

# **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 2024-2025**

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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 Master's in Public Health (MPH) students demonstrate skills and integration of knowledge through an Integrative Learning Experience (ILE).

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 Advisor<sup>1</sup>. 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 Part I of the ILE Proposal Form has been submitted and approved. Once Part I of 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.

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

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**NOTE: While the remaining information is generally applicable to all MPH students, MD/MPH students are encouraged to consult their program advisor directly for more details on ILE advising, format, timeline and evaluation.**

## 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. Kim Whalen ([kwhale4@uic.edu](mailto:kwhale4@uic.edu)), SPH Library Liaison, 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”.

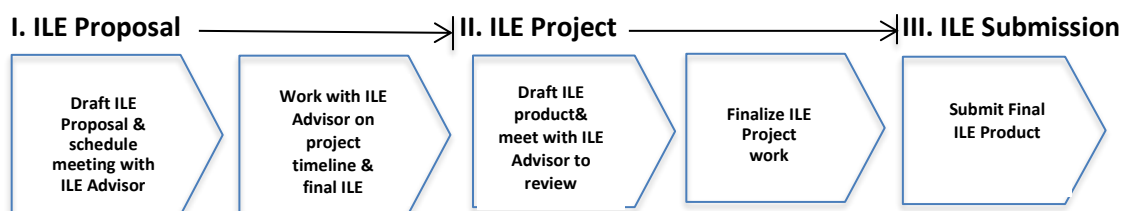
Depending on the selected activity, students should adhere to the prescribed rubric to ensure the formatting requirements for the final product are met and that they demonstrate public health knowledge, application of material from their entire curriculum, and analytic and critical thinking skills.

We recognize that many students develop an ILE project based on the work that they have completed for their Applied Practice Experience (AP Experience) 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 AP Experience or for another course. The student may seek input/guidance from their AP Experience 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 AP Experience 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.



Adapted and modified with permission from the University of New England Graduate Programs in Public Health.

### I. ILE Proposal

#### ILE Planning & Registration

All MPH students are required to develop an ILE Proposal. The proposal is divided into two sections: Part I and Part II. Students should use the ILE Proposal as the primary tool to facilitate the following tasks with their ILE Advisor:

- Determine the product type that best suits project needs.
- Develop and complete all other elements outlined in the ILE Proposal.

Students may register for IPHS 698 once Part I of the ILE Proposal and has been completed, reviewed, and approved by their ILE Advisor.

#### ILE Proposal Format

Part I of the ILE Proposal includes the following elements:

- A) General (*Student*) Information
- B) ILE Project Design Part I
  - *ILE Product Type*
  - *Proposed ILE Project Title*
  - *Product Description*
  - *Description of Methods*
- C) Initial Approval

Part II of the ILE Proposal includes the following elements:

- A) ILE Project Design Part II
  - *Significance*: Describe the public health problem or issue to be addressed with evidence from literature.
  - *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.

- *Public Health Framework/Conceptual Model/Theories*: State which public health theories and/or frameworks are relevant for your project and why.
- *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.
- *Proposed Paper Outline*

B) Competencies Achieved

C) Final Approval

### **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 either in or the semester prior to the ILE term, depending on the division. 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.

## 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 and spring/summer of this academic year 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 December 2024**

**NOTE to CHS Students: Please consult your ILE Advisor for up-to-date timeline information.**

| Item Due                     | Student Due Date<br>(No Later Than) | Faculty Feedback Provided By Clo<br>of Business (COB) |
|------------------------------|-------------------------------------|---|
| <b>Fall 2024 Semester</b>    |                                     |   |
| ILE Proposal Part I *        | TBD with Advisor                    | TBD with Advisor                                      |
| ILE Proposal Part II*        | TBD with Advisor                    | TBD with Advisor                                      |
| Draft ILE Project Submission | Wednesday, November 6               | Friday, November 15                                   |
| Final ILE Project Submission | Monday, December 2                  | Wednesday, December 11 (when grades are due)**        |

\*The deadlines for Part I & II of the ILE Proposal are flexible for the fall semester 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 Part II of the ILE proposal for final feedback at least 1 week prior (but ideally much sooner) 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 May 2025**

**NOTE to CHS Students: Please consult your ILE Advisor for up-to-date timeline information.**

| Item Due                                | Student Due Date<br>(No Later Than) | Faculty Feedback Provided By Clo<br>of Business (COB) |
|---|-------------------------------------|---|
| <b>Penultimate Semester (Fall 2024)</b> |                                     |   |
| ILE Proposal Part I*                    | TBD with Advisor                    | TBD with Advisor                                      |
| <b>Spring 2025 Semester</b>             |                                     |   |
| ILE Proposal Part II**                  | Monday, January 27                  | Friday, February 7                                    |
| Draft ILE Project Submission            | Monday, March 24                    | Monday, April 7                                       |
| Final ILE Project Submission            | Monday, April 28                    | Wednesday, May 7 (when grades are due)***             |

\*Part I of the ILE Proposal should be completed prior to IPHS 698 registration.

\*\*The deadline for completion of Part II of the ILE proposal 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.

**ILE Schedule for August 2025\***

**NOTE to CHS Students: Please consult your ILE Advisor for up-to-date timeline information.**

| Item Due                     | Student Due Date (No Later Than) | ILE Faculty Advisor Feedback Due<br>by COB  |
|------------------------------|----------------------------------|---|
| ILE Part I Form*             | Monday, May 19                   | Friday, May 25                              |
| ILE Part II Form*            | Monday, June 2                   | Monday, June 9                              |
| Draft ILE Project Submission | Monday, July 9                   | Monday, July 14                             |
| Final ILE Project Submission | Wednesday, July 30               | Wednesday, August 6 (when grades are due)** |

\*Note if you are continuing your ILE from a prior term, consult with your advisor as to items you have already completed.



Also, all deadlines are the due date but you are encouraged to submit your grades sooner or to meet with your ILE advisor to confirm a schedule that works for you.

\*\*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 experience<sup>2</sup>.

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.

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<sup>2</sup>: CEPH 2016 Criteria: [https://media.ceph.org/wp\\_assets/2016.Criteria.pdf](https://media.ceph.org/wp_assets/2016.Criteria.pdf)

## Appendix A - ILE Competency Maps by Division

| MPH Integrative Learning Experience for <b>Generalist</b> Concentration in Biostatistics |  |  |
|--|--|--|
| ILE Deliverable  | Competencies   | How Competencies are Synthesized   |
| <b>Data Analysis:</b> Design, conduct, and report on a data analysis                     | <b>Foundational Competency #3.</b><br>Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.   | <p><b>Synthesis:</b> Using systematic approaches, students access and use data to identify and execute a data analysis plan to address a public health question or issue.</p> <p>Students produce analyses that reflect a sophisticated level of skill in conceptualizing a problem and selecting appropriate methods to the breadth of the problem.</p> <p>Findings are summarized and articulate the validity of inferences, including strengths, limitations, and implications for public health research and/or action.</p> <p>Students also translate these findings and implications for public health research and/or health improvement.</p> |
|  | <b>Foundational Competency #4.</b><br>Interpret results of data analysis for public health research, policy or practice  |  |
|  | <b>Foundational Competency #19.</b><br>Communicate audience-appropriate public health content, both in writing and through oral presentation   |  |
|  | <b>Concentration-specific competency:</b> Apply model selection techniques and diagnostic procedures to identify parsimonious multi-variable regression models and assess their distributional assumptions.                    |  |
|  | <b>Concentration-specific competency:</b> 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 Concentration in <b>Community Health Practice and Methods</b> |  |   |
|---|--|---|
| ILE Deliverable   | Competencies   | How Competencies are Synthesized  |
| Research Brief  | <p><b>Foundational Competency #18.</b> Interpret results of data analysis for public health research, policy, or practice</p> <p><b>Foundational Competency #19:</b> Communicate audience-appropriate public health content, both in writing and through oral presentation</p> <p><b>CHPM Competency #1.</b> Analyze the socio-political, cultural and economic influences that produce inequitable risk and protective factors influencing the health of a community.</p> | <p><b>Suggested Synthesis:</b> <i>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.</i> Students must obtain and appropriately analyze primary/secondary data to answer an <i>*applied</i> research question. In other words, the research question(s) chosen must be one(s) for which students can provide a clear statement (which they must include in the research brief) about the implications of the research findings for public health practice and/or intervention. using primary data, students should be part of the team collecting said data. Research questions must be appropriate to the student’s concentration and approved by the student’s ILE advisor. Students completing a research brief are required to conduct a literature review and identify specific research questions or objectives that make a unique contribution to the literature. The research brief should summarize the extant literature on the topic, clearly describe the research objectives and how they build on this literature to add to our understanding of the problem or issue, clearly describe the research methods, concisely present the research findings, interpret the meaning of the analysis, and generate conclusions and recommendations for practitioners/ interventionists, policy makers, and/or community leaders. The brief should include at least a brief analysis of the socio-political, cultural, and economic impact of the research. Students should identify a particular audience for which the brief is tailored, and contextualize and translate their findings for that audience. Students will provide a professional-quality report, written in plain language, of no more than 5 single-spaced pages (excludes title page, executive summary, references, appendices). Students should demonstrate the ability to include appropriate data visualizations (i.e., graphs, charts, tables etc.) to display data use visually appealing formatting, and concisely highlight relevant take-home messages using a health equity/social justice lens.</p> |
|   | <p><b>Foundational Competency #18.</b> Design a population-based policy, program, project or intervention</p> <p><b>CHPM Competency #1.</b> Analyze the socio-political, cultural and economic influences that produce inequitable risk and protective factors influencing the health of a community.</p>  |   |
| Intervention Plan   | <p><b>Foundational Competency #18.</b> Design a population-based policy, program, project or intervention</p> <p><b>CHPM Competency #1.</b> Analyze the socio-political, cultural and economic influences that produce inequitable risk and protective factors influencing the health of a community.</p>  | <p><b>Suggested Synthesis:</b> <i>An intervention plan describes a public health issue and proposes an evidence-informed intervention (in the form of programs, services, policies, and actions) that addresses multiple levels of the socioecological framework and is appropriate to the community and problem.</i> The focus of the intervention must be appropriate to the student’s concentration and approved by the ILE Advisor. Students will identify and clearly describe a public health issue as it impacts a specific community and will develop a comprehensive plan for a community health</p>   |

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|  | <p><b>CHPM Competency #2.</b> Design theoretically-driven public health interventions in the form of programs, services, policies, and actions, including implementation and monitoring components, to address identified community health problems or conditions.</p> | <p>intervention that demonstrates their ability to design an intervention. This includes identifying what theories or conceptual and/or theoretical underpinnings justify the intervention approach and/or what is the theory of change/program theory for the intervention, recognizing socio-political economic influences on the phenomenon for which the intervention is focused. In addition to naming theory, students must demonstrate what is known in the peer-review literature about the need for the proposed intervention approach. Students must include a community engagement plan, a logic model with clear short- and long-term change and impact objectives, a monitoring and implementation workplan (e.g., timeline, roles and responsibilities of intervention team), and <u>brief</u> recommendations for evaluation. Attention should be paid to community culture, equity, and power dynamics (i.e., who is intervening on whom and why; who is making decisions and who is impacted by those decisions; what is the intervention trying to change and why?) and how the community intervention will lead to sustainable community health improvement. The potential impact(s) of the intervention on public health issues should be clearly identified, demonstrating that the proposed intervention is feasible, innovative, builds on community strengths, culturally appropriate, and ethical. Students will provide a professional-quality report, written in plain language, of no more than 5 single spaced pages (excludes title page, executive summary, references, appendices). Students should demonstrate the ability to include appropriate data visualizations (i.e., graphs, charts, tables etc.) to display data, use visually appealing formatting, and concisely highlight relevant take-home messages using a health equity/social justice lens.</p> |
| <p><b>Community Health Assessment Profile (Report)</b></p> | <p><b>Foundational Competency #</b> Assess population needs, assets and capacities that affect communities' health.</p>  | <p><b>Suggested Synthesis:</b> <i>A community health assessment (CHA is a systematic process used to assess the health status of a community by identifying key community health needs and assets through comprehensive data collection and analysis. The assessment should be focused on one clearly defined community (e.g., geographic area, population) and a public health issue or focus area (e.g., communicable diseases; adolescent health) that appropriate to the student's concentration and approved by the ILE Advisor. The CHA must include the purpose of the assessment, a description of the community, including its historical context, and the public health issue/problem being assessed. Students must identify the planning framework(s) used to guide the assessment and offer a rationale for its/their selection. All original data sources and years must be clearly identified (e.g., IDPH Birth Certificate and Death Certificate Data (years), as reported on Chicago Health Atlas). If data are collected by the student or as part of a course or project, data collection methods must be described. All data indicators must be clearly defined (e.g., "Infant mortality rate = deaths of infants under one year of age per 1,000 live births"). CHAs must involve multiple types and/or sources of data/public health indicators (e.g., secondary social and health indicator data and/or primary data). Students must demonstrate the synthesis or analysis of these quantitative or qualitative data (e.g., comparative analysis, stratification of indicators by priority populations and analysis of trends, thematic analysis of textual</i></p>   |
|  | <p><b>Foundational Competency #19:</b> Communicate audience-appropriate public health content, both in writing and through oral presentation</p>   |   |
|  | <p><b>CHPM Competency #3.</b> Incorporate appropriate planning models and health education and health promotion theories into a community health assessment and improvement activity.</p>  |   |

|                            |   |  |
|----------------------------|---|--|
|                            |   | <p>data) and interpret the findings by providing a comprehensive summary profile of the community; the profile may not only rely on a simple reporting of health indicators. Recommendations for practitioners, policy makers, and members of the community to strengthen health outcomes based on the CHA findings should be presented. Students will provide a professional-quality report, written in plain language, of no more than 5 single-spaced pages (excludes title page, executive summary, references, appendices). Students should demonstrate the ability to include appropriate data visualizations (i.e., graphs, charts, tables etc.) to display data, use visually appealing formatting, and concisely highlight relevant take-home messages using a health equity/social justice lens.</p>   |
| <p><b>Policy Brief</b></p> | <p><b>Foundational Competency #15:</b> Evaluate policies for their impact on public health and health equity</p>  | <p><b>Suggested Synthesis:</b> <i>A policy brief advances knowledge translation by summarizing the results of a policy analysis focused on a social/health problem using scientific findings.</i> Policy briefs reflect the results of policy analyses. Policy analyses can take many forms, many of which students have been exposed to in classes at UIC-SPH. Some policy briefs present the findings of an historical policy analysis (e.g., factors affecting the passage of a specific piece of legislation at a particular point in time). Some policy briefs compare potential alternatives for addressing a problem (e.g., comparison of two or three strategies for providing health insurance coverage using a priori criteria from the literature or modified from the literature). Likewise, some policy analyses examine the feasibility, social and political acceptability, legality and/or effectiveness of a proposed or existing policy (e.g., analysis of the extent to which income supplementation to low-income families has the potential to reduce poverty). The policy being explored and the type of policy analysis that will be presented in the brief should be appropriate to the student's concentration and approved by the ILE advisor. Students will need to present strong arguments, based on evidence (e.g., government documents, think tank reports, peer-reviewed literature) in support of their policy analysis. All students must conduct a literature review, demonstrate an ability to synthesize and to clearly and concisely present and interpret scientific research findings, and address a specific audience in the recommendations. The brief will typically provide either policy recommendations or suggestions for moving forward to further address the issue that is the focus of the policy brief. Students will provide a professional-quality report, written in plain language, of no more than 5 single-spaced pages (excludes title page, executive summary, references, appendices). Students should demonstrate the ability to include appropriate data visualizations (i.e., graphs, charts, tables etc.) to display data, use visually appealing formatting, and concisely highlight relevant take-home messages using a health equity/social justice lens.</p> |
|                            | <p><b>Foundational Competency #16:</b> Interpret results of data analysis for public health research, policy, or practice.</p>  |  |
|                            | <p><b>CHPM Competency #1:</b> Analyze the socio-political, cultural and economic influences that produce inequitable risk and protective factors influencing the health of a community.</p> |  |

|                                    |   |   |
|------------------------------------|---|---|
| <b>Program<br/>Evaluation Repo</b> | <p><b>Foundational Competency #11:</b> Select methods to evaluate public health programs</p>  | <p><b>Suggested Synthesis:</b> <i>For the purposes of the ILE, there are two program evaluation options that students may complete. They may write a comprehensive evaluation plan for a public health program or intervention that is being offered in (or that is being proposed for) a community setting (Option 1), or they may carry out all or part of an actual program evaluation that includes an analysis of data and summary of findings for an existing program (Option 2).</i> In both cases, students must clearly describe the program being evaluated, including the program goals and objectives, the population that is or would be participating in the program, the main components/activities of the program, the theory of change/program theory that forms the basis of the program rationale, and the context in which the program is being implemented. Students must also clearly define the process and outcome objectives that are being evaluated and the measures that will be/were used to determine if those process and outcome objectives are being met. They must clearly describe how data will be collected (e.g., participants will be given pre/post-tests; program staff will be interviewed). Finally, students must describe a detailed plan for data analysis (option 1) or describe how they completed the data analysis and what they learned (option 2). The program being evaluated must be appropriate for the concentration and approved by the student ILE advisor. All program evaluation ILEs must include a brief description of the literature associated with that type of intervention and should briefly document the need for the intervention/program in the context it is being implemented or proposed. Students will provide a professional-quality report, written in plain language, of no more than 5 single-spaced pages (excludes title page, executive summary, references, appendices). Students should demonstrate the ability to include appropriate data visualizations (i.e., graphs, charts, tables etc.) to display data use visually appealing formatting, and concisely highlight relevant take-home messages using a health equity/social justice lens.</p> |
|                                    | <p><b>Foundational Competency #19:</b> Communicate audience-appropriate public health content, both in writing and through oral presentation</p>  |   |
|                                    | <p><b>CHPM Competency #3:</b> Incorporate appropriate planning models and health education and health promotion theories into a community health assessment and improvement activity.</p> |   |

| MPH Integrative Learning Experience for <b>Maternal Child Health Concentration in Community Health Science</b> |  |   |
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| ILE Deliverable  | Competencies   | How Competencies are Synthesized  |
| Research Brief   | <p><b>Foundational Competency #4:</b> Interpret results of data analysis for public health research, policy, or practice</p>   | <p><b>Synthesis:</b> 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 obtain and appropriately analyze primary/secondary data to answer an *<u>applied</u> research question. In other words, the research question(s) chosen must be one(s) for which students can provide a clear statement (which they must include in the research brief) about the implications of the research findings for public health practice and/or intervention. If using primary data, students should be part of the team collecting said data. If using secondary data, research questions must be appropriate to the student's concentration and approved by the student's ILE advisor. Students completing a research brief are required to conduct a literature review and identify specific research questions or objectives that make a unique contribution to the literature. The research brief should summarize the extant literature on the topic, clearly describe the research objectives and how they build on this literature to add to our understanding of the problem or issue, clearly describe the research methods, concisely present the research findings, interpret the meaning of the analysis, and generate conclusions and recommendations for practitioners/ interventionists, policy makers, and/or community leaders. The brief should include at least a brief analysis of the socio-political, cultural, and economic impact of the research. Students should identify a particular audience for which the brief is tailored, and contextualize and translate their findings for that audience. Students will provide a professional-quality report, written in plain language, of no more than 5 single-spaced pages (excludes title page, executive summary, references, appendices). Students should demonstrate the ability to include appropriate data visualizations (i.e., graphs, charts, tables etc.) to display data, use visually appealing formatting, and concisely highlight relevant take-home messages using a health equity/social justice lens.</p> |
|  | <p><b>MCH Competency #2:</b> Analyze gaps in existing MCH delivery systems for various MCH populations (e.g., pregnant women, adolescents, CSHCN) and for various MCH issues (e.g., childhood obesity, bullying of LGBTQ youth, well-women care) in order to develop strategies to promote and ensure integrated service systems for MCH populations.</p> <p>OR</p> <p><b>MCH Competency #3:</b> 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 MCH problem.</p> |   |
|  | <p><b>MCH Competency #5:</b> 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.</p>   |   |
| Policy Brief   | <p><b>Foundational Competency #15:</b> Evaluate policies for their impact on public health and health equity.</p>  | <p><b>Synthesis:</b> A policy brief advances knowledge translation by summarizing the results of a policy analysis focused on a social/health problem using scientific findings. Policy briefs reflect the results of policy analyses. Policy analyses can take many forms, many of which students have been exposed to in classes at UIC-SPH. Some policy briefs present the findings of an historical policy analysis (e.g., factors affecting the passage of a specific piece of legislation at a particular point in time). Some policy briefs compare potential alternatives for addressing a problem (e.g., comparison of two or three strategies for providing health insurance coverage using a priori criteria from the literature or modified from the literature). Likewise, some policy analyses examine the</p>  |
|  | <p><b>MCH Competency #3:</b> 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</p>  |   |

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|                                  | administrative, legal) to address this MCH problem.   | feasibility, social and political acceptability, legality and/or effectiveness of a proposed or existing policy (e.g., analysis of the extent to which income supplementation to low-income families has the potential to reduce poverty). The policy being explored and the type of policy analysis that will be presented in the brief should be appropriate to the student's concentration and approved by the ILE advisor. Students will need to present strong arguments, based on evidence (e.g., government documents, think tank reports, peer-reviewed literature) in support of their policy analysis. All students must conduct a literature review, demonstrate an ability to synthesize and to clearly and concisely present and interpret scientific research findings, and address a specific audience in the recommendations. The brief will typically provide either policy recommendations or suggestions for moving forward to further address the issue that is the focus of the policy brief. Students will provide a professional-quality report, written in plain language, of no more than 5 single-spaced pages (excludes title page, executive summary, references, appendices). Students should demonstrate the ability to include appropriate data visualizations (i.e., graphs, charts, tables etc.) to display data, use visually appealing formatting, and concisely highlight relevant take-home messages using a health equity/social justice lens.  |
|                                  | <b>MCH Competency 5:</b><br>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.   |   |
| <b>Program Evaluation Report</b> | <b>Foundational Competency 11:</b><br>Select methods to evaluate public health programs.  | <b>Synthesis:</b> <i>For the purposes of the ILE, there are two program evaluation options that students may complete. They may write a comprehensive evaluation plan for a public health program or intervention that is being offered in (or that is being proposed for) a community setting (Option 1), or they may carry out all or part of an actual program evaluation that includes an analysis of data and summary of findings for an existing program (Option 2).</i> In both cases, students must clearly describe the program being evaluated, including the program goals and objectives, the population that is or would be participating in the program, the main components/activities of the program, the theory of change/program theory that forms the basis of the program rationale, and the context in which the program is being implemented. Students must also clearly define the process and outcome objectives that are being evaluated and the measures that will be/were used to determine if those process and outcome objectives are being met. They must clearly describe how data will be collected (e.g., participants will be given pre/post-tests; program staff will be interviewed). Finally, students must describe a detailed plan for data analysis (option 1) or describe how they completed the data analysis and what they learned (option 2). The program being evaluated must be appropriate for the concentration and approved by the student's ILE advisor. All program evaluation ILEs must include a brief description of the literature associated with that type of intervention and should briefly document the need for the intervention/program in the context it is being implemented or proposed. Students will provide a professional-quality report, written in plain language, of no more than 5 single-spaced pages (excludes title page, executive summary, references, appendices). Students should demonstrate the ability to include appropriate data visualizations (i.e., graphs, charts, tables etc.) to display data, use visually appealing formatting, and concisely highlight relevant take-home messages using a health equity/social justice lens. |
|                                  | <b>MCH Competency #2:</b><br>Analyze gaps in existing MCH delivery systems for various MCH populations (e.g., pregnant women, adolescents, CSHCN) and for various MCH issues (e.g., childhood obesity, bullying of LGBTQ youth, well-women care) in order to develop strategies to promote and ensure integrated service systems for MCH populations. |   |
|                                  | <b>MCH Competency 5:</b><br>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.   |   |



**MPH Integrative Learning Experience for Maternal Child Health Epidemiology Concentration in Community Health Sciences**

**NOTE:** Maternal and Child Health Epidemiology MPH students in the CHS division must select an approved option consultation with their Faculty Advisor.

| ILE Deliverable  | Competencies  | How Competencies are Synthesized   |
|--|---|--|
| <p align="center"><b>Research Brief</b></p>            | <p><b>Foundational Competency #4:</b> Interpret results of data analysis for public health research, policy, or practice.</p>   | <p><b>Synthesis:</b> <i>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.</i></p> <p>Students must obtain and appropriately analyze primary/secondary data to answer an <u>*applied</u> research question. In other words, the research question(s) chosen must be one(s) for which students can provide a clear statement (which they must include in the research brief) about the implications of the research findings for public health practice and/or intervention. If using primary data, students should be part of the team collecting said data. If using secondary data, Research questions must be appropriate to the student’s concentration and approved by the student’s ILE advisor. Students completing a research brief are required to conduct a literature review and identify specific research questions or objectives that make a unique contribution to the literature. The research brief should summarize the extant literature on the topic, clearly describe the research objectives and how they build on this literature to add to our understanding of the problem or issue, clearly describe the research methods, concisely present the research findings, interpret the meaning of the analysis, and generate conclusions and recommendations for practitioners/ interventionists, policy makers, and/or community leaders. The brief should include at least a brief analysis of the socio-political, cultural, and economic impact of the research. Students should identify a particular audience for which the brief is tailored, and contextualize and translate their findings for that audience. Students will provide a professional-quality report, written in plain language, of no more than 5 single-spaced pages (excludes title page, executive summary, references, appendices). Students should demonstrate the ability to include appropriate data visualizations (i.e., graphs, charts, tables etc.) to display data, use visually appealing formatting, and concisely highlight relevant take-home messages using a health equity/social justice lens.</p> <p align="center">*MCHEPI students also have the option to address an etiologic research question. However, even an etiologic research question should have implications for public health practice.</p> |
|  | <p><b>MCHEPI Competency 3:</b> Synthesize population data to inform the design, implementation, and/or enhancement of MCH public health programs.</p>   |  |
|  | <p><b>MCHEPI Competency #5:</b> Use the appropriate reporting techniques to communicate key health status and health service issues to multiple stakeholders.</p>   |  |
| <p align="center"><b>Program Evaluation Report</b></p> | <p><b>Foundational Competency 11:</b> Select methods to evaluate public health programs</p> <p><b>MCHEPI Competency 3:</b> Synthesize population data to inform the design, implementation, and or enhancement of MCH public health programs.</p> | <p><b>Synthesis:</b> <i>For the purposes of the ILE, there are two program evaluation options that students may complete. They may write a comprehensive evaluation plan for a public health program or intervention that is being offered in (or that is being proposed for) a community setting (Option 1), or they may carry out all or part of an actual program evaluation</i></p>  |

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|  | <p><b>MCHEPI Competency #4:</b> Use a variety of epidemiologic and statistical methods appropriate to answer questions under investigation.</p> | <p><i>that includes an analysis of data and summary of findings for an existing program (Option 2).</i> In both cases, students must clearly describe the program being evaluated, including the program goals and objectives, the population that is or would be participating in the program, the main components/activities of the program, the theory of change/program theory that forms the basis of the program rationale, and the context in which the program is being implemented. Students must also clearly define the process and outcome objectives that are being evaluated and the measures that will be/were used to determine if those process and outcome objectives are being met. They must clearly describe how data will be collected (e.g., participants will be given pre/post-tests; program staff will be interviewed). Finally, students must describe a detailed plan for data analysis (option 1) or describe how they completed the data analysis and what they learned (option 2). The program being evaluated must be appropriate for the concentration and approved by the student's ILE advisor. All program evaluation ILEs must include a brief description of the literature associated with that type of intervention and should briefly document the need for the intervention/program in the context it is being implemented or proposed. Students will provide a professional-quality report, written in plain language, of no more than 5 single-spaced pages (excludes title page, executive summary, references, appendices). Students should demonstrate the ability to include appropriate data visualizations (i.e., graphs, charts, tables etc.) to display data, use visually appealing formatting, and concisely highlight relevant take-home messages using a health equity/social justice lens.</p> |
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## Environmental and Occupational Health Sciences

| MPH Integrative Learning Experience for <b>Generalist</b> and All Concentrations in Environmental and Occupational Health Sciences |   |   |
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| ILE Deliverable  | Competencies  | How Competencies are Synthesized  |
| Policy Brief   | <b>Foundational Competency #7.</b> Assess population needs, assets and capacities that affect communities' health                               | <p><b>Suggested Synthesis:</b> 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. 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, the Division Director will assign the second committee member (2nd reader).</p> <p>Qualified personnel may be approved for committee service at the discretion of the Division Director on a case by case basis. 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.</p> <p>Both committee members 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 approved and grading form rubric and with the student receiving a score equal to or greater than 70%. (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". Copies of the rubrics, final products, presentation materials, and poster must be submitted to divisional academic staff for record keeping.</p> |
|  | <b>Foundational Competency #9.</b> Design a population-based policy, program, project or intervention   |   |
|  | <b>EOHS Core Competency #4.</b> Describe the implications of environment and occupation for equity and justice in a population.                 |   |
|  | <b>EOHS Core Competency #5.</b> Assess population exposure and risk arising from an occupational or environmental health problem                |   |
| Research Project   | <b>EOHS Core Competency #6.</b> Recommend feasible interventions to improve or protect the environmental or occupational health of a population | <p><b>Synthesis:</b> For all concentrations, a research brief synthesizes a large amount of complex information and translates it into a written form that 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 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</p>  |
|  | <b>Foundational Competency #19:</b> Communicate audience appropriate public health content, both in writing and through oral presentation.      |   |

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|   | <p><b>Foundational Competency #4:</b> Interpret results of data analysis for public health research, policy, or practice</p>            | <p>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, the 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) summary defense meeting at the completion of the project. Both committee members 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).</p> <p>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><b>Program Evaluation Report</b></p>   | <p><b>Foundational Competency #4:</b> Interpret results of data analysis for public health research, policy, or practice</p>            | <p><b>Suggested Synthesis:</b> 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 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 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, the 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</p> |
|   | <p><b>Foundational Competency #11:</b> Select methods to evaluate public health programs</p>  |  |
|   | <p><b>EOHS Core Competency #4:</b> Anticipate implications of an emerging environmental or occupational health problem</p>              |  |
|   | <p><b>EOHS Core Competency #5:</b> Assess population exposure and risk arising from an occupational or environmental health problem</p> |  |
| <p><b>EOHS Core Competency #6:</b> Recommend feasible interventions to improve or protect the environmental or occupational health of a population.</p> |   |  |

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|  |  | <p>during the year: (1) meeting to propose and discuss the project and (2) summary defense meeting at the completion of the project. Both committee members 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).</p> <p>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 <b>Generalist</b> Concentration in Epidemiology   |   |   |
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| Integrative learning Experience   | Competencies  | How competencies are Synthesized  |
| <p><b>Data Analysis:</b> Design (including conceptual framework), conduct, and report on a data analysis to test an epidemiologic hypothesis. Include scientific abstract and lay summary.</p>  | <p><b>Foundational Competency #4.</b> Interpret results of data analysis for public health research, policy or practice</p>   | <p><b>Synthesis:</b> 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><b>Foundational Competency #19.</b> Communicate audience-appropriate public health content, both writing and through oral presentation</p>   |   |
|   | <p><b>Concentration-specific competency.</b> Develop conceptual frameworks for hypotheses involving disease etiology or health disparities.</p>   |   |
|   | <p><b>Concentration-specific competency.</b> Conduct data management, descriptive analyses and statistical modeling to investigate epidemiologic associations</p>   |   |
|   | <p><b>Concentration-specific competency.</b> 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><b>Systematic Review/Meta-Analysis:</b> Conduct and report on a 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><b>Foundational Competency #4.</b> Interpret results of data analysis for public health research, policy or practice</p>   | <p><b>Synthesis:</b> Using systematic approaches students identify, select and review published data on a specific epidemiologic association. 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><b>Foundational Competency #19.</b> Communicate audience-appropriate public health content, both writing and through oral presentation</p>   |   |
|   | <p><b>Concentration-specific competency.</b> Develop conceptual frameworks for hypotheses involving disease etiology or health disparities.</p>   |   |
|   | <p><b>Concentration-specific competency.</b> Interpret and synthesize findings from epidemiologic studies, including recognition of the limitations of the data and potential sources of bias and/or confounding.</p> |   |

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|  | <b>Concentration-specific competency (for meta analysis).</b> Conduct data management, descriptive analyses and statistical modeling to investigate epidemiologic associations. |  |
| <b>Grant Proposal:</b> Design and complete a grant proposal, including a budget (up to \$300,000 for 1-3 years), scientific abstract and lay summary.  | <b>Foundational Competency #3</b> Design a population-based policy, program, project or intervention.   | <b>Synthesis:</b> 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. |
|  | <b>Foundational Competency #11.</b> Select methods to evaluate public health programs.  |  |
|  | <b>Foundational Competency #19.</b> Communicate audience-appropriate public health content, both writing and through oral presentation.   |  |
|  | <b>Foundational Competency #10.</b> Explain basic principles and tools of budget and resource management.   |  |
|  | <b>Concentration-specific competency.</b> Develop conceptual frameworks for hypotheses involving disease etiology or health disparities.  |  |
| <b>Concentration-specific competency.</b> Interpret and synthesize findings from epidemiologic studies, including recognition of the limitations of the data and potential sources of bias and/or confounding. |   |  |

| <b>MPH Integrative Learning Experience for <a href="#">Maternal Child Health Epidemiology</a> Concentration in Epidemiology</b> |   |   |
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| <b>ILE Deliverable</b>  | <b>Competencies</b>   | <b>How Competencies are Synthesized</b>   |
| <b>Data Analysis</b>  | <b>Foundational Competency #4:</b> Interpret results of data analysis for public health research, policy, or practice.                          | <b>Synthesis:</b> 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 |
|   | <b>EPI Core Competency #4:</b> Conduct data management, descriptive analyses and statistical modeling to investigate epidemiologic associations |   |

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|  | <p><b>MCHEPI Competency #4:</b> Use a variety of epidemiologic and statistical methods appropriate to answer questions under investigation.</p> | <p>implications for public health research and/or action. Students also translate these findings and implications for public health research and for public health practice focused on health improvement to a broader community or non-technical audience.</p> |
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## HEALTH POLICY & ADMINISTRATION

| <b>MPH Integrative Learning Experience for <span style="color: blue;">Generalist</span> Concentration in Health Policy &amp; Administration</b><br><b>NOTE to HPA Students: Please consult your ILE Advisor for more detailed ILE criteria.</b> |  |  |
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| Integrative Learning Experience   | Competencies   | How Competencies are Synthesized   |
| <b>Research Project</b>   | <b>Foundational Competency 2:</b> 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> |
|   | <b>Foundational Competency 3:</b> Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.                     |  |
|   | <b>Foundational Competency 4:</b> Interpret results of data analysis for public health research, policy or practice  |  |
|   | <b>Foundational Competency 19:</b> Communicate audience-appropriate public health content, both in writing and through oral presentation   |  |
|   | <b>HPA Competency 7:</b> Identify, describe, and utilize qualitative and/or quantitative research and data collection methods and study designs used by public health policy practitioners |  |
| <b>Research Project for GIS Certification Students</b>  | <b>Foundational Competency 2:</b> Select quantitative and qualitative data collection methods appropriate for a given public health context  | Description forthcoming  |
|   | <b>Foundational Competency 3:</b> Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.                     |  |
|   | <b>Foundational Competency 19:</b> Communicate audience-appropriate public health content, both in writing and through oral presentation   |  |
|   | <b>Foundational Competency 15:</b> Evaluate policies for their impact on public health and health equity   |  |

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|  | <p><b>HPA Competency 7:</b> Identify, describe, and utilize qualitative and/or quantitative research and data collection methods and study designs used by public health policy practitioners</p> |  |
| <p><b>Strategic or Management Plan</b></p> | <p><b>Foundational Competency 10:</b> Explain basic principles and tools of budget and resource management</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> |
|  | <p><b>Foundational Competency 19:</b> Communicate audience-appropriate public health content, both in writing and through oral presentation</p>   |  |
|  | <p><b>HPA Competency 5:</b> Understand and apply strategic planning concepts and interpret budget and financial statements for public and non-profit public health organizations.</p>             |  |
|  | <p><b>Foundational Competency 3:</b> Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.</p>                     |  |
|  | <p><b>Foundational Competency 4:</b> Interpret results of data analysis for public health research, policy or practice</p>  |  |
|  | <p><b>Foundational Competency 11:</b> Select methods to evaluate public health programs.</p>  |  |
|  | <p><b>Foundational Competency 19:</b> Communicate audience-appropriate public health content, both in writing and through oral presentation</p>   |  |
|  | <p><b>HPA Competency 7:</b> Identify, describe, and utilize qualitative and/or quantitative research and data collection methods and study designs used by public health policy practitioners</p> |  |

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| <b>Policy Analysis Project</b>                          | <b>Foundational Competency 15:</b> Evaluate policies for their impact on public health and health equity   | 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. 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. |
|   | <b>Foundational Competency 19:</b> Communicate audience-appropriate public health content, both in writing and through oral presentation   |  |
|   | <b>HPA Competency 6:</b> Understand and explain the application of economic theoretical frameworks and empirical evidence to public health policy.   |  |
|   | <b>HPA Competency 7:</b> Identify, describe, and briefly utilize qualitative and quantitative research and data collection methods and study designs used by public health policy practitioners                  |  |
|   | <b>HPA Competency 8:</b> Conduct an evidence-informed policy analysis for addressing a current public health policy problem at the federal, state, or local levels of government                                 |  |
| <b>Policy Surveillance Project</b>                      | <b>Foundational Competency 19:</b> Communicate audience-appropriate public health content, both in writing and through oral presentation   | 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.   |
|   | <b>HPA Competency 1:</b> 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.     |  |
|   | <b>HPA Competency 3:</b> 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. |  |
| <b>Other Projects to be Determined with ILE Advisor</b> | SPH and HPA Competencies to be identified by the student and HPA ILE advisor   | Approach to synthesis of competencies to be identified by the student and HPA ILE advisor  |

**MPH Integrative Learning Experience for Public Health Informatics Concentration in Health Policy & Administration**

**NOTE: Program admissions currently suspended.**

| ILE Deliverables             | Competencies  | How Competencies are Synthesized   |
|------------------------------|---|--|
| <p><b>Research Brief</b></p> | <p><b>PHI Competency #1:</b> 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>                           | <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><b>PHI Competency #6:</b> 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.</p> |  |
|                              | <p><b>Foundational Competency #2:</b> Select quantitative and qualitative data collection methods appropriate for a given public health context.</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 integration of 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 guidelines, and expected outcomes from addressing the public health question must be identified. Students will explain the use of systems modeling in developing a high-level public health information system and explain how the various components of the system contribute to an effective solution of the selected health problem (health promotion/disease prevention, etc.). This summary must not exceed 4-6 pages, excluding the graphical representations of the systems models.</p> |
|                              | <p><b>Foundational Competency #3:</b> Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.</p>  |  |
|                              | <p><b>Foundational Competency #22:</b> Apply systems thinking tools to a public health issue.</p>   |  |

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| <b>Informatics Project<br/>Design and<br/>Development</b>   | <b>Foundational Competency #3:</b> Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate  | <b>Synthesis:</b> 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.<br><br>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, models based on competencies gained from the program such as GIS, data mining, web or mobile applications, network analysis, etc., 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 |
|   | <b>Foundational Competency #4:</b> Select methods to evaluate public health programs  |   |
|   | <b>Foundational Competency #18:</b> Select different communication strategies for different audiences and sector  |   |
|   | <b>PHI Competency #1:</b> 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.        |   |
|   | <b>PHI Competency #4:</b> Develop and present a framework to formulate and analyze legal and ethical issues related to public health informatics.   |   |
|   | <b>PHI Competency #2:</b> Plan, model, and design public health surveillance information systems and databases.   |   |
|   | Selective competencies (choose 2 competencies)  |   |
|   | <b>PHI Competency #3:</b> 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. |   |
|   | <b>PHI Competency #5:</b> 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.   |   |
|   | <b>PHI Competency #7:</b> Apply data mining techniques to public health databases and identify potentials and limitations related to the use of data mining techniques in public health.  |   |
| <b>PHI Competency #8:</b> Formulate a GIS project design specification and apply GIS techniques to public health projects and competently communicate with a GIS specialist and user team |   |   |

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| <b>Executive Summary</b> | <p><b>PHI Competency #1:</b> Apply the concept 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>                            | <p><b>Synthesis:</b> The executive summary shall comprise of a 5-page report to stakeholders. It shall consist of description of the public health problem, the choice of the informatics solution, improvements of the informatics approach over the traditional methods, identification of factors that would contribute to successful implementation and scaling up the solution in an enterprise-wide framework. Grading will be based on the quality of the report and the degree to which the informatics solution satisfied the objectives.</p> |
|                          | <p><b>PHI Competency #6:</b> 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.</p> |  |
|                          | <p><b>Foundational Competency #4:</b> Select methods to evaluate public health programs</p>   |  |
|                          | <p><b>Foundational Competency #22:</b> Apply systems thinking tools to a public health issue.</p>   |  |

| MPH Integrative Learning Experience for <b>MPH in Population Health for Healthcare Professionals</b><br>(Restricted to joint MD/MPH Students) |   |  |
|---|---|--|
| Product   | Competencies  | Description of Competency Synthesis  |
| <b>Research Brief</b>   | <p>FC3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate</p> <p>FC4. Interpret results of data analysis for public health research, policy or practice</p> <p>CC2. Attribute occupational and environmental etiologies to diagnosis of abnormal health conditions</p> <p>CC3. Differentiate biomarkers of exposure, effect and susceptibility and define their roles in improving worker/population health protections</p> | <p>Students must obtain and appropriately analyze primary and secondary data to answer an applied research question (i.e. a question focused on improving practice as opposed to a question focused on a risk factor-outcome relationship. Students are required to look at disease patterns in a specific population or within a specific individual or population, generalize individual care to populations as a whole and include a case study in the description.</p> <p>Research questions must be appropriate to their concentration and approved by the student's ILE advisor. Research briefs should describe the research objectives and methods, 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-page single-spaced "brief". The research brief summarizes the data, contextualizes it, and translates it in written and graphic</p> |

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|                           |   | form (including tables/charts/graphs). Students are required to conduct a literature review, 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  |
| <b>Policy Brief</b>       | <p>FC12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence</p> <p>FC13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes</p> <p>FC18. Select communication strategies for different audiences and sectors</p> <p>CC1. Examine power structures and systems of oppression through a historical context and apply knowledge of economic and political drivers that produce social injustices and health.</p> <p>CC5. Justify an important choice of methodology employed in an outbreak investigation.</p> | <p>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. The report must use evidence to substantiate the issue 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> |
| <b>Program Evaluation</b> | <p>FC8: Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</p> <p>FC11. Select methods to evaluate public health programs</p> <p>CC4. Apply the steps of outbreak investigation to an outbreak.</p> <p>CC5. Justify an important choice of methodology employed in an outbreak investigation.</p>   | <p>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, best practices, or other similar program/intervention (ex. quality improvement). Students will develop goals and objectives of the evaluation. 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</p>   |

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|  |  | students must conduct a systematic literature review. |
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## **Appendix B**

### **ILE Proposal Form**

**Instructions:** Part I is to be completed and approved by the time of the IPHS 698 registration. This form should be completed in consultation with your ILE Advisor.

#### **Part I**

##### **A. GENERAL INFORMATION**

1. **Date:** Click here to enter a date.

2. **Submission Type:**  Initial  Revised

3. a) **Student's Name:** Click here to enter text.

b) **E-mail Address:** Click here to enter text.

c) **UIN:** Click here to enter text.

d) **Expected ILE Term:** Click here to enter text.

e) **Division:** Choose an item

f) **Concentration:** Click here to enter text.

4. a) **ILE Advisor:** Click here to enter text.

b) **E-mail Address:** Click here to enter text.

5. **Faculty Advisor/Mentor (if different from #4):** Click or tap here to enter text.

6. **Joint Program (if applicable):**  DMD/MPH  DVM/MPH  MD/MPH  
 JD/MPH  MBA/MPH  
 MSW/MPH  MUPP/MPH

7. Per UIC OPRS policy, course-related activities designated specifically for educational or teaching purposes, where data is collected from and/or about individuals as part of a class exercise or assignment but are not intended for research purposes (e.g., ILE projects) do NOT require IRB review/approval. While such course-related projects may be published or presented, the results should not be described as “research” and should include a statement similar to the following in the methods section: “This activity was conducted as a course-related student Independent Learning Experience project. As per University of Illinois at Chicago institutional policy, this project was deemed not human subjects research and was therefore not reviewed by the Institutional Review Board.” In the case where there is a question as to whether an IRB submission may be appropriate, students should consult with their ILE advisor.

##### **Please complete the following:**

I affirm that this project will be conducted solely as a course-related project, with the understanding that the results may NOT be published, presented, or otherwise disseminated as being “research” per the above the guidance.

*Please see the UIC IRB website for further guidance, particularly the policy on whether an activity constitutes human subjects research according to IRB policy: <https://research.uic.edu/human-subjects-irbs/policies/determination-whether-an-activity-represents-human-subjects-research-at-uic/>.*

**Complete the below if you did not select the above checkbox and IRB review/approval IS**

required:

**Research Project Contact Person (if applicable):** Click here to enter text.

**Telephone Number** Click here to enter text.

**FAX Number:** Click here to enter text.

**Email:** Click here to enter text.

**IRB Approval:** Click or tap here to enter text.

- a) Is UIC IRB Approval Necessary?  Yes  No (If yes, answer b, c, and d)
- b) Does this project have UIC IRB approval?  Yes  No
- c) Time period of UIC IRB approval: \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_
- d) UIC IRB reference #: \_\_\_\_\_

## **B. ILE PROJECT DESIGN PART I**

*(Use the following organization to present your study plan and take whatever space is necessary to completely respond to each section. Complete in 12 point font only. Please submit electronic copies in MS Word, RTF, or Word Perfect format.)*

**1. ILE Product:** Click here to enter ILE product type. *(Please refer to the [ILE Competency Map](#))*

**2. Proposed ILE Project Title:** Click here to enter text.

*(Propose a possible title that reflects the likely scope of your project. Although we understand that it might need to be edited as your ILE evolves, your proposed title should be sufficiently targeted.)*

Click here to enter text.

**3. Brief Description of Product:** *(In 100-200 words, provide a brief topical context and description of the rationale for the study including references. Briefly 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. Brief Description of Methods:** *(Briefly describe 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.

## **C. Initial 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.  
and Last Name

Click to enter a date. First  
Date

Comments:  
Click here to enter text.

## **ILE Proposal Form (Continued) - Part II**

**Instructions:** This section is to be completed after **both** Section I of this form and the IPHS 698 Registration Form have been completed and approved. Part II should be completed and approved by week **four** of the semester in which you are completing your ILE. This form should be completed in consultation with your ILE Advisor. **NOTE:** Please consult the ILE Website for all Part II ILE Proposal Forms (<https://publichealth.uic.edu/integrative-learning-experience-ile-iphs-698/>)

### **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

#### *Interprofessional<sup>1</sup> Practice*

21. Perform effectively on interprofessional teams.

#### *Systems Thinking*

22. Apply systems thinking tools to a public health issue

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<sup>1</sup> "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).