FA14 & SP15 SPH K698: MPH Culminating Experience

Physical Activity Concentration

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Fall 2014
Spring 2015

Monthly in fall, as scheduled in spring

Full 698 cohort meetings will convene on specified Fridays in Ballantine Hall, Room 347, 11:45 a.m. – 1:30 p.m.

Physical Activity-concentration cohort meetings will convene on specified Fridays in Ballantine Hall, Room 347, 11:45 a.m. – 1:30 p.m.

Office Hours by appointment

Culminating Experience Faculty by Concentration
Biostatistics – Dr. Zhongxue Chen
Behavioral, Social and Community Health – Dr. Susan Middlestadt
Environmental Health – Dr. Barbara Hocevar
Epidemiology – Dr. M. Aaron Sayegh (Culminating Experience Coordinator)
Family Health- Dr. Jonathon Beckmeyer
Physical Activity- Dr. Jeanne Johnston
Professional Health Education- Dr. Nancy Ellis
Public Health Administration – Dr. Michael Hendryx

Prerequisite Courses
Students must be in their final years of the MPH program to enroll in the FA14 698 courses. Specifically, students must complete all core and required courses for the MPH degree by the end of the FA14 semester of the 2014-2015 academic year to register for the 698 courses. Enrollment in the Spring 698 courses requires successful completion (passing grade) of the FA14 698 courses. During their final years of the MPH program, students must enroll in the appropriate section of 698 for 1-credit for the FA14 semester and enroll in the appropriate section of 698 for 1 credit for the SP15 semester.

Course Description
The Culminating Experience (K698) requires that students to synthesize and to integrate knowledge acquired in coursework and other learning experiences; and to apply theory and principles to situations that approximate aspects of Public Health professional practice.

Methods of Instruction, Teaching, and Learning
The Culminating Experience relies on a variety of instructional methods, including lectures, discussions, small-group work, peer-feedback, and self-reflection. The faculty members of the 698 courses will provide students with coaching and teaching in regards to the 698 assignments. Students should consult with any and/or all 698 faculty members throughout their participation in Culminating Experience courses. The Culminating Experience Coordinator (FA14 and
Required Texts


Learning Objectives

Students demonstrate their mastery of the body of knowledge acquired from MPH program coursework and demonstrate proficiency in the required Public Health core competencies through the application of theory and principles to situations that approximate the “real world” of Public Health practice. The assignments required of the Culminating Experience contribute to competency demonstration. By the end of the 698 courses, students should be able to demonstrate the attainment of the PH core and concentration-specific competencies through the development of concentration-specific synthesis projects and core competency portfolios.

Learning Assessment

The evaluation of student performance for the Culminating Experience course relies on 3 assignments:

1. Synthesis Project - for concentration specific competencies
2. Poster Presentation of Synthesis Project – for concentration-specific competencies
3. MPH Competency Portfolio – for MPH Core competencies

Required Course Meetings

Entire MPH Culminating Experience Cohort

Students meet as the full MPH cohort and as concentration-specific cohorts during the FA14 semester of the Culminating Experience course. The full MPH cohort meetings will convene on specified Fridays (below) in Ballantine Hall, Room 347, 11:45 a.m. – 1:30 p.m., unless otherwise noted.

The dates of the full MPH cohort meetings are:

Fall 2014

- Friday, August 29, 2014- Introductions & Overview
- Friday, September 19, 2014- MPH Portfolio
- Friday, November 14, 2014- Portfolio Revisions and Resubmits

During the SP15 semester, students meet 1 time as the full MPH cohort: the appropriate faculty member determines the number of concentration-specific cohort meetings.

Spring 2015

- Synthesis Project Poster Session- Friday, April 24, 2015: 9:00 a.m.-12:00 p.m. (location TBD)

Physical Activity concentration cohort meetings will convene on specified Wednesdays (below) in SPH 042, 12:30 pm – 2:30 p.m., unless otherwise noted.

The dates of the concentration specific cohort meetings are:

Fall 2014

- Wednesday, September 10, 2014
- Wednesday, October 01, 2014
Required Course Assignments

**Late assignments will NOT be accepted**

Fall Semester 2014:
- Synthesis Project Plan (Friday, September 26, 2014)
- MPH Competency Portfolio (Friday, October 31, 2014)
- MPH Competency Portfolio: Revisions and Resubmits (Friday, November 21, 2014)
- Synthesis Project: Introduction and Initial sections (Friday, December 05, 2014)

Spring Semester 2015:
- Synthesis Project: All Sections (Friday, April 03, 2015)
- Synthesis Poster Presentation Session (Friday, April 24, 2015)

Description of Assignments/Learning Assessments

**Synthesis Project**
Students will select projects to serve as focal points for the synthesis of their concentration-specific competencies. The student chooses the topic and design of the Synthesis Project choice in consultation with the concentration-specific faculty member, here, Dr. Johnston in her capacity as the physical activity concentration (FA14 and SP15 K968) faculty member. Portions of the synthesis are due throughout the academic year (i.e. FA14 and SP15) in order to help students plan for and remain focused on the final Synthesis Projects. The Synthesis Project is a demonstration of a student’s mastery of his/her concentration-specific competencies, here, MPH competencies for epidemiology. To complete the MPH program, epidemiology students must synthesize their understandings of the epidemiology-specific competencies (below) and apply what they have learned to public health issues. Dr. Johnston, in her capacity as physical activity concentration faculty member must approve Synthesis Project proposals.

**Physical Activity Competencies:**
- Interpret physical activity data as a tool to develop and prioritize community-based interventions, including policies, to promote physical activity.
- Understand methods to assess physical activity across diverse community populations.
- Develop and apply evidence-based knowledge and understanding of the relationship between physical activity and health across the life-span
- Understand evidence-based models to plan, evaluate, and translate physical activity interventions at community levels.
- Design, implement, and evaluate effective strategies to promote physical activity interventions across diverse community settings
- Understand how social and behavioral theories and cultural factors are used to promote physical activity participation in community settings
- Utilize and apply social and behavioral theories in physical activity and other health promotion programs
- Address cultural, social, behavioral, and environmental factors that affect the development and implementation of physical activity promotion
- Recommend and translate effective intervention strategies to partners and other constituents
- Use social marketing principles to promote physical activity within target populations
- Facilitate and coordinate with local and community organizations to develop and implement policy and environmental changes designed to increase opportunities for physical activity
- Collaborate with other disciplines to promote and administer physical activity research, practice, and policy at the community, state, or federal level
Physical Activity Synthesis Project:

Students will select a project to serve as a focal point for the synthesis of their concentration competencies. The project choice will be determined in consultation with concentration faculty and their faculty advisor. Students must receive concentration faculty approval for the synthesis project. Portions of the synthesis will be due throughout the year in order to help students plan for and remain focused on the final synthesis project.

Details on the PA synthesis project will be handed out early in the semester. Briefly, for the PA synthesis assignment, assume that you have been hired as a physical activity specialist for a community-based public health agency (e.g., a health department or a community-based organization or a local coalition). Your task is to demonstrate your proficiency in the competencies through your development of a scenario that describes how you would assess community needs, develop a program in response, promote the program, and evaluate that program. Additionally, your task is to demonstrate that you can apply the principles underlying the competencies throughout this scenario.

The setting and the characteristics of the agency and community constituents are your choice. Your scenario can be based on a community, school, worksite or other setting in the US or in any other area of the world. You should select and set up a scenario that provides you with the best opportunity to demonstrate your proficiency in the competencies. Your answer will be stronger if you have some real experience with this community or have taken the time to learn about the community. Please consult with your advisor on your choice prior to beginning the development of your response to this assignment. Your topic must be approved before you begin.

The synthesis project will consist of two parts.

Synthesis Project Plan (Due Friday, September 26, 2014)
Students will submit plans for the completion of the Synthesis Projects. The concentration-specific faculty member will finalize the contents of the Synthesis Project plan for maximum application, but at a minimum, the plan must contain the following:

- Project topic and focus
- Literature for consideration and review
- An outline of your synthesis project
- Time line for project execution and submission

Synthesis Project Introduction and Initial Sections (Due Friday, December 05, 2014)

By the end of the FA14 semester, students will submit the initial sections of their Synthesis Projects for evaluation by concentration-specific faculty. These initial sections demonstrate student progress on the Synthesis Projects and their readiness to continue as part of the K698 physical activity cohort for the SP15 semester.

These initial sections include:

- Specific Study Question/s, Aims or Objectives
- Introduction
- Background
- Literature Review
- Outline of Methodology
- References

Synthesis Project: All Sections (Due Friday, April 04, 2015)

See above for Synthesis Project requirements.

Format: 15 pages maximum; approximately 5,000 words double-spaced, 12 font excluding references, & AJPH cita

Recommended outline is:

Abstract
- 300 words describing the project, purpose and/or objectives, findings and/or proposal methodology, and recommendations and/or significance.
Introduction
• Describe the health issue.
• Describe your population of interest.
• Introduce the reader to the problem, frame the issue in public health terms, and describe how the reader should understand the problem.
• Provide history and context for this health issue.
• Include basic epidemiologic description of the burden of disease as well as its impact on the greater population (e.g. prevalence, relative risk, population attributable risk).

Literature Review:
• Describe the strengths and weakness of past programs within this population. Be sure to include the effectiveness of past programs.
• What literature are you drawing from to propose your current program?
• Describe the behavioral theory that you will be using and how it relates specifically to physical activity.
• Describe the health related outcomes you will monitor, and provide population reference values.
• The introduction/ initial sections may need to include a “background” section that provides more detail about the history and context of the issue.

Methods
• Describe the population and how this population was chosen.
• How will you assess the community needs?
• Describe how you will quantify physical activity.
• Describe the methods you will use to recruit your population (e.g. physical activity promotion).
• Describe the goals and objectives of the program.
• Describe your program evaluation plan (including process/formative and outcomes/summative variables)

Results
• Describe the demographics of the participants.
• Summarize initial process outcomes (e.g. reach, participation, feasibility)

Conclusions/Implications
• Draw appropriate conclusions from the results.
• Describe limitations and barriers to implementation and discuss their potential impact on program implementation and success.
• Describe future program planning based on your experience.
• Conclude with the implication of the findings or the potential findings for the practice of public health.

References
• AJPH citation style, currency and quality of citations
•

Poster Presentation Session of Synthesis Project (Due Friday, April 24, 2015)
Students will present posters summarizing their Synthesis Projects for review by MPH faculty and students on the morning of Friday, April 24, 2015 from 8:00 a.m. to 12:00 p.m., in Location TBA. We will discuss the preparation of the posters and their evaluations during the SP15 semester.
Presentations should include project description with outcomes, competencies addressed and evidence of synthesis across concentration competencies.

Evaluation criteria of the poster include the following:
• Evidence of concentration competency
• Mastery of public health skills and knowledge
• Presentation quality
**Poster Competition:** Students will also have the opportunity to submit their posters for award consideration. Students must submit their posters for the awards competition to Dr. Johnston via Canvas on Monday April 20, 2015 by 12:00 PM (Noon). Details about the poster competition will be available via Canvas as the Poster Presentation session approaches.

**MPH Competency Portfolio (Due Friday, October 31, 2014)**
Throughout the MPH program, students will gather and document evidences of attainment of core MPH competencies. During the Culminating Experience, every student will submit an MPH Competency Portfolio that provides evidence of core MPH competency attainment. Details about the MPH Portfolio are the topic of discussion during the full MPH cohort meeting on **Friday, September 19, 2014,** and with subsequent discussion in the concentration-specific cohort meetings. Evaluation of the MPH Portfolio relies on the student’s ability to articulate the meaning of the competency, the selection, provide a “real-world” example, and describe the evidences of attainment. See Canvas for **MPH Core Competencies.**

Required elements include:
- MPH Core Competencies Summary
  - Format: 1 page single spaced text uploads through Canvas for each MPH Core Competency

**Competency Portfolio Revisions and Resubmits (Due Friday, November 21, 2014)**
Concentration specific faculty will review and score the sections of the MPH Competency Portfolio specific to their areas. Faculty score the Portfolio based on Articulation, Attainment & Evidence, and Professional Communication. The concentration-specific faculty member assesses the quality of the competencies for the students across all concentration areas.

- A score of 7 or less requires revisions and resubmission.
- Students must revise and resubmit the concentration specific competencies until they achieve a score of 8 or above.
- Failure to achieve a minimum score of 8 in any competency area will result in an incomplete or “I” for the semester.

**Course Grading**
Evidence of attainment of core and concentration-specific competencies will earn students passing marks for the class. Students who have not sufficiently demonstrated mastery of core and/or concentration-specific competencies will receive incompletes (i.e. “I”). Students receiving incompletes must respond to the concentration-specific faculty member with a negotiated time to assure completion of course requirements. Per university policy, those students who do not complete the requirements within the negotiated time will fail (i.e. receive “F’s”) for the FA14 semester of the 698 course, and therefore will not be able to register/enroll in the SP15 698 course. Failure to complete the SP15 698 course precludes the graduation from the MPH program.

**Academic Integrity**
We are part of an academic community that values both personal and academic integrity. The **Code of Student Rights, Responsibilities, and Conduct** defines academic and personal misconduct by students and specifies the procedures to deal with such situations (see [http://www.iu.edu/~code/code/index.shtm](http://www.iu.edu/~code/code/index.shtm)). Additional information about academic integrity will be available on the course website for review. All students should review and understand the Indiana University policy and strive toward academic integrity throughout their studies. The IU SPH-Bloomington has no tolerance for violations and no warnings because, at this stage of the graduate program, students should know how to write with academic integrity. Papers submitted with evidence of plagiarism will receive a failing mark of “0” points, and Dr. Johnston and related faculty members will proceed with the appropriate communications at university level. Students must submit all written assignments via **Turnitin** for originality confirmation.

**Proper Citation and Referencing**
Students should document **ALL** assignments are expected to be properly with references from the professional literature (e.g., books, journal articles, web-based documents, etc.) using the concentration approved reference style (e.g. AJPH). Any papers submitted without proper documentation and referencing will automatically receive an F mark of “0” points.
All papers must contain proper citations within the texts as well as a properly formatted reference lists. Students must submit the assignments via the Canvas.

Course Evaluation
The policy of the IU School of Public Health- Bloomington is to evaluate all its courses. We will conduct final student course evaluations in a manner that maintains the integrity of the process and the anonymity of evaluators. Evaluation of the Culminating Experience relies on a form developed specifically developed to capture the unique structure of the course.

Students Requiring Accommodations
Any student requiring an accommodation (e.g. vision impairment, hearing impairment, dyslexia, etc.) should discuss this privately with Dr. Johnston and the concentration-specific faculty member during the first weeks of the FA14 and SP15 semesters in order to ensure reasonable accommodations. The Office of Disability Student Services is an excellent resource. The following is the contact information for this office:

Disability Services for Students,
Franklin Hall Room 006,
601 East Kirkwood Ave.
(812) 855-7578
www.dsa.indiana.edu

Religious Observation
In accordance with the Office of the Vice Provost for Faculty and Academic Affairs, any student who wishes to receive an excused absence from class must submit an Accommodation Request form available from the Vice Provost for Faculty and Academic Affairs for each religious observation. The student must present this form to Dr. Johnston and the concentration-specific faculty member by the end of the second weeks of the FA14 and SP15 semesters. Dr. Johnston and/or the concentration-specific faculty member professor must sign the form, make a copy of the form, and return the original to the student. Students may find more information about the policy on religious observation and the request form at the following website: http://www.indiana.edu/~vpfaa/holidays.shtml.

Official Calendar- Bloomington Campus
For information regarding the official Bloomington campus calendar, go to the following URL: