SPH P698: MPH Culminating Experience
Public Health Administration Concentration

Public Health Administration Concentration Faculty:
Michael Hendryx, PhD, SPH C020
(812) 856-8875
Email: hendryx@indiana.edu

Fall 2014
Spring 2015
Monthly in Fall, as scheduled in Spring

Full and Concentration 698 cohort meetings will convene on specified Fridays in Ballantine Hall, Room 347, 11:45 am – 1:45 pm.

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. Susan Smith
Public Health Administration – Dr. Michael Hendryx

Prerequisite Courses
Students must be in their final year 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 course requires successful completion (passing grade) of the FA14 698 course. During their final year 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 requires students to synthesize and 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 698 course Coordinator 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 (https://canvas.iu.edu/lms-prd/app).

Recommended 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 project and a core competency portfolio.

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. During the SP15 semester, students meet 2 times as the full MPH cohort: the appropriate faculty member determines the number of concentration-specific cohort meetings. The cohort meetings will convene in Ballantine Hall Room 347, 11:45 a.m. – 1:45 p.m., unless otherwise noted. The dates of the full MPH cohort meetings are:

Fall 2014
Friday, August 29, 2014
Friday, September 19, 2014
Friday, November 14, 2014

Spring 2015
Spring webinar session- Friday, March 27, 2015: 9:00 a.m.-10:00 a.m. EST
Synthesis Project Poster Session- Friday, April 24, 2015: 9:00 a.m.-12:00 p.m. (location TBD)
Public Health Administration concentration cohort meetings will convene in Ballantine Hall Room 347 from 11:45 a.m.-1:00 p.m., unless otherwise noted. The dates of the concentration specific cohort meetings are:
Friday, September 05, 2014
Friday, October 24, 2014
Friday, November 21, 2014

**Required Course Assignments**

**Late assignments will NOT be accepted**

**Fall Semester 2014:**
- Synthesis Project plan (Friday, September 26, 2014)
- MPH Competency Portfolio first submission (Friday, October 31, 2014)
- MPH Competency Portfolio revisions and resubmits (Friday, November 21)
- Synthesis Project introduction and initial sections (Friday, December 5, 2014)

**Spring Semester 2015:**
- Synthesis Project (Friday, April 03, 2015)
- Synthesis Poster Presentation session (Friday, April 24, 2015)

**Description of Assignments/Learning Assessments**

**Synthesis Project**

Students will select a case study project to serve as a focal point for the synthesis of their concentration competencies. To complete the MPH program, public health administration students will synthesize their understanding of the concentration competencies and apply what they have learned to a public health issue of significance. The project choice must be determined in consultation with Dr. Hendryx. Portions of the synthesis will be due throughout the year to help students plan for and remain focused on the final synthesis project.

**Synthesis Project Assignment: Public Health Administration or Policy Case Study**

Students are encouraged to select a public health issue that is important to their job interest areas or their passion for public health. Consider the selection carefully, as it must allow for full analysis based on the public health administration competencies. The most important step is the case study question or focus, as this will guide the development of the method and will help frame the presentation of the analysis. The case study must be framed from the lens of public health administration.

**Case Study Question:** Clearly state the case study question and describe why it is important and yet unanswered or at least unaddressed well in the practice and research literature. Explain specifically how this is a public health administration case study question – e.g. how it is framed in terms of public health administration or policy. Explain the methods that will be used to address the question.

**Health Issue Description:** Describe the health issue addressed by the case study in public health terms. At minimum, the description should answer these questions: Why is this a significant health issue? What is the evidence demonstrating the importance of this issue? What health determinants figure prominently? Who is affected? Students should present epidemiologic data, research and practice literature to make the case for the issue. The issue description should demonstrate student understanding of the definition of public health, determinants of health, epidemiology and biostatistics.

**Case Study Method:** Describe the information that will be sought to address the case study, the methods used to obtain the information and the methods used to evaluate the obtained information.
Case Analysis: Present the findings/observations from the case study and provide an analysis – what do they mean? What are the implications of these for the issue and in terms of the case study question itself? What remains to be done/learned by others about this question? What are the conclusions?

Below is a table listing the Public Health Administration Competencies with questions that can help students think about competencies relevant to the case study. Each case study will involve competencies unique to the question and focus.

<table>
<thead>
<tr>
<th>PHA Competencies</th>
<th>Questions to consider as you approach the synthesis project</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the main components and issues related to the organization, financing</td>
<td>• How is the public health system (including health services) organized around this issue?</td>
</tr>
<tr>
<td>and delivery of health services and public health systems.</td>
<td>• How is this system financed?</td>
</tr>
<tr>
<td></td>
<td>• Who has jurisdiction over this issue? How and why do they have jurisdiction? (see also #5)</td>
</tr>
<tr>
<td>2. Apply the principles of management to organizational initiatives.</td>
<td>What management principles are at work in this case? How are these principles expressed (or not) through organizational or policy initiatives?</td>
</tr>
<tr>
<td>3. Use input from critical stakeholders to evaluate community-based public health</td>
<td>• Who are the critical stakeholders in this issue?</td>
</tr>
<tr>
<td>programs, policies and interventions.</td>
<td>• What are the positions of critical stakeholders on this issue?</td>
</tr>
<tr>
<td></td>
<td>• How are they involved in the evaluation of this issue? What is the evidence of their involvement (or lack thereof)?</td>
</tr>
<tr>
<td>4. Apply established steps and procedures to evaluate community-based public health</td>
<td>• How is this issue being evaluated? Who is conducting and funding the evaluation?</td>
</tr>
<tr>
<td>programs, policies and interventions.</td>
<td>• What needs to be (but is not) currently evaluated?</td>
</tr>
<tr>
<td>5. Identify and interpret public health laws, regulations, and policies.</td>
<td>• What public health laws, regulations or policies are related to this issue?</td>
</tr>
<tr>
<td></td>
<td>• What is the dominant policy framing for this issue?</td>
</tr>
<tr>
<td></td>
<td>• What is the policy space for this issue and who appears to have jurisdiction?</td>
</tr>
<tr>
<td></td>
<td>• What public health policy tools are being used?</td>
</tr>
<tr>
<td>6. Articulate the health, fiscal, administrative, legal, social, and political implications of public health policy options.</td>
<td>• What policy options are currently being discussed for this issue? What remains to be discussed?</td>
</tr>
<tr>
<td></td>
<td>• What are the implications for these options?</td>
</tr>
<tr>
<td>7. Prepare proposals for funding from external sources for public health programs</td>
<td>• Return to the public health system you describe around this issue (#1). What are the range of funding issues faced by the parties in the public health system around this issue</td>
</tr>
<tr>
<td>and research projects.</td>
<td>• Who are the funders who might alleviate one or more of these issues?</td>
</tr>
<tr>
<td></td>
<td>• What are the funding mechanisms used?</td>
</tr>
<tr>
<td>8. Develop and construct budgets for public health programs or research projects.</td>
<td>• What do budgets imply about the issue in question?</td>
</tr>
<tr>
<td></td>
<td>• What are the key components?</td>
</tr>
<tr>
<td></td>
<td>• How would you improve this budget to more effectively address this issue? (Revenue increases are not the only option)</td>
</tr>
<tr>
<td>Develop strategies for determining budget priorities for public health programs.</td>
<td>How are funding priorities around this issue determined?</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Who has the power to determine these priorities?</td>
<td>What alternate strategies exist for budget prioritization?</td>
</tr>
</tbody>
</table>

**Synthesis Project Plan (Due September 26, 2014)**

Students will submit a plan for the completion of the synthesis project. The contents of the synthesis project plan should include the following: (Maximum 4 pages not including reference section, double spaced, 12-point font, 1” margins).

- Case study question, explanation and significance: Indicate the case study focus and question. Explain how this is a public health administration or policy case study issue and why it is important.
- Description of the health issue in public health terms.
- Method – How the case study question will be investigated: information needed to answer the case study, how information will be obtained and analyzed.
- Practice and Research Literature for consideration and review. Describe what is already known about the topic and question or topic area, what you have already reviewed and what remains for review this fall.
- Time line for project execution and submission

**Synthesis Project Introduction and Initial Sections (Due December 5, 2014)**

By the end of fall semester students will submit the initial sections of their synthesis project. This will demonstrate student progress on the synthesis project and their readiness to continue as part of the P698 cohort in the spring. The following sections are required and should not exceed 7 double spaced 12-point font pages with 1” margins, not including references.

- Description of the selected health issue, focus for case study and case study question
- Explanation of the public health significance
- Methods – full description of methods in use to investigate the case study question
- Initial findings and observations
- Central analytical issues – what appear to be the main issues of the case study? What unanticipated issues have emerged?
- Revised timeline for completion. Identify concerns and requests for assistance.
- Comprehensive listing of resources informing the case study

**Grading:** The synthesis project plan and the synthesis project will each be graded on 200 point scales; 160 points are required for a passing grade.

**Synthesis Project (Due April 3, 2015)**

The final synthesis project document should be submitted by April 3, 2015 to Dr. Hendryx via CANVAS. The synthesis paper should not exceed 15 double spaced pages in 12-point font with 1” margins (does not include references).

**Poster Presentation Session of Synthesis Project (Due April 24, 2015)**

Students will prepare and present a poster summarizing the synthesis project for review by MPH faculty on Friday, April 24, 2014. Students should be prepared to be present for the morning, with set up at 8:00 a.m. and the poster reviews from 9-11am. We will discuss the poster presentations and their evaluation during the spring semester.
**MPH Competency Portfolio (first submission due October 31, and revised final version due November 21, 2014)**

Throughout the MPH program, students will gather and document evidence of their 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 portfolio will be discussed during the MPH Cohort meeting on Friday, September 19, 2014 and in the concentration cohort meetings. Students will be evaluated on their ability to articulate the meaning of the competency, the selection and explanation of a real world example and present evidence of attainment.

Required elements include:

1. MPH Core Competencies Summary – 1 page for each of the 12 MPH competencies (maximum one page single spaced, 12 point font for each MPH Core Competency). Each of the 12 competencies will be graded on a 10-point scale; a minimum score of 8 or better on each competency is required for a passing grade.

**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 not be able to register/enroll in the SP15 698 course. Failure to complete the SP15 698 course precludes 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 in this class 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. Hendryx and related faculty members will proceed with the appropriate communications at university level.

**Proper Citation and Referencing**

Students are expected to document *ALL* assignments properly with references from the *professional* literature (e.g., books, journal articles, web-based documents, etc.) using the concentration approved reference style (i.e. that of the American Journal of Public Health). 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 drop boxes.

**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.
Students with Special Needs

Any student with a special need (e.g. vision impairment, hearing impairment, dyslexia, etc.) should discuss this privately with 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. 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.

Official Calendar- Bloomington Campus

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