H698: MPH Culminating Experience  
(FA14 & SP15 SPH)  

Prof. Health Education Concentration

Dr. Nancy T. Ellis  
SPH 134  
1(812) 855-9441  
Email: ellisn@indiana.edu

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.

Professional Health Ed concentration cohort meetings will convene on specified Fridays 11:45 a.m. – 1:30 p.m., Room 116C or TBD

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 course. Enrollment in the Spring 698 course requires successful completion (passing grade) of the FA14 698 course. 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 (H698) requires students to synthesize and integrate knowledge acquired in coursework and other learning experiences to demonstrate the extent to which they have met the MPH Program Competencies that approximate aspects of Public Health professional practice. Graded on S/F basis.

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 SP15 698) and/or concentration-specific faculty member will post readings and review materials on the 698 workspace in Canvas and/or on the specific 698-section Canvas website.
Required Text

- Previous course texts and independent, approved readings related to Synthesis Project

Learning Objectives

The culminating experience requires a student to synthesize, integrate and demonstrate their mastery of the body of knowledge acquired from MPH program coursework and other learning experiences, and to 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 H698 course, students will be able to demonstrate the attainment of the core public health and required Professional Health Education concentration competencies through the development of a concentration specific competency synthesis project and a core competency portfolio.

Learning Assessment

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

1. MPH Competency Portfolio – for MPH Core competencies
2. Synthesis Project - for concentration specific competencies
3. Poster Presentation of Synthesis Project – for concentration-specific 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 mandatory full MPH cohort culminating experience meetings are:

**Fall 2014**

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

**Professional Health Education concentration meetings** will convene on specified Fridays (below) in SPH, 116C Conference room, 11:45 am – 1:30 p.m., unless otherwise noted.

The dates of the Professional Health Education concentration specific cohort meetings are:

**Fall 2014**

- Friday, September 05, 2014 (Introduction/overview, Portfolio and Synthesis assignments and planning
- Friday, October 03, 2014 (MPH Competency Portfolio components, preparation, submission (first year MPH join)
- Friday, October 24, 2014 (Synthesis Project planning)
- Friday, November 21, 2014 (Synthesis Projection Introductions and selected sections (small group feedback)

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 (3 dates to TBD after students register for Spring Classes).

**Spring 2015**

- Synthesis Project Poster Session- Friday, April 24, 2015: 9:00 a.m.-12:00 p.m. (location TBD)
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 a project to serve as a focal point for the synthesis of their concentration competencies. The student chooses the topic and design of the Synthesis Project in consultation with MPH PHE advisor/faculty and their concentration specific H698 faculty instructor, Dr. Ellis. Students must receive concentration faculty approval for the synthesis project. Dr. Ellis, in the capacity as Professional Health Education Synthesis concentration instructor, must approve Synthesis Project Proposals. Portions of the synthesis project will be due throughout the year (FA14 and SP15 in order to help students plan for, and remain focused on, the final Synthesis Project. The Synthesis Project is a demonstration of a student’s mastery of his/her concentration-specific competencies, here, MPH for Professional Health Education. To complete the MPH program, Professional Health Education students must synthesize their understandings of their concentration-specific competencies (below) and apply what they have learned to public health issues.

Each MPH graduate student completing a concentration in Professional Health Education will complete a culminating final paper demonstrating the student's ability to generate the design, instructional strategy and a recommended evaluation and/or assessment for the successful health education program described on an assigned topic. Each graduate student will collectively determine with the H698 instructor a specific target population/audience for the health education program on the assigned topic. To successfully pass, the completed paper must effectively demonstrate the ability of the individual graduate student to have achieved selected concentration competencies addressed in the MPH in Professional Health Education in the design, recommended instructional strategy, and evaluation described in the paper.

Professional Health Education Competencies
- Collect health related data regarding needs, assets and capacity for health education programs.
- Design health related programs consistent with health education concepts, theories and specified program objectives.
- Exhibit competence in delivering planned health education programs.
- Use appropriate methods (quantitative/qualitative) to evaluate and conduct research related to health education.
- Facilitate partnerships among health and education related agencies and organizations to accept and support health education.
- Exhibit competency for the selection, development and dissemination of health education resources and training materials.
- Demonstrate professional responsibility toward the promotion of health education and the discipline.
**MPH Professional Health Ed (MPH PHE) Synthesis Project:**
The activities in the Synthesis Project require each MPH PHE student to independently seek further knowledge, plan for, and exhibit specific NCHEC competence associated with professional practice in regard to successful conceptualization, designing and implementation of a health education program or intervention for a select public health issue for a targeted population in a specific public health setting. Identified needs and social, behavioral, and other determinants of health may be considered in the project and specific models of intervention applied, as well as consideration of specific models and theories related to behavior change and program planning. For example, projects may include data collection and/or needs assessments for an intervention, primary prevention or secondary prevention/intervention of a specific chronic or communicable disease. Other projects may focus on educational programs related to tertiary prevention of individuals diagnosed with disease in order to manage their disease and prevent further deterioration of health. Some projects may focus on maintaining wellness of high risk populations to prevent disease. Programs could also focus on diverse populations. What about stakeholders or collaborators? Post-implementation evaluation? There is no limit to professional, public health education program interventions.

**Part 1 - Public Health Issue Description:**
First, generate an understanding of the issue in public health terms. At a minimum, the description should answer the following questions:
1. Why is this Synthesis Project topic a significant public health issue?
2. What is the evidence supporting the importance or need regarding this public health issue? The intervention?
   a. Data collection approaches/resources?
3. What health determinants figure prominently?
4. Who specifically is affected? Where? How or in what ways?

*Remember* Students should present or determine reliable data from epidemiological surveillance and other professional and scientific literature. Also consider developing appropriate data collection strategies/research.

**Part 2 – Public Health Program Plan/Design & Intervention Implementation (pre/during/post)**
Address the identified health topic of need for a targeted population in a designated setting. Design a health education/promotion plan inclusive of: objectives/expected outcomes; partnerships; health education concepts; theory of behavior change or program planning/design; program delivery/implementation; human, material and financial resources; evaluative research; professional responsibility and dissemination. Be innovative, expand beyond! Use your learned, professional imagination!

*Remember* this is a culminating experience in professional health education: write professionally, apply credible documentation and competency based knowledge and applicable public health educator practices and skills.

**Synthesis Project Plan (Due Friday, September 26, 2014)**
Students will submit a plan for the completion of the synthesis project. The contents of the synthesis project plan will be finalized by concentration faculty for maximum application, but at a minimum will contain the following:
- Part One: Public Health Issue Description (See Part I paragraph above for details)
  - Public Health issue related to: proposed target population and setting, determinants of health, risk factors, etc.
  - Role of professional public health educator, etc.
  - Draft evidence tables for Part One – keep tract of reference bibliographic documentation
  - Outline of Part One
- Part Two: Public Health Program Plan/Design & Intervention Implementation (pre/during/post)
  - Outline (see Part 2 paragraph details above)
- Time line for project execution and submission
Students will submit plans for the completion of their Synthesis Projects. The concentration-specific faculty member will finalize the contents of Synthesis Project plan for maximum application, but at a minimum, the plan must contain:

- Completed draft of Part One
- Completed evidence tables and reference list
- Updated, improved, outline for Part Two
- Draft of several sections on Professional Health Education competencies addressed in Part Two

**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 project and their readiness to continue as part of the H698 professional health education cohort for the SP15 semester. At a minimum, these initial sections to be turned in, include:

- Completed draft of Part One
- Completed evidence tables and reference list
- Updated, improved, outline for Part Two
- Draft of several sections on Professional Health Education competencies addressed in Part Two

**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 citation style. Recommended outline is:

**Abstract**
- 300 words describing the (a) project, (b) purpose, (c) needs/importance (supporting data), (d) target population, (e) public setting, (f) objectives/expected outcomes, (g) partners/collaborators, (h) program plan/design/health concepts/theories, (i) intervention/implementation/delivery, (j) resources, (k) evaluative research, (l) professional responsibility and dissemination

**Public Health Issue/Significance**
- **What?** “Briefly” identify the health issue. Introduce the reader to the problem in public health terms
- **Why?** Provide significance/importance/determinants/context for this health issue.
- **Who?** specifically affected?
- **How?** In what ways impacted?
- **To what extent** affected? Impact on life or quality of life.
- Use in text referencing/documentation that matches end of paper bibliography

**Public Health Program Planning Process**
- needs assessment conducted or reliable data identified for needs determination or both; justify need
- partners/collaborators/community resources
- relevant health concepts/theoretical basis
- desired/expected outcomes
- program plan/design in general

**Public Health Education Intervention; Specifics of what the intervention is.**

**Health Program Implementation/Delivery**
- material resources for program delivery
- financial resources for program delivery
- human resources for program delivery/implementation
- personnel training resources?
- program delivery: how/methods/strategies?
**Evaluation and Professional Dissemination**

- When evaluate?
- How evaluate? How often?
- How will you professionally disseminate the results?

**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. M. Aaron Sayegh 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** concentration-specific cohort meetings. First evidence of a competency is to be an example from the Core class, and the second evidence should be from outside of the core class and could either be from another class or from a volunteering, internship, etc. 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. Sayegh 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. Final student course evaluations administered in a manner that maintains the integrity of the process and anonymity of evaluators. Evaluation of the Culminating Experience relies on a form developed specifically to capture the unique structure of the course.

**Students with Special Needs**

Any student with a special need (e.g. vision impairment, hearing impairment, dyslexia, etc.) should discuss this privately with Dr. Sayegh 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](http://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. Sayegh and the concentration-specific faculty member by the end of the second weeks of the FA14 and SP15 semesters. Dr. Sayegh 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](http://www.indiana.edu/~vpfaa/holidays.shtml).

**Official Calendar- Bloomington Campus**

For information regarding the official Bloomington campus calendar, go to the following URL: [http://registrar.indiana.edu/offcalen.shtml](http://registrar.indiana.edu/offcalen.shtml).