2.9 Bachelor's Degrees in Public Health. If the school offers baccalaureate public health degrees, they shall include the following elements:

a. Identification of all bachelor’s-level majors offered by the school. The instructional matrix in 2.1.a. may be referenced for this purpose.

The school offers a Bachelor of Science in Public Health (BSPH) degree, with a major in Community Health. This degree and major is included within the instructional matrix provided in Section 2.1 of the self-study as Table 2.1.1.

b. Description of specific support and resources available to students in the school for the bachelor’s degree programs.

A range of support systems and resources exist within the school and across the campus that are particularly focused on the needs of students in the BSPH degree program. Although not the focus of this section of the self-study, these systems and resources are supportive of the school’s total portfolio of bachelor’s degrees. Selected resources include:

**Academic Advising.** As described more fully in section 4.4 of this self-study, all bachelor’s degree students benefit from mandatory academic advising each semester. The undergraduate advising staff includes nine full time academic advisors plus additional faculty that participate in advising of select programs. Student-centered resources related to academic advising are consolidated on the school’s website under the [Advising](#) section.

**Career Services.** The school’s Office of Career Services provides career advising, resources, programs, and employer connections to students and alumni that enable them to become contributing members of the workforce and community. A full description of the school’s services in this area is provided in section 4.4 of the self-study. Specific programming is designed to facilitate the unique career needs of undergraduate and graduate students through focused workshops and activities. More information about these services is available in the [Careers](#) section of the school’s website.

**Diversity and Inclusion Resources.** The school maintains a progressive [SPH Policy on Diversity and Inclusion](#) that seeks to ensure the continuing development of a multi-culturally diverse, equitable, and inclusive living, learning, and working environment. As described in section 1.8 of this self-study, one outcome of this policy is an articulated plan to ensure that students can be readily connected with the wide and diverse range of multicultural and diversity resources on the IU Bloomington campus and in the community.

**Internship/Field Experience Support.** As described later in this section of the self-study, the school maintains comprehensive support systems for undergraduate students during the process of seeking, attaining, and completing a field experience. Field experience support includes: an online internship portal which outlines the steps to earn academic credit for such experiences, field experience coordinators for programs/departments, and career services support through the field experience application process.

**Scholarships.** For the 2014-2015 academic year, the school had available a total of 39 donor-funded scholarships that were awarded to a total of 53 undergraduate students. Collectively these scholarships provided $84,250.00 in support to undergraduates for the upcoming (2014-2015) academic year.
**SPH Engage Program.** A two year program of academic courses, engagement, workshops, and interactions, Engage U assists SPH students in transitioning from high school into college while building knowledge and experience through leadership development and engagement.

**Student Organizations.** The SPH Student Government ensures that undergraduate students have a mechanism for engagement in the governance of the school. Additionally, the school maintains 17 student organizations that are open to undergraduate students (see section 1.5 of the self-study) and that seek to facilitate networking and continuing education opportunities for students within specific disciplines.

**Research Funding.** The school makes available funding for undergraduates who are engaged in research activities. These include funds for conducting and disseminating research. A description of these mechanisms is provided on the school’s website under its Research and Creative Activity section.

**Campus Level Resources.** Indiana University has many offices in place that play important roles in the recruitment and retention process for undergraduate students and that support students’ well-being. The School of Public Health works collaboratively with these offices to make prospective students aware of our academic mission, course offerings, and student support. Examples of these resources include:

- **Office of Scholarships:** The Office of Scholarships provides a number of scholarship opportunities for incoming and current students to attract high achieving students to Indiana University and to support their academic pursuits. Scholarship opportunities at both the campus level and the school/department level help to attract top students into our fields of study.

- **The Career Development Center (CDC):** offers career planning resources for students who are Exploratory and have not yet declared a major. The Career Development Center refers students to the School of Public Health when they express an interest in our disciplines as part of their career discovery process.

- **The Office of First Year Experience Programs (FYE):** The Office of First Year Experience Programs provides incoming students with summer orientation and assists in their transition to college life. School of Public Health academic advisors work collaboratively with FYE to attend summer orientation advising and meet with students who have expressed an interest in pursuing a degree in public health.

- **Veterans Support Services:** Veterans support services provides support and assistance to military students and families. This support helps to facilitate the academic and personal success of veterans and family members studying within the School of Public Health.

- **Groups Scholars Program:** The Groups Scholars Program supports, retains, and increases the graduation rates of first generation, low-income, and disabled students by helping them adjust to university life.
Hudson and Holland Scholars Program: The Hudson and Holland Scholars Program provides financial and educational support to academically talented undergraduate students from traditionally underrepresented minority populations at IU Bloomington.

21st Century Scholars Program: This program provides resource information to assist 21st Century Scholars with programs and services ranging from academic tutoring and mentoring, to financial aid and career workshops.

The Hutton Honors College: The Hutton Honors College recruits diverse, talented, and highly-motivated students whose presence on campus serves to enhance the education of all undergraduates. High achieving School of Public Health students who meet admissions standards may choose to participate in the Hutton Honors College.

c. Identification of required and elective public health courses for the bachelor’s degree(s). Note: the school must demonstrate in Criterion 2.6.c. that courses are connected to identified competencies.

The BSPH requires a minimum of 120 credits of coursework. The official documentation related to degree requirements is included as Electronic Resource 2.9.a. The competency matrix for the BSPH degree is also included as Electronic Resource 2.6.a.

d. A description of school policies and procedures regarding the capstone experience.

To ensure that all BSPH students receive significant opportunity to apply public health knowledge and skills in a practice setting, all students are required to complete a five credit, 250 clock hour minimum field experience.

The primary purpose of the field experience program for the BSPH in Community Health degree is to provide opportunities for students to enhance their attainment of the public health competencies of the program as well as opportunities for students to become acquainted with public health agencies and their role in community health and promotion. The field experience provides the student with hands-on experiences in public health which can assist in developing desirable employment skills. The BSPH faculty maintain a comprehensive field experience handbook that provides an overview of all policies and procedures associated with the field experience. The BSPH Field Experience Handbook is included as Electronic Resource 2.9.b.

The primary goal of the field experience is to provide the student with practical experience, and in turn, an opportunity to develop a realistic understanding of public health/health promotion, from which a personal and professional philosophy of the discipline may evolve and mature. This goal is expected to be achieved by completing a field experience in an agency that will provide the environment and experimental opportunities that sustain professional and philosophical maturity.

The field experience is expected to provide the student with the opportunity to:

1. Participate in the daily functions of a public health agency, including administration and non-educational activities of the agency.
2. Participate in the agency's program planning which include assessment of needs, planning and implementing programs, budgeting, and program evaluation.
3. Create a public health project incorporating entry-level public health competencies.
4. Demonstrate the ability to successfully work independently and with co-workers.
5. Use appropriate written and oral communication and human relationship skills.
6. Apply knowledge and skills gained in the classroom to practical experiences in the field.
7. Demonstrate the ability to coordinate public health services to those populations served by the agency.
8. Demonstrate the ability to utilize and disseminate public health education/promotion resources.
9. Describe how the knowledge and skills gained during the field experience will be put to future use.

In order for an agency to be approved as a field experience site, specific qualifications and criteria must be met. First, the field experience must be completed within an agency that regularly provides public health programs in a public, private or community setting. Second, the preceptor must have a minimum of eight years of a combined work experience that includes academic preparation in a community health or closely-related discipline. Third, the agency and preceptor must provide opportunities for students to be engaged in activities that protect and improve the health of communities through educational programs, the promotion of healthy lifestyles and wellness, and provide opportunities for research towards understanding health behavior, along with the causes, prevention and treatment of diseases and disabilities.

The BSPH field experience coordinator maintains a list that contains information about potential sites for field experiences. A field experience site list is also available to students via the School of Public Health Internship Portal. Field experience sites are added on a regular basis to this list. In addition, students discuss their interests with BSPH program faculty, undergraduate advisors, professional colleagues, and by exploring other field experience resources such as those made available on statewide sites such as the Indiana InternNet.

The Field Experience Independent Project
While planning the field experience, the student is required to discuss with the potential preceptor the scope of the Independent Project (IP), which is a required component of the field experience. The project must be a product of the student’s field experience which contributes to the mission of the agency. During the planning stages of the field experience and during the field experience, the faculty field experience coordinator consults with the student and preceptor to make sure the IP is a project that is in alignment with one of the BSPH competencies and allows the student to show evidence of the student’s achievement of one of the competencies. Students provide documentation of their IP and relationship to attainment of the public health competencies in their final field experience binder.

Field Experience Evaluations
There are multiple mechanisms implemented to evaluate the students’ attainment of the field experience learning objectives. One mechanism is the preceptors’ evaluations which consists of the Preceptor Mid-term Evaluation and the Preceptor Final Evaluation. The student and preceptor complete the mid-term status reports and discuss the outcomes of the reports with each other prior to submitting the reports to the faculty coordinator. The student is also required to complete an exit interview with the preceptor at the conclusion of the field experience.

The Preceptor Mid-term Evaluation (Electronic Resource 2.9.c) is based on the student’s performance related to complete, in-progress and future activities. The preceptor also evaluates the student’s personal attributes and professional skills by indicating on a checklist the student’s level of competency related to their goals and objectives, professionalism, interpersonal
relations, and personal attributes. The preceptor provides insight related to strengths, areas of improvement, and any changes in the goals and objectives since their establishment at the beginning of the field experience.

During the field experience, the student submits *Weekly Journal Reports* (Electronic Resource 2.9.d) to the faculty field experience coordinator which provides information related to the hours the student worked, the areas in which the student completed the work (e.g. research, observation, presentations, evaluation, etc.), and the associated activities, along with a narrative that provides detailed information about the activities, reactions, and reflections.

The *Field Experience Preceptor Final Evaluation* (Electronic Resource 2.9.e) is comprised of a checklist and questions to evaluate the student based on the Essential Services of Public Health and the competency related to public health. The student is not required to meet all of the essential public health services during the field experience; however, of those services that the student gains experiences, he/she is expected to earn at least a “3” (good) or higher in each area in order to pass the field experience course. The open-ended questions allow for the preceptor to provide detailed information about the student and his/her experiences. Specifically, the preceptor is asked to evaluate the student's strengths, skills that need improvement, and areas where the student has shown the most improvement. Two additional questions are included on the final evaluation to assist in the evaluation of the field experience program and the undergraduate professional preparation program in public health at Indiana University-Bloomington. Preceptor comments based on this evaluation for the 2013-2014 academic year are available as Electronic Resource 2.9.f.

This self-study process helped the faculty to realize that it was necessary to create an additional mechanism for assessment of the extent to which students were attaining the specific BSPH competencies that have been articulated as related to the field experience in the instructional matrix. Beginning fall 2013, students participating in field experiences were assessed for attainment of the following competency on the final evaluation: demonstrate ethical choices, values and professional practices in public health.

The student is required to complete three additional evaluations at the conclusion of the field experience. These evaluations are designed to assess the preceptor, the site, and the faculty field experience coordinator and the field experience process (Electronic Resource 2.9.g). These anonymous evaluations assist in the future placement of students at field experience sites and shape the overall administrative activities of the BSPH Program’s field experience program.

e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

**Strengths**
The school offers the Bachelor of Science in Public Health (BSPH) degree, which currently offers a single major in community health. The degree program is guided by a set of competencies that represent contemporary social and behavioral science approaches to community health issues and requires a field experience that includes comprehensive evaluation mechanisms. The program is guided by faculty who are primary to the behavioral, social, and community health concentration of the MPH program.
Weaknesses
As a newly transitioned school of public health, the school has emphasized the expansion of its graduate programs and implementing the curricular changes necessary to ensure that our non-public health degree programs are inclusive of effective orientations to public health. As such, the school has not fully capitalized upon the potential for new BSPH majors that reflect both the multidisciplinary strengths of the school and that offer creative and holistic approaches to today’s complex public health challenges.

Future Plans
Faculty are working toward the establishment of BSPH majors that are offered in the areas of environmental health science, epidemiology and biostatistics, and physical activity. These majors will be structured in a way that is consistent with the current BSPH major. It is anticipated that these new majors for the degree will be introduced into the curricular review and approval process during the 2014-2015 academic year, with the first matriculation of students into the new majors occurring during the 2015-2016 academic year.

Additionally, the core environmental health course has been offered by the School of Public and Environmental Affairs (SPEA) for the duration of the BSPH degree program given that school’s history of offering an introductory course. However, faculty have expressed concerns that our school is unable to control the competencies within this course as offered by an outside school. As a result, beginning with the 2015-2016 academic year, all BSPH students in the school of public health will take a course offered within our school instead of this course in SPEA.