # 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.</p>		
<p>Foundational Competency # 7. Assess population needs, assets and capacities that affect communities' health.</p>		
<p>CHS Core Competency #1. Appraise the role of multi-dimensional factors in both the onset and solution of public health problems among diverse populations.</p>		
<p>MCHEPI Competency #1: Identify key sources of population data needed to answer questions of interest in maternal and child health.</p>		

	<p>MCHEPI Competency #3: Synthesize population data to inform the design, implementation, and/or enhancement of MCH public health programs.</p> <p>MCHEPI Competency #5: Use the appropriate reporting techniques to communicate key health status and health service issues to multiple stakeholders.</p>	
Policy Brief	<p>Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice</p>	<p>Suggested Synthesis: For all concentrations, a policy brief will advance knowledge translation by addressing a policy problem using scientific research findings to contextualize the problem and the impact of the policy failures. Strong arguments will be presented in support of proposed policy alternatives and policy recommendations to address the problem. All students must conduct a systematic literature review, demonstrate an ability to synthesize and interpret scientific research findings, identify an appropriate audience for which the brief is tailored, and include data visualizations to inform or advocate for change. All data briefs must be accompanied by an oral presentation.</p>
	<p>Foundational Competency #15: Evaluate policies for their impact on public health and health equity</p>	
	<p>CHS Core Competency #4: Create and communicate an ethical vision and a strategic direction as a leading public health professional.</p>	
	<p>CHS Core Competency #5: Communicate with competence and effectiveness to diverse audiences through a variety of traditional and new media.</p>	
	<p>MCHEPI Competency #3: Synthesize population data to inform the design, implementation, and/or enhancement of MCH public health programs.</p>	
	<p>MCHEPI competency #5: Use the appropriate reporting techniques to communicate key health status and health service issues to multiple stakeholders.</p>	
Program Evaluation Report	<p>Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice</p>	<p>Synthesis: For all concentrations, a program evaluation report describes components of a program, the evaluation design, activities, results and recommendations. Students will develop goals and objectives and</p>
	<p>Foundational Competency #11: Select methods to evaluate public health programs</p>	

	<p>CHS Core Competency #2: Apply evidence-based approaches in the development and evaluation of community health interventions for diverse populations</p>	<p>describe program activities to meet objectives. Students will also demonstrate their ability to identify appropriate research designs and methods needed to monitored and evaluate the program, identify the appropriate stakeholders to recruit for data collection, ability to synthesize and interpret scientific research findings and any limitations to the evaluation plan. Students will provide a summary of the findings (if applicable) to describe the data collected and how well the program objectives were met. All students must conduct a systematic literature review. All program evaluation reports must be accompanied by an oral presentation.</p>
	<p>MCHEPI Competency #4: Use a variety of epidemiologic and statistical methods appropriate to answer questions under investigation.</p>	
	<p>MCHEPI Competency #5: Use the appropriate reporting techniques to communicate key health status and health service issues to multiple stakeholders.</p>	

MPH Integrative Learning Experience for CHS Community-Based Research Methods Concentration		
ILE Deliverable	Competencies	How Competencies are Synthesized
Research Brief	<p>Foundational Competency #19: Communicate audience-appropriate public health content, both in writing and through oral presentation.</p>	<p>Synthesis: For all concentrations, a research brief synthesizes a large amount of complex information and translates it into a written form that a reader can use to grasp an issue and its importance. Students must either (a) obtain and appropriately analyze primary/secondary data, or (b) conduct an in-depth review of current research that addresses a critical public health question or concern. Research briefs must summarize the research findings, interpret the meaning of the analysis, and generate conclusions and recommendations for practitioners, policy makers, and/or community leaders in a 3-5 page “brief” that summarizes the data,</p>
	<p>Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice</p>	
	<p>CHS Core Competency #5: Communicate with competence and effectiveness to diverse audiences through a variety of traditional and new media.</p>	

		contextualizes it, and translates it in written and graphic form for a non-epidemiology audience. It should include graphics (including tables/charts/graphs). All students must conduct a literature review and contextualize the issue being presented, identify a particular audience for which the brief is tailored, and explain how the new information adds to our understanding of the problem or issue. All research briefs must be accompanied by a verbal presentation.
	<p>Community-Based Research Methods Competency #4 Effectively communicate the development and results from quantitative and qualitative research projects.</p>	For Community Based Research Methods concentrators , students must conduct analysis on data obtained for research or surveillance purposes.
Intervention Plan	<p>Foundational Competency #9 Design a population-based policy, program, project or intervention</p>	<p>Synthesis: For all concentrations, students will develop a comprehensive intervention plan that demonstrates their ability to design approaches that take into account community and cultural health definitions, culturally based health behaviors and cultural communication styles into planning and implementing theoretically-appropriate intervention program. The produce should include graphics visual displays (e.g., tables/charts/graphs). Students must be able to illustrate their product as a written intervention plan report and presentation that would be accessible to diverse audiences.</p>
	<p>CHS Core Competency #2: Apply evidence-based approaches in the development and evaluation of community health interventions for diverse populations</p>	
	<p>Community-Based Research Methods Competency #3: Connect theoretical frameworks to intervention efforts to improve community-level health.</p>	
Community Health Assessment Profile (Report)	<p>Foundational Competency #8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</p>	Synthesis: Students present a presentation, including relevant insights and recommendations, to faculty and stakeholders. In addition to a written report,

	<p>Foundational Competency #4. Interpret results of data analysis for public health research, policy or practice</p>	<p>students may include visual materials.</p>
<p>Foundational Competency # 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.</p>		
<p>Foundational Competency # 7. Assess population needs, assets and capacities that affect communities' health.</p>		
<p>CHS Core Competency #1. Appraise the role of multi-dimensional factors in both the onset and solution of public health problems among diverse populations.</p>		
<p>Community-Based Research Methods Competency #5. Articulate with confidence the values of quantitative and qualitative research projects.</p>		
<p>Health Impact Assessment</p>	<p>Foundational Competency #8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</p> <p>Foundational Competency #4. Interpret results of data analysis for public health research, policy or practice</p> <p>Foundational Competency # 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.</p> <p>Foundational Competency # 7. Assess population needs, assets and capacities that affect communities' health.</p>	<p>Suggested Synthesis: Students assess the health impact of a particular policy action on the health of a population by analyzing and interpreting existing social and health data, engaging with the impacted population to assess perspectives and priorities and recommending a policy action. Students will produce a written report and presentation.</p>

	<p>CHS Core Competency #1. Appraise the role of multi-dimensional factors in both the onset and solution of public health problems among diverse populations.</p>	
	<p>Community-Based Research Methods Competency #4. Effectively communicate the development of and results from quantitative and qualitative research projects</p>	
Policy Brief	<p>Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice</p>	<p>Synthesis: For all concentrations, a policy brief will advance knowledge translation by addressing a policy problem using scientific research findings to contextualize the problem and the impact of the policy failures. Strong arguments will be presented in support of proposed policy alternatives and policy recommendations to address the problem. All students must conduct a systematic literature review, demonstrate an ability to synthesize and interpret scientific research findings, identify an appropriate audience for which the brief is tailored, and include data visualizations to inform or advocate for change. All data briefs must be accompanied by an oral presentation.</p>
	<p>Foundational Competency #15: Evaluate policies for their impact on public health and health equity</p>	
	<p>CHS Core Competency #4: Create and communicate an ethical vision and a strategic direction as a leading public health professional.</p>	
	<p>CHS Core Competency #5: Communicate with competence and effectiveness to diverse audiences through a variety of traditional and new media.</p>	
	<p>Community-Based Research Methods Competency #4 Communicate effectively the significance of community health interventions</p>	
Program Evaluation Report	<p>Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice</p>	<p>Synthesis: For all concentrations, a program evaluation report describes components of a program, the evaluation design, activities, results and recommendations. Students will develop goals and objectives and</p>
	<p>Foundational Competency #11: Select methods to evaluate public health programs</p>	

<p>CHS Core Competency #2: Apply evidence-based approaches in the development and evaluation of community health interventions for diverse populations</p>	<p>describe program activities to meet objectives. Students will also demonstrate their ability to identify appropriate research designs and methods needed to be monitored and</p>
<p>CHS Core Competency #4: Create and communicate an ethical vision and a strategic direction as a leading public health professional.</p>	<p>evaluate the program, identify the appropriate stakeholders to recruit for data collection, ability to synthesize and interpret scientific research findings and any limitations to the evaluation plan. Students will provide a summary of the findings (if applicable) to describe the data collected and how well the program objectives were met. All students must conduct a systematic literature review. All program evaluation reports must be accompanied by an oral presentation.</p>
<p>Community-Based Research Methods Competency #2: Apply appropriate research methodologies to public health questions.</p>	<p>For Community Based Research Methods concentrators, students must incorporate recommendations for how to intervene in the issue using community-based research</p>
<p>Community-Based Research Methods Competency #3: Develop appropriate recruitment strategies and instruments for collecting and analyzing different types of data.</p>	<p>methods, including an assessment of the state of the evidence around interventions.</p>
<p>Community-Based Research Methods Competency #4: Effectively communicate the development of and results from quantitative and qualitative research projects</p>	

MPH Integrative Learning Experience for CHS Population Health Concentration		
ILE Deliverable	Competencies	How Competencies are Synthesized
Research Brief	Foundational Competency #19: Communicate audience-appropriate public health content, both in writing and through oral presentation.	Synthesis: For all concentrations, a research brief synthesizes a large amount of complex information and translates it into a written form that a reader can use to grasp an issue and its importance. Students must either (a) obtain and appropriately analyze primary/secondary data, or (b) conduct an in-depth review of current research that addresses a critical public health question or concern. Research briefs must summarize the research findings, interpret the meaning of the analysis, and generate conclusions and recommendations for practitioners, policy makers, and/or community leaders in a 3-5 page “brief” that summarizes the data, contextualizes it, and translates it in written and graphic form for a non-epidemiology audience. It should include graphics (including tables/charts/graphs). All students must conduct a literature review and contextualize the issue being presented, identify a particular audience for which the brief is tailored, and explain how the new information adds to our understanding of the problem or issue. All research briefs must be accompanied by a verbal presentation.
	Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice	
	CHS Core Competency #5: Communicate with competence and effectiveness to diverse audiences through a variety of traditional and new media.	
	Population Health Competency #1: Critically analyze population health promotion intervention	For Population Health concentrators, students must use data that have been gathered as part of community or population health intervention.
Population Health Competency #2: Evaluate policies and systems regarding health care and health promotion for different populations.		

	<p>Population Health Competency #5. Develop resources and strategies that are appropriate for addressing the needs of a population across various settings, sectors and stakeholders.</p>	
<p>Intervention Plan</p>	<p>Foundational Competency #9 Design a population-based policy, program, project or intervention</p>	<p>Synthesis: For all concentrations, students will develop a comprehensive intervention plan that demonstrates their ability to design approaches that take into account community and cultural health definitions, culturally based health behaviors and cultural communication styles into planning and implementing theoretically-appropriate intervention program. The product should include graphics visual displays (e.g., tables/charts/graphs). Students must be able to illustrate their product as a written intervention plan report and presentation that would be accessible to diverse audiences.</p>
	<p>CHS Core Competency #2: Apply evidence-based approaches in the development and evaluation of community health interventions for diverse populations</p>	
	<p>Population Health Competency #1: Critically analyze population health promotion interventions.</p>	
<p>Community Health Assessment Profile (Report)</p>	<p>Foundational Competency #8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</p>	<p>Synthesis: Students present a presentation, including relevant insights and recommendations, to faculty and stakeholders. In addition to a written report, students may include visual materials.</p>
	<p>Foundational Competency #4. Interpret results of data analysis for public health research, policy or practice</p>	
	<p>Foundational Competency # 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.</p>	
	<p>Foundational Competency # 7. Assess population needs, assets and capacities that affect communities' health.</p>	

	<p>CHS Core Competency #1. Appraise the role of multi-dimensional factors in both the onset and solution of public health problems among diverse populations.</p>	
	<p>Population Health Competency #2. Evaluate policies and systems regarding health care and health promotion for different populations.</p>	
Health Impact Assessment	<p>Foundational Competency #8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</p>	<p>Synthesis: Students assess the health impact of a particular policy action on the health of a population by analyzing and interpreting existing social and health data, engaging with the impacted population to assess perspectives and priorities and recommending a policy action. Students will produce a written report and presentation.</p>
	<p>Foundational Competency #4. Interpret results of data analysis for public health research, policy or practice</p>	
	<p>Foundational Competency # 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.</p>	
	<p>Foundational Competency # 7. Assess population needs, assets and capacities that affect communities' health.</p>	
	<p>CHS Core Competency #1. Appraise the role of multi-dimensional factors in both the onset and solution of public health problems among diverse populations.</p>	
	<p>Population Health Competency #2. Evaluate policies and systems regarding health care and health promotion for different populations.</p>	
Policy Brief	<p>Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice</p>	<p>Synthesis: For all concentrations, a policy brief will advance knowledge translation by addressing a policy problem using scientific research</p>

	<p>Foundational Competency #15: Evaluate policies for their impact on public health and health equity</p>	<p>findings to contextualize the problem and the impact of the policy failures. Strong arguments will be presented in support of proposed policy alternatives and policy recommendations to address the problem. All students must conduct a systematic literature review, demonstrate an ability to synthesize and interpret scientific research findings, identify an appropriate audience for which the brief is tailored, and include data visualizations to inform or advocate for change. All data briefs must be accompanied by an oral presentation.</p>
<p>CHS Core Competency #4: Create and communicate an ethical vision and a strategic direction as a leading public health professional.</p>		
<p>Population Health Competency #2: Evaluate policies and systems regarding health care and health promotion for different populations.</p>	<p>For Population Health concentrators, students must use data that have been gathered as part of community or population health intervention.</p>	
<p>Population Health Competency #4: Develop a response to the health needs of a specific population using evidence-informed and/or community-engaged approaches.</p>		
<p>Population Health Competency #5: Develop resources and strategies that are appropriate for addressing the needs of a population across various settings, sectors and stakeholders.</p>		
<p>Program Evaluation Report</p>	<p>Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice</p>	<p>Synthesis: For all concentrations, a program evaluation report describes components of a program, the evaluation design, activities, results and recommendations. Students will develop goals and objectives and describe program activities to meet objectives. Students will also demonstrate their ability to identify appropriate research designs and methods needed to monitored and</p>
<p>Foundational Competency #11: Select methods to evaluate public health programs</p>		
<p>CHS Core Competency #2: Apply evidence-based approaches in the development and evaluation of community health interventions for diverse populations</p>		

		<p>evaluate the program, identify the appropriate stakeholders to recruit for data collection, ability to synthesize and interpret scientific research findings and any limitations to the evaluation plan. Students will provide a summary of the findings (if applicable) to describe the data collected and how well the program objectives were met. All students must conduct a systematic literature review. All program evaluation reports must be accompanied by an oral presentation.</p>
	<p>Population Health Competency #4: Develop a response to the health needs of a specific population using evidence-informed and/or community-engaged approaches.</p>	<p>For Population Health concentrators, students must incorporate an assessment of the systemic forces influencing this issue, including recommendations for how systems change and/or policy interventions could impact the issue.</p>

Environmental and Occupational Health Sciences

MPH Integrative Learning Experience for EOHS Generalist and All Concentrations		
ILE Deliverable	Competencies	How Competencies are Synthesized
	<p>Foundational Competency #7. Assess population needs, assets and capacities that affect communities' health</p>	<p>Suggested Synthesis: For all concentrations, a policy brief will advance knowledge translation by addressing a policy problem using scientific research findings to contextualize the problem and the impact of the policy failures. Strong arguments will be presented in support of proposed policy alternatives and policy recommendations to address the problem. All students must conduct a systematic literature review, demonstrate an ability to synthesize and interpret scientific</p>
	<p>Foundational Competency#9. Design a population-based policy, program, project or intervention</p>	
	<p>EOHS Core Competency #2. Describe the implications of environment and occupation for equity and justice in a population.</p>	
	<p>EOHS Core Competency #4. Anticipate implications of an emerging environmental or occupational health problem.</p>	

<p style="text-align: center;">Policy Brief</p>	<p>EOHS Core Competency #5. Assess population exposure and risk arising from an occupational or environmental health problem</p>	<p>research findings, identify an appropriate audience for which the brief is tailored, and include data visualizations to inform or advocate for change. The report must use evidence to substantiate the occupational or environmental hazard addressed by the program or policy, explain the recommended program or policy, compare the recommended program or policy to at least one alternative, describe how the program or policy can be implemented by the individual, organization or agency, including reference to relevant existing regulations, policies or programs, describe the impact anticipated by the program or policy, explain how the impact of the program or policy can be measured.</p> <p>The student must have multiple opportunities to improve the written ILE report before it is graded as pass/fail. At least 2 semesters prior to graduation, the student must form an ILE Committee made up of two EOHS faculty. The chair will be by default the MPH academic faculty advisor, however, another faculty member may be chosen by the student to chair the committee if the faculty member agrees. If a second committee member cannot be identified by the chair and/or student, then the Division Director will assign the second committee member (2nd reader). The written report must be a minimum of 8 pages double-spaced in length. The committee must meet a minimum of two times during the year: (1) meeting to propose and discuss the project and (2) a summary defense meeting at the completion of the</p>
	<p>EOHS Core Competency #6. Recommend feasible interventions to improve or protect the environmental or occupational health of a population</p>	

		<p>project. Both committee member must submit passing grades in order for the student to successfully pass. After successfully completing the ILE written project, both committee members will complete an approval and grading form (similar to the MSc thesis form). All data briefs must be accompanied by an oral presentation and a poster to be presented at a bi-annual EOHS "Poster Day".</p>
<p>Research Project</p>	<p>Foundational Competency #19: Communicate audience-appropriate public health content, both in writing and through oral presentation.</p>	<p>Synthesis: For all concentrations, a research brief synthesizes a large amount of complex information and translates it into a written form that a reader can use to grasp an issue and its importance. Students must either (a) obtain and appropriately analyze primary/secondary data, or (b) conduct an in-depth review of current research that addresses a critical public health question or concern. These projects include exposure assessments, risk assessments, epidemiological studies and other appropriate variations of these types of analyses. Research projects must</p>
	<p>Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice</p>	
	<p>EOHS Core Competency #4. Anticipate implications of an emerging environmental or occupational health problem.</p>	
	<p>EOHS Core Competency #5. Assess population exposure and risk arising from an occupational or environmental health problem</p>	

EOHS Core Competency
#6. Recommend feasible interventions to improve or protect the environmental or occupational health of a population

identify gaps in knowledge through a comprehensive literature review and explain the rationale for the analysis, explain the methods used for the analysis, describe the findings from the analysis, summarize findings from analysis and integrate results with known literature, identify and describe interventions that have been tried for similar hazards, explain recommended interventions or policies to address the hazard/s, identify stakeholders that are impacted by the hazard, as well as stakeholders needed to implement proposed policies or programs. The student must have multiple opportunities to improve the written ILE report before it is graded as pass/fail. At least 2 semesters prior to graduation, the student must form an ILE Committee made up of two EOHS faculty. The chair will be by default the MPH academic faculty advisor, however, another faculty member may be chosen by the student to chair the committee if the faculty member agrees. If a second committee member cannot be identified by the chair and/or student, then the Division Director will assign the second committee member (2nd reader). The written report must be a minimum of 8 pages double-spaced in length. The committee must meet a minimum of two times during the year: (1) meeting to propose and discuss the project and (2) a summary defense meeting at the completion of the project. Both committee member must submit passing grades in order for the student to successfully pass. After successfully completing

		<p>the ILE written project, both committee members will complete an approval and grading form (similar to the MSc thesis form). All data briefs must be accompanied by an oral presentation and a poster to be presented at a bi-annual EOHS "Poster Day".</p>
	<p>Foundational Competency #4: Interpret results of data analysis for public health research, policy, or practice</p> <p>Foundational Competency #11: Select methods to evaluate public health programs</p> <p>EOHS Core Competency #4. Anticipate implications of an emerging environmental or occupational health problem.</p> <p>EOHS Core Competency #5. Assess population exposure and risk arising from an occupational or environmental health problem</p>	<p>Suggested Synthesis: For all concentrations, a program evaluation report describes components of a program, the evaluation design, activities, results and recommendations. A program evaluation includes evaluations of training programs, interventions, application of screening tools, new environmental or occupational sampling methods, best practices for new PPE, or other similar program/intervention. Students will develop goals and objectives and describe program activities to meet objectives. Students will also</p>

<p>Program Evaluation Report</p>	<p>EOHS Core Competency #6. Recommend feasible interventions to improve or protect the environmental or occupational health of a population</p>	<p>demonstrate their ability to identify appropriate research designs and methods needed to monitor and evaluate the program, identify the appropriate stakeholders to recruit for data collection, ability to synthesize and interpret scientific research findings and any limitations to the evaluation plan. Students will provide a summary of the findings (if applicable) to describe the data collected and how well the program objectives were met. All students must conduct a systematic literature review.</p> <p>The student must have multiple opportunities to improve the written ILE report before it is graded as pass/fail. At least 2 semesters prior to graduation, the student must form an ILE Committee made up of two EOHS faculty. The chair will be by default the MPH academic faculty advisor, however, another faculty member may be chosen by the student to chair the committee if the faculty member agrees. If a second committee member cannot be identified by the chair and/or student, then the Division Director will assign the second committee member (2nd reader). The written report must be a minimum of 8 pages double-spaced in length. The committee must meet a minimum of two times during the year: (1) meeting to propose and discuss the project and (2) a summary defense meeting at the completion of the project. Both committee member must submit passing grades in order for the student to successfully pass. After successfully completing the ILE written project, both</p>
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		<p>committee members will complete an approval and grading form (similar to the MSc thesis form). All data briefs must be accompanied by an oral presentation and a poster to be presented at a bi-annual EOHS "Poster Day".</p>
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EPIDEMIOLOGY

MPH Integrative Learning Experience for EPID		
Integrative learning Experience	Competencies	How competencies are Synthesized
<p>Data Analysis: Design (including conceptual framework), conduct, and report on a data analysis to test an epidemiologic hypothesis. Include scientific abstract and lay summary.</p>	<p>Foundational Competency #4. Interpret results of data analysis for public health research, policy or practice</p>	<p>Using systematic approaches, students access and use data to identify and execute a data analysis plan to address a public health question or issue. Students produce analyses that reflect a sophisticated level of skill in conceptualizing a problem and selecting appropriate methods to the breadth of the problem. Findings are summarized and articulate the validity of inferences, including strengths, limitations, and implications for public health research and/or action. Students also translate these findings and implications for public health research and/or health improvement to a broader community or non-technical audience.</p>
	<p>Foundational Competency #19. Communicate audience-appropriate public health content, both in writing and through oral presentation</p>	
	<p>Concentration-specific competency. Develop conceptual frameworks for hypotheses involving disease etiology or health disparities.</p>	
	<p>Concentration-specific competency. Conduct data management, descriptive analyses and statistical modeling to investigate epidemiologic associations</p>	
	<p>Concentration-specific competency. Interpret and synthesize findings from epidemiologic studies, including recognition of the limitations of the data and potential sources of bias and/or confounding</p>	
<p>Systematic Review/Meta-Analysis: Conduct and report on a</p>	<p>Foundational Competency #4. Interpret results of data analysis for public health research, policy or practice</p>	<p>Using systematic approaches, students identify, select and review published data on a specific epidemiologic association.</p>

<p>systematic review of at least 10 articles or meta-analysis. Include scientific abstract and lay summary. Must have completed EPID 594: Meta-analysis to select this option. summary.</p>	<p>Foundational Competency #19. Communicate audience-appropriate public health content, both in writing and through oral presentation</p>	<p>Students use published data to execute a systematic review or meta-analysis. Findings are summarized and articulate the consistency of the findings across studies, validity of inferences, including strengths, limitations and implications for public health research and/or action. Students also translate these findings and implications for public health research and/or health improvement to a broader community or non-technical audience.</p>
	<p>Concentration-specific competency. Develop conceptual frameworks for hypotheses involving disease etiology or health disparities.</p>	
	<p>Concentration-specific competency. Interpret and synthesize findings from epidemiologic studies, including recognition of the limitations of the data and potential sources of bias and/or confounding</p>	
	<p>Concentration-specific competency (for meta-analysis). Conduct data management, descriptive analyses and statistical modeling to investigate epidemiologic associations</p>	
<p>Grant Proposal: Design and complete a grant proposal, including a budget (up to \$300,000 for 1-3 years), scientific abstract and lay summary.</p>	<p>Foundational Competency #3 Design a population-based policy, program, project or intervention</p>	<p>Using systematic approaches, students identify a public health issue and develop a proposal to address the issue. The proposal incorporates a summary of the literature supporting the significance of the issue and potential impact of the study. Proposed methods articulate the population under study, assessment of health and exposure status, statistical methodology, sample size estimations, validity of inferences, strengths, limitations and potential challenges. Students also translate these findings and implications for public health research and/or health improvement to a broader community or non-technical audience.</p>
	<p>Foundational Competency #11. Select methods to evaluate public health programs</p>	
	<p>Foundational Competency #19. Communicate audience-appropriate public health content, both in writing and through oral presentation</p>	
	<p>Foundational Competency #10. Explain basic principles and tools of budget and resource management</p>	
	<p>Concentration-specific competency. Develop conceptual frameworks for hypotheses involving disease etiology or health disparities.</p>	

Concentration-specific competency. Interpret and synthesize findings from epidemiologic studies, including recognition of the limitations of the data and potential sources of bias and/or confounding

Health Policy and Administration MPH Integrative Learning Experience for HPA		
Integrative Learning Experience	Competencies	How Competencies are Synthesized
Research Project	Foundational Competency 2: Select quantitative and qualitative data collection methods appropriate for a given public health context	<p>The goal with the research project is to identify a public health policy and/or management problem to study descriptively, to test a hypothesis or to examine the impact of a policy or management change, or to conduct an evaluation. The research project may involve secondary data analysis; survey research; qualitative research (e.g., focus groups, key informant interviews, and case studies) and analysis; media or other document-related content analysis; and/or geographic information systems work.</p> <p>The project must include a written paper that includes a structured abstract, introduction providing data to make the case for the problem being studied up-front, a background literature review of what is already known and where gaps exist in current knowledge, a public health/conceptual framework to guide the study, data collection and analysis methods, results, and discussion (tied back to the literature). A key component of the paper will be a section on the implications of the study findings for public health practitioners, advocates, and/or policy/decision makers.</p> <p>The paper must include graphics/tables for interpreting the findings/results and a formal in-text citation and reference list must be used. Appendices may provide data collection instruments, coding tools, etc.</p>
	Foundational Competency 3: Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.	
	Foundational Competency 4: Interpret results of data analysis for public health research, policy or practice	
	Foundational Competency 19: Communicate audience-appropriate public health content, both in writing and through oral presentation	
	Foundational Competency 15: Evaluate policies for their impact on public health and health equity	
	HPA Competency 4: Recognize, explain, and apply dominant conceptual theories of the public health policymaking process using real-world policy "tools".	
	HPA Competency 7: Identify, describe, and utilize qualitative and/or quantitative research and data collection methods and study designs used by public health policy practitioners	
Research Project for GIS Certificate Students	Foundational Competency 2: Select quantitative and qualitative data collection methods appropriate for a given public health context	Description forthcoming

	<p>Foundational Competency 3: Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.</p> <p>Foundational Competency 4: Interpret results of data analysis for public health research, policy or practice</p> <p>Foundational Competency 19: Communicate audience-appropriate public health content, both in writing and through oral presentation</p> <p>Foundational Competency 15: Evaluate policies for their impact on public health and health equity</p> <p>HPA Competency 4: Recognize, explain, and apply dominant conceptual theories of the public health policymaking process using real-world policy "tools".</p> <p>HPA Competency 7: Identify, describe, and utilize qualitative and/or quantitative research and data collection methods and study designs used by public health policy practitioners</p>	
<p>Strategic or Management Plan</p>	<p>Foundational Competency 7: Assess population needs, assets and capacities that affect communities' health</p> <p>Foundational Competency 8: Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</p> <p>Foundational Competency 10: Explain basic principles and tools of budget and resource management</p> <p>Foundational Competency 19: Communicate audience-appropriate public health content, both in writing and through oral presentation</p> <p>HPA Competency 5: Understand and apply strategic planning concepts and interpret budget and financial statements for public and non-profit public health organizations.</p>	<p>Develop a strategic or management plan for an organization or agency that helps to address a key management problem or question for the organization. The goal is to use principles of strategic planning to analyze the internal and external environment to provide recommendations to address the key management problem or question. The strategic plan should assess whether the recommendations are aligned strategically with the organization's mission and vision and should include a strategy for implementing the recommendations. The plan must include an abstract; a vision statement; a mission statement; core values of the organization; a SWOT analysis; long-term goals, priorities, and strategies; annual SMART objectives; action plans; a financial plan; an operational plan; and an evaluation plan.</p>

Program Evaluation	Foundational Competency 2: Select quantitative and qualitative data collection methods appropriate for a given public health context	<p>An evaluation of an existing public health/health care program or intervention to evaluate implementation, effectiveness, and/or outcomes. The program evaluation involves a systematic method for collecting, analyzing, and using data to examine the effectiveness and efficiency of programs and, as importantly, to contribute to continuous program improvement.</p> <p>The program evaluation will be in the form of a written paper that includes a structured abstract, introduction about the program and background data explaining what is being evaluated and why (what is the key evaluation question), clear description of the public health/conceptual framework guiding the evaluation, evaluation and analytic methods, results, discussion, and implications for the program/management going forward. A key component of the paper will be a section on the implications of the evaluation for program management and/or, if a government program, for policy/decision makers.</p> <p>The paper must include graphics/tables for interpreting the findings/results and a formal in-text citation and reference list must be used. Appendices may provide evaluation data collection instruments, coding tools, etc.</p>
	Foundational Competency 3: Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.	
	Foundational Competency 4: Interpret results of data analysis for public health research, policy or practice	
	Foundational Competency 11: Select methods to evaluate public health programs.	
	Foundational Competency 19: Communicate audience-appropriate public health content, both in writing and through oral presentation	
	Foundational Competency 15: Evaluate policies for their impact on public health and health equity	
	HPA Competency 4: Recognize, explain, and apply dominant conceptual theories of the public health policymaking process using real-world policy "tools".	
	HPA Competency 7: Identify, describe, and utilize qualitative and/or quantitative research and data collection methods and study designs used by public health policy practitioners	
Policy Analysis Project	Foundational Competency 2: Select quantitative and qualitative data collection methods appropriate for a given public health context	<p>In-depth policy analysis for a client on a public health policy problem of interest. The format will be in a policy white paper that: makes the case that the problem is worthy of governmental attention, discusses the economic and public policy rationale for government intervention, provides a policy landscape and stakeholder analysis, identifies and defines policy goals and impact categories, defines the status quo and 3-5 policy alternatives appropriate given the jurisdiction and client; conducts an in-depth evidence-</p>
	Foundational Competency 8: Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	
	Foundational Competency 12: Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	

	<p>Foundational Competency 15: Evaluate policies for their impact on public health and health equity</p>	<p>based analysis of the alternatives by the goals; and makes an evidence-informed recommendation for use by the client/key stakeholders. The policy white paper must include graphics and tables in the problem/background section to illustrate the magnitude and extent of the problem; include a stakeholder analysis; clearly explain the methods used for identifying the goals and alternatives as well as the methods used for the evidence collection, rating, and evaluation of the alternatives as well as the final recommendation. Ideally, the data used to inform the policy analysis will include a combination of documentary evidence (from the literature, government and advocacy reports, etc.) as well as key informant interviews with key stakeholders.</p>
<p>Foundational Competency 19: Communicate audience-appropriate public health content, both in writing and through oral presentation</p>		
<p>HPA Competency 1: Analyze, interpret, and explain the federal public health policy-making process with applications at the state and local government levels and with a health in all policies frame.</p>		
<p>HPA Competency 4: Recognize, explain, and apply dominant conceptual theories of the public health policymaking process using real-world policy "tools"</p>		
<p>HPA Competency 6: Understand and explain the application of economic theoretical frameworks and empirical evidence to public health policy.</p>		
<p>HPA Competency 7: Identify, describe, and briefly utilize qualitative and quantitative research and data collection methods and study designs used by public health policy practitioners</p>		
<p>HPA Competency 8: Conduct an evidence-informed policy analysis for addressing a current public health policy problem at the federal, state, or local levels of government</p>		
<p>Policy Surveillance Project</p>	<p>Foundational Competency 1: Apply epidemiological methods to the breadth of settings and situations in public health practice</p> <p>Foundational Competency 4: Interpret results of data analysis for public health research, policy or practice</p> <p>Foundational Competency 15: Evaluate policies for their impact on public health and health equity</p> <p>Foundational Competency 19: Communicate audience-appropriate public health content, both in writing and through oral presentation</p>	<p>This project involves conducting a 50-state statutory and/or regulatory content analysis on a public health policy topic, analyzing the results, and making recommendations for policy opportunities at the state or federal levels. The project must include a data-based background as to the problem being addressed; what is already known about the problem in terms of "what works" from a policy standpoint; include a public health/conceptual framework to guide the study; detailed policy surveillance and analysis methods (including data sources;</p>

	<p>HPA Competency 1: Analyze, interpret, and explain the federal public health policy-making process with applications at the state and local government levels and with a health in all policies frame.</p> <p>HPA Competency 3: Recognize and explain the importance of legal analysis as a component of public health practice and assess the ethical implications of legal decision making in public health practice</p> <p>HPA Competency 4: Recognize, explain, and apply dominant conceptual theories of the public health policymaking process using real-world policy "tools"</p> <p>HPA Competency 7: Identify, describe, and briefly utilize qualitative and quantitative research and data collection methods and study designs used by public health policy practitioners</p>	<p>analytic framework, methods for analyzing the laws, etc.); an overall summary assessment of how states compare across the policy areas examined; and recommendations for policy development going forward linked back to the literature and evidence as to what works as well as "model" policy language from the project.</p>
<p>Other Projects to be Determined with ILE Advisor</p>	<p>SPH and HPA Competencies to be identified by the student and HPA ILE advisor</p>	<p>Approach to synthesis of competencies to be identified by the student and HPA ILE advisor</p>

MPH Integrative Learning Experience for HPA Global Health Concentration		
ILE Deliverable	Competencies	How Competencies are Synthesized
Research Project	Foundational Competency 2: Select quantitative and qualitative data collection methods appropriate for a given public health context	<p>The goal with the research project is to identify a public health policy and/or management problem to study descriptively, to test a hypothesis or to examine the impact of a policy or management change, or to conduct an evaluation. The research project may involve secondary data analysis; survey research; qualitative research (e.g., focus groups, key informant interviews, and case studies) and analysis; media or other document-related content analysis; and/or geographic information systems work. For global health concentration students the project must focus on a global health issue.</p> <p>The project must include a written paper that includes a structured abstract, introduction providing data to make the case for the problem being studied up-front, a background literature review of what is already known and where gaps exist in current knowledge, a public health/conceptual framework to guide the study, data collection and analysis methods, results, and discussion (tied back to the literature). A key component of the paper will be a section on the implications of the study findings for public health practitioners, advocates, and/or policy/decision makers, and for global health.</p> <p>The paper must include graphics/tables for interpreting the findings/results and a formal in-text citation and reference list must be used. Appendices may provide data</p>
	Foundational Competency 3: Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.	
	Foundational Competency 4: Interpret results of data analysis for public health research, policy or practice	
	Foundational Competency 19: Communicate audience-appropriate public health content, both in writing and through oral presentation	
	Foundational Competency 15: Evaluate policies for their impact on public health and health equity	
	Global Health Competency 1: Demonstrate knowledge of the Social Determinants of Health (SDH) and their contribution to the health of populations globally, as well as the influence of SDH (including economic, political and environmental) on programmatic approaches in international settings.	
	Global Health Competency 2: Demonstrate critical understanding of the major causes of morbidity and mortality around the world, and explain how the risk for disease varies within and across regions.	
	Global Health Competency 3: Describe the roles and relationships of the major entities influencing global health and development, and how they work to address communicable and non-communicable diseases, including injury, given context specific challenges within countries and regions.	
HPA Competency 4: Recognize, explain, and apply dominant conceptual theories of the public health policymaking process using real-world policy "tools".		

	HPA Competency 7: Identify, describe, and utilize qualitative and/or quantitative research and data collection methods and study designs used by public health policy practitioners	collection instruments, coding tools, etc.
Strategic or Management Plan	Foundational Competency 7: Assess population needs, assets and capacities that affect communities' health	Develop a strategic or management plan for an organization or agency that helps to address a key management problem or question for the organization. The goal is to use principles of strategic planning to analyze the internal and external environment to provide recommendations to address the key management problem or question. The strategic plan should assess whether the recommendations are aligned strategically with the organization's mission and vision and should include a strategy for implementing the recommendations. The plan must include an abstract; a vision statement; a mission statement; core values of the organization; a SWOT analysis; long-term goals, priorities, and strategies; annual SMART objectives; action plans; a financial plan; an operational plan; and an evaluation plan.
	Foundational Competency 8: Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	
	Foundational Competency 10: Explain basic principles and tools of budget and resource management	
	Foundational Competency 19: Communicate audience-appropriate public health content, both in writing and through oral presentation	
	Global Health Competency 1: Demonstrate knowledge of the Social Determinants of Health (SDH) and their contribution to the health of populations globally, as well as the influence of SDH (including economic, political and environmental) on programmatic approaches in international settings.	
	Global Health Competency 3: Describe the roles and relationships of the major entities influencing global health and development, and how they work to address communicable and non-communicable diseases, including injury, given context specific challenges within countries and regions.	
	Global Health Competency 5: Demonstrate a vision and philosophy of ethical professional practice that address health equities and human rights in global health.	
HPA Competency 5: Understand and apply strategic planning concepts and interpret budget and financial statements for public and non-profit public health organizations.		
Program Evaluation	Foundational Competency 2: Select quantitative and qualitative data collection methods appropriate for a given public health context	An evaluation of an existing public health/health care program or intervention to evaluate implementation, effectiveness,

<p>Foundational Competency 3: Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.</p>	<p>and/or outcomes. The program evaluation involves a systematic method for collecting, analyzing, and using data to examine the effectiveness and efficiency of programs and, as importantly, to contribute to continuous program improvement. For global health concentration students, the program evaluation must be relevant to global health (e.g., for an international program).The program evaluation will be in the form of a written paper that includes a structured abstract, introduction about the program and background data explaining what is being evaluated and why (what is the key evaluation question), clear description of the public health/conceptual framework guiding the evaluation, evaluation and analytic methods, results, discussion, and implications for the program/management going forward. A key component of the paper will be a section on the implications of the evaluation for program management and/or, if a government program, for policy/decision makers, and for global health.The paper must include graphics/tables for interpreting the findings/results and a formal in-text citation and reference list must be used. Appendices may provide evaluation data collection instruments, coding tools, etc.</p>
<p>Foundational Competency 4: Interpret results of data analysis for public health research, policy or practice</p>	
<p>Foundational Competency 11: Select methods to evaluate public health programs.</p>	
<p>Foundational Competency 19: Communicate audience-appropriate public health content, both in writing and through oral presentation</p>	
<p>Foundational Competency 15: Evaluate policies for their impact on public health and health equity</p>	
<p>Global Health Competency 1: Demonstrate knowledge of the Social Determinants of Health (SDH) and their contribution to the health of populations globally, as well as the influence of SDH (including economic, political and environmental) on programmatic approaches in international settings.</p>	
<p>Global Health Competency 2: 2. Demonstrate critical understanding of the major causes of morbidity and mortality around the world, and explain how the risk for disease varies within and across regions.</p>	
<p>Global Health Competency 3: Describe the roles and relationships of the major entities influencing global health and development, and how they work to address communicable and non-communicable diseases, including injury, given context specific challenges within countries and regions.</p>	
<p>HPA Competency 4: Recognize, explain, and apply dominant conceptual theories of the public health policymaking process using real-world policy "tools".</p>	
<p>HPA Competency 7: Identify, describe, and utilize qualitative and/or quantitative research and data collection methods and study designs used by public health policy practitioners</p>	

Policy Analysis Project	Foundational Competency 2: Select quantitative and qualitative data collection methods appropriate for a given public health context	In-depth policy analysis for a client on a public health policy problem of interest. The format will be in a policy white paper that: makes the case that the problem is worthy of governmental attention, discusses the economic and public policy rationale for government intervention, provides a policy landscape and stakeholder analysis, identifies and defines policy goals and impact categories, defines the status quo and 3-5 policy alternatives appropriate given the jurisdiction and client; conducts an in-depth evidence-based analysis of the alternatives by the goals; and makes an evidence-informed recommendation for use by the client/key stakeholders. For global health concentration students, the policy analysis must focus on a global policy issue, an international region, or within a specific country and must include a section on implications for global health or for that country/region/area specifically. The policy white paper must include graphics and tables in the problem/background section to illustrate the magnitude and extent of the problem; include a stakeholder analysis; clearly explain the methods used for identifying the goals and alternatives as well as the methods used for the evidence collection, rating, and evaluation of the alternatives as well as the final recommendation. Ideally, the data used to inform the policy analysis will include a combination of documentary evidence (from the literature, government and advocacy reports, etc.) as well as key informant interviews with key stakeholders.
	Foundational Competency 8: Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	
	Foundational Competency 12: Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	
	Foundational Competency 15: Evaluate policies for their impact on public health and health equity	
	Foundational Competency 19: Communicate audience-appropriate public health content, both in writing and through oral presentation	
	Global Health Competency 1: Demonstrate knowledge of the Social Determinants of Health (SDH) and their contribution to the health of populations globally, as well as the influence of SDH (including economic, political and environmental) on programmatic approaches in international settings.	
	Global Health Competency 2: Demonstrate critical understanding of the major causes of morbidity and mortality around the world, and explain how the risk for disease varies within and across regions.	
	Global Health Competency 3: Describe the roles and relationships of the major entities influencing global health and development, and how they work to address communicable and non-communicable diseases, including injury, given context specific challenges within countries and regions.	
HPA Competency 1: Analyze, interpret, and explain the federal public health policymaking process with applications at the state and local government levels and with a health in all policies frame.		

	<p>HPA Competency 4: Recognize, explain, and apply dominant conceptual theories of the public health policymaking process using real-world policy "tools"</p>	
	<p>HPA Competency 6: Understand and explain the application of economic theoretical frameworks and empirical evidence to public health policy.</p>	
	<p>HPA Competency 7: Identify, describe, and briefly utilize qualitative and quantitative research and data collection methods and study designs used by public health policy practitioners</p>	
	<p>HPA Competency 8: Conduct an evidence-informed policy analysis for addressing a current public health policy problem at the federal, state, or local levels of government</p>	
<p>Policy Surveillance Project</p>	<p>Foundational Competency 1: Apply epidemiological methods to the breadth of settings and situations in public health practice</p>	<p>This project involves conducting a 50-state statutory and/or regulatory content analysis on a public health policy topic, analyzing the results, and making recommendations for policy opportunities at the state or federal levels. The project must include a data-based background as to the problem being addressed; what is already known about the problem in terms of "what works" from a policy standpoint; include a public health/conceptual framework to guide the study; detailed policy surveillance and analysis methods (including data sources; analytic framework, methods for analyzing the laws, etc.); an overall summary assessment of how states compare across the policy areas examined; and recommendations for policy development going forward linked back to the literature and evidence as to what works as well as "model" policy language from the project. For global health concentration students, the policy surveillance</p>
	<p>Foundational Competency 4: Interpret results of data analysis for public health research, policy or practice</p>	
	<p>Foundational Competency 15: Evaluate policies for their impact on public health and health equity</p>	
	<p>Foundational Competency 19: Communicate audience-appropriate public health content, both in writing and through oral presentation</p>	
	<p>Global Health Competency 1: Demonstrate knowledge of the Social Determinants of Health (SDH) and their contribution to the health of populations globally, as well as the influence of SDH (including economic, political and environmental) on programmatic approaches in international settings.</p>	
<p>Global Health Competency 2: Demonstrate critical understanding of the major causes of morbidity and mortality around the world, and explain how the risk for disease varies within and across regions.</p>		

	<p>Global Health Competency 3: Describe the roles and relationships of the major entities influencing global health and development, and how they work to address communicable and non-communicable diseases, including injury, given context specific challenges within countries and regions.</p> <p>HPA Competency 1: Analyze, interpret, and explain the federal public health policy making process with applications at the state and local government levels and with a health in all policies frame.</p> <p>HPA Competency 3: Recognize and explain the importance of legal analysis as a component of public health practice and assess the ethical implications of legal decision making in public health practice</p> <p>HPA Competency 4: Recognize, explain, and apply dominant conceptual theories of the public health policymaking process using real-world policy "tools"</p> <p>HPA Competency 7: Identify, describe, and briefly utilize qualitative and quantitative research and data collection methods and study designs used by public health policy practitioners</p>	<p>project must focus on laws/regulations from another country and include implications for that country. The challenge with this type of ILE project will be gaining access to the laws for the given country (in English) to enable this project to be feasible. This project must be discussed with HPA faculty before being considered.</p>
<p>Other Projects to be Determined with <u>ILE</u> Advisor</p>	<p>SPH and HPA Competencies to be identified by the student and HPA capstone advisor</p> <p>Global Health Competency 1: Demonstrate knowledge of the Social Determinants of Health (SDH) and their contribution to the health of populations globally, as well as the influence of SDH (including economic, political and environmental) on programmatic approaches in international settings.</p> <p>Global Health Competency 2: Demonstrate critical understanding of the major causes of morbidity and mortality around the world, and explain how the risk for disease varies within and across regions.</p>	<p>Approach to synthesis of competencies to be identified by the student and HPA <u>ILE</u> advisor. For global health students, this project must have a global health focus and must be approved by HPA and the global health program in advance of starting the project.</p>

<p>Global Health Competency 3: Describe the roles and relationships of the major entities influencing global health and development, and how they work to address communicable and non-communicable diseases, including injury, given context specific challenges within countries and regions.</p>	
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MPH Integrative Learning Experience for HPA Public Health Informatics		
ILE Deliverables	Competencies	How Competencies are Synthesized
Research Brief	PHI Competency #1: Apply the concepts of General Systems Theory to the design and development of public health information systems and evaluate the determinants of success/failure of investments in health information systems.	<p>The essence of the integrative Learning Experience (ILE) is to demonstrate the application of knowledge gained from the PHI program in addressing a real-world public or population health problem such as health promotion, disease prevention (communicable or non-communicable disease), health literacy improvement, injury prevention, etc.</p> <p>Suggested synthesis: Students are required to conduct a detailed review of the literature summarizing how public health practitioners have addressed such problems in the past, using traditional public health methods with or without the integrative informatics applications (web-based systems, mHealth/eHealth applications, network communication systems, Geographic Information Systems, data analytics or data mining, etc.). Since public health problems are normally influenced by internal and external factors students are required to identify major internal and external causal chain of events that could influence the onset of the health problem. Data requirements, public health guidance and expected outcomes from addressing the public health question must be identified.</p> <p>Students will explain the use of system modeling in developing a high-level public health information system and explain the various components of the system that contribute to an effective solution of the selected health problem (health promotion/disease prevention, etc.). The summary must not exceed 4-6 pages, excluding the graphical representations of the systems models.</p>
	PHI Competency #6: Plan, design, develop and evaluate an interactive health promotion website, mobile health or eHealth application that complies with intellectual property and copyright regulations as well as privacy and confidentiality requirements.	
	Foundational Competency #2: Select quantitative and qualitative data collection methods appropriate for a given public health context.	
	Foundational Competency #3: Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.	
	Foundational Competency #22: Apply systems thinking tools to a public health issue.	

Informatics Project Design and Development	PHI Competency #1: Apply the concepts of General Systems Theory to the design and development of public health information systems and evaluate the determinants of success/failure of investments in health information systems.	<p>Suggested Synthesis: Depending upon the specific public health problem selected, students will produce a comprehensive report that demonstrates their capability to plan, design, develop and implement a public health informatics application using any combination of the technical skills gained from the program. The report will be structured as follows: Purpose of the report, detailed literature review, methodology, data sources and analysis. Using general systems theory and modeling framework students will identify and explain how social determinants of health can be managed in order to promote health. Where necessary, predictive models based on geographic information systems and data analytics or data mining technologies will be employed to develop the informatics solution. Students will be expected to demonstrate implementation of the health promotion methodologies within a web-based or mobile health environment that enables communication between various stakeholders. Detailed value propositions that clearly explain the value of the implementation of the project to stakeholders must be developed. The report must comply with state and federal health information exchange regulations and copyright laws 10 pages maximum</p>
	PHI Competency #4: Develop and present a framework to formulate and analyze legal and ethical issues related to public health informatics.	
	PHI Competency #2: Plan, model, and design public health surveillance information systems and databases.	
	Selective competencies (choose 2 competencies):	
	PHI Competency #3: Assess existing and emerging wireless network technologies and protocols and evaluate the impact of ICTs on effectiveness of web services and mHealth, eHealth, electronic health records and other HIT applications.	
	PHI Competency #5: Design a high-level conceptual architecture for a public health information system and execute a Project Management Plan to manage complex public health information systems.	
	PHI Competency #7: Apply data mining techniques to public health databases and identify potentials and limitations related to the use of data mining techniques in public health.	
	PHI Competency #8: Formulate a GIS project design specification and apply GIS techniques to public health projects and competently communicate with a GIS specialist and user teams.	

Executive Summary	PHI Competency #6: Plan, design, develop and evaluate an interactive health promotion website, mobile health or eHealth application that complies with intellectual property and copyright regulations as well as privacy and confidentiality requirements.	that will be disseminated online (platform) for the purpose of the project, methodology and data analytics solution. 5 pages maximum. Students shall identify the major factors.
	Foundational Competency #19: Communicate audience-appropriate public health content, both in writing and through oral presentation.	

study including references. *State the project objectives, the key study question(s)/problem to be addressed, and the type of final product (e.g., program evaluation, management/strategic plan, a research paper, or an implementation of a new intervention).*

[Click here to enter text.](#)

- 4. Specific Aims and Hypotheses:** *(If you are conducting empirical research involving quantitative data analysis, include hypotheses that are based on the evidence from the literature.)*

[Click here to enter text.](#)

- 5. Significance:** *(What public health problem or issue is your project seeking to address? Briefly describe the evidence from the literature (and include references on a separate page) or your organization to explain how your project will fill a current knowledge gap and how it will benefit the target audience.)*

[Click here to enter text.](#)

- 6. Target/Intended Audience:** *(In 100-200 words, specify the target audience for your project. The target audience may be a client, an organization, an agency, a decision maker or other group that would have a vested interest in your project.)*

[Click here to enter text.](#)

- 7. Public Health Framework/Conceptual Model/Theories:** *State which public health theories and/or frameworks are relevant for your project and why. The theories should be drawn from your IPHS 401/402//403 courses or from your divisional courses*

[Click here to enter text.](#)

- 8. Data Sources and Methods:** *(Identify the qualitative and/or quantitative data sources and data collection methods for the project. The analytic methods should be compatible with the type of data and study questions. For analytic plans, identify the qualitative and/or quantitative analysis methods that will be used for the study. If you are conducting a qualitative study, how will you analyze the qualitative data compiled? If you are conducting a quantitative data analysis, what analytic methods will you use?)*

[Click here to enter text.](#)

- 9. Proposed Outline of Paper**

The proposed structure of the paper, including most likely subtopics to your main theme.

[Click here to enter text.](#)

- 10. ILE Will be Completed by** *(anticipated month and year in which the ILE will be ready for submission):*

Click to enter MONTH. **(Month)**

Click to enter Year. **(YYYY)**

C. COMPETENCIES ACHIEVED

(Select competencies and list activities, appropriate to your concentration, demonstrating how competencies will be achieved. Generally, these can be found in Appendix A.)

ILE Foundational Competencies (FC)

FC#: Choose an item.

Competency will be achieved by the following activities: Click here to enter text.

FC#: Choose an item.

Competency will be achieved by the following activities: Click here to enter text.

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Competency will be achieved by the following activities: Click here to enter text.

FC#: Choose an item.

Competency will be achieved by the following activities: Click here to enter text.

ILE Concentration-Specific Competencies (CC)

CC#: Enter concentration-specific competency.

Competency will be achieved by the following activities: Click here to enter text.

CC#: Enter concentration-specific competency.

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CC#: Enter concentration-specific competency.

Competency will be achieved by the following activities: Click here to enter text.

D. APPROVAL

Click here to enter text.

Student Signature _____

Click here to enter a date.

Date _____

Students: Please do not write below this line

OFFICE USE ONLY

Reviewed by ILE Advisor: Click here to enter text.
First and Last Name

Click to enter a date.
Date

Comments:
Click here to enter text.

E. MPH FOUNDATIONAL COMPETENCIES

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional¹ Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

For a full list of divisional and ILE competencies by division, please visit the following resources:

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 (eg, architects, nurses), rather than to engagement with individuals from other public health disciplines (e.g., biostatisticians, health promotion specialists).