SPH–F 698
MPH Culminating Experience
Family Health Concentration

698 Faculty
Biostatistics – Ahmed Youssefagha
Behavioral, Social and Community Health – Susan Middlestadt
Environmental Health – Barbara Hocevar
Epidemiology – Barbara Van Der Pol
Family Health – Maria Schmidt
Physical Activity- Jeanne Johnston
Professional Health Education- Nancy Ellis
Public Health Administration – Beth Meyerson

Prerequisite Courses
Students must be in their final year of the MPH program to enroll in the Fall F698 course. Enrollment in the Spring F698 course requires successful completion (passing grade) of the Fall F698 course. Students must enroll in F698 for 1 credit fall semester and 1 credit spring semester in their final year of the MPH program. C: SPH-F 696 and permission of academic advisor.

Course Description
This course provides students with an opportunity to demonstrate the extent to which they have met the MPH Program Competencies in Family Health. P: Students must be in their final year of the MPH program to enroll in this course. Graded on S/F basis only.

Bibliography or Resources
Current literature readings as appropriate

Fall 2013
Spring 2014
Monthly in fall, as scheduled in spring

Full 698 Cohort meetings will convene on specified Fridays in Cedar Hall Room 112, 11:45 am – 1:45 p.m.

FH Concentration Cohort Meetings will convene in Cedar Hall Room 112, 11:45 – 1:45

FH Concentration Faculty: Bob Billingham (812) 855-5208 billingh@indiana.edu
Office Hours: by appointment
Methods of Instruction, Teaching and Learning

A variety of instructional methods will be used including lectures, discussions, small-group work, peer-feedback and self-reflection. Student coaching and teaching will be provided by all F698 faculty. Students are encouraged to consult with any and all F698 faculty as they participate in this course. Readings and review materials will be posted on the Oncourse website by the Coordinator and/or Concentration Faculty.

Learning Objectives

The culminating experience requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice. Through this, the student will demonstrate her/his mastery of the body of knowledge and will demonstrate proficiency in the required competencies. Assignments in this course will contribute to evolving competency demonstration.

By the end of the course, students will be able to demonstrate the attainment of the core public health and family health concentration competencies through the development of a concentration specific competency synthesis project and a core competency portfolio.

Learning Assessment

Student competency will be evaluated by a review of the following:

- Synthesis Project - for concentration specific competencies
- Poster Presentation of Synthesis Project – for concentration specific competencies
- MPH Competency Portfolio – for MPH Core competencies

Required Course Meetings

Students will meet with the full F698 cohort and with their concentration cohort during the fall and spring semesters of this course. **The following are dates of the full F698 Cohort meetings. They will convene in Cedar Hall Room 112, 11:45 am – 1:45 p.m.**

August XX – Introduction/overview, Synthesis assignments, cohort planning
September XX – MPH Competency Portfolio components and preparation (first year MPH students join)
October X – Synthesis Project planning
November X – Synthesis Project introductions and selected sections (small group feedback)
Spring session –TBA
Spring early April –Poster presentations of Synthesis Projects (keys to success)

**Below are the dates for the FH concentration meetings. They will convene in Cedar Hall Room 112.**
September XX – 12:00 – 1:45 [note the slight change in time for this meeting]
October XX – 11:45 – 1:45
November XX – 11:45 – 1:45

<table>
<thead>
<tr>
<th>Required Course Assignments</th>
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<tr>
<td><strong>Fall Semester 2013:</strong></td>
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<tr>
<td>- Synthesis Project plan (October XXth, graded by concentration faculty)</td>
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<tr>
<td>- MPH Competency Portfolio draft (November XXth, graded by faculty advisor)</td>
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<tr>
<td>- Synthesis Project introduction and initial sections (November XXth, graded by concentration faculty)</td>
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<tr>
<th>Spring Semester 2014:</th>
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<td><strong>Late assignments will NOT be accepted</strong></td>
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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 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 Family Health synthesis project will be handed out early in the semester. Briefly, for the Family Health synthesis assignment, assume that you have been hired as a program manager for a community-based agency (e.g., a community-based organization or a local coalition). Your task is to identify a specific family health issue in your community and 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, and evaluate that program. Additionally, your task is to demonstrate that you can apply the principles underlying the competencies throughout this scenario.

The health issue, 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 Paper Part One:**

Briefly describe the community context and setting you have selected. Identify your role and where you fit. Describe the family health issue and its scope and magnitude as well as the priority group or groups you will be addressing. Summarize the epidemiological evidence that it is a priority for a particular segment of your chosen community. Provide a description of the primary behavior or behaviors that will be targeted. Summarize the intrapersonal, social, and other determinants (supported by the literature) of that behavior or behaviors. Briefly summarize what is already known about interventions in other populations and settings. Provide and refer to four evidence tables to support this section.

**Synthesis Paper Part Two:**

Provide a thorough description of how you would approach the development, implementation, and evaluation of your agency’s programmatic response to the identified family health issue and behavior(s) outlined in Part One. Be sure that your description provides a demonstration of your understanding of, and attention to, each of the Family Health competencies. That is, in Part Two, write one section on each of the competencies outlined below.

**Family Health Competencies:**

- Analyze how family theories and conceptual frameworks inform contemporary research and practice in public health.
- Analyze the physical, cognitive, social, and emotional development of individuals at various stages of the life course.
- Analyze the effects families have on physical, mental, social, spiritual, and cultural dimensions of health.
• Evaluate how societal attitudes and social policies affect family resources and resilience.
• Identify how family and community demographic trends affect prevention and educational approaches used to improve family health.
• Summarize how social and cultural factors affect the health of individuals and families.
• Illustrate how families interact with external social systems such as educational, governmental, legal, community and religious systems.
• Develop a strengths based prevention program to improve the health of individuals or families that incorporates family, human development, and public health theories.
• Integrate family, human development and public health theories in relation to health concerns across the life course.

**Synthesis Project Plan (Due October XX, 2013)**

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**
  - Proposed community, role of student and health issue
  - Outline of Part One
  - Draft evidence tables for Part One
- **Outline of Part Two**
- **Time line for project execution and submission**

**Synthesis Project Introduction and Initial Sections (Due November XX, 2013)**

By the end of fall semester students will submit the initial sections of their synthesis project for evaluation by concentration faculty. This will demonstrate student progress on the synthesis project and their readiness to continue as part of the F698 cohort in the spring. At a minimum, students will turn in:

- Completed draft of Part One
- Completed evidence tables and reference list
- Updated outline for Part Two
- Draft of several sections on BSCH competencies addressed in Part Two

**Synthesis Project (Due April XX, 2014)**

Students will be expected to complete the synthesis project during the Spring semester, revising their project based on the feedback provided at the end of the Fall semester. The complete assignment (including both parts one and two) should not exceed ten typewritten, single-spaced pages, using one-inch margins and Times New Roman size 12 font. The synthesis project should be supported by four evidence tables: (1) studies that support the scope and significance of the family health issue; (2) studies that support your selected behavior and priority group; (3) studies with data on determinants of the selected behavior, particularly intrapersonal, structural or other factors that might be addressed by an intervention; (4) evidence on interventions that have been tried with a similar behavior and/or priority group. Title the evidence table clearly and have at least one reference in each table. Use APA format for your references and citations. Have a reference list at the end. The reference page and the evidence tables are not included in the ten page limit.

**Poster Presentation Session of Synthesis Project (Due April XX, 2014)**

Students will prepare and present a poster summarizing the synthesis project for review by MPH faculty on Friday, April XX, 2014. Students should be prepared to be present for the morning of April XXth (from 8:00 am-noon). We will discuss the poster presentations and their evaluation during the spring semester.

**MPH Competency Portfolio (Due March X, 2014)**
Throughout the MPH program, students will gather and document evidence of their attainment of core MPH competencies. Students will also develop and refine a collection of professional materials to be used when searching for internships and jobs. During the culminating experience, every student will submit an MPH Competency Portfolio that provides evidence of core MPH competency attainment. Details about portfolio and its electronic “E-” format will be discussed during the MPH Cohort meeting on Friday, September XX, 2013.

Required elements include:

1. MPH Core Competencies Summary Sheets (maximum one page single spaced, 12 point font for each MPH Core Competency):
   a. Summary of student development related to the specific competency
   b. Evidence corroborating the development of each competency (evidence might include a student paper or project, a letter from project partners or supervisors, copies of technology products, etc.), and
   c. Plan for future development: for competencies that have not been met at the highest level, the student should provide detailed plans for continued professional development that is supportive of meeting that competency.

2. Personal statement of professional public health qualifications including:
   a. An overview of the student’s academic and professional background related to public health
   b. A description of the student’s practice and/or research interests

3. Professional documents for use in obtaining employment:
   a. Resume
   b. Reference list
   c. Letter of application for personalization

4. Cumulative Academic Record: Attainment of Core MPH Competencies including:
   a. Initial and final self-assessments of competencies
   b. MPH curriculum summary

Course Grading

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<tr>
<th>Fall</th>
<th>Evaluation</th>
<th>Points</th>
<th>Faculty Evaluators</th>
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<tr>
<td>Synthesis Project Plan</td>
<td></td>
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<td>MPH Competency Draft</td>
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<td>Course Participation</td>
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<td><strong>Total Possible Points (Fall)</strong></td>
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<tr>
<th>Spring</th>
<th>Evaluation</th>
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<td>Synthesis Project</td>
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<tr>
<td>Synthesis Poster Presentation</td>
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Academic Integrity

We are part of an academic community that values both personal and academic integrity. Academic and personal misconduct by students in this class are defined and dealt with according to the procedures in the Code of Student Rights, Responsibilities, and Conduct (see http://www.iu.edu/~code/code/index.shtml). There will be information about academic integrity posted on the course website for review. All students are expected to review and understand the Indiana University Policy and to strive toward academic integrity throughout their studies. There is no tolerance for violations and no warnings because at this stage of the graduate program, students should have learned how to write with academic integrity. Papers submitted with evidence of plagiarism will receive a failing mark of “0” points, and Dr. Meyerson and related faculty will proceed with the appropriate communications at university level. All written assignments will be submitted via Turnitin for originality confirmation.

Proper Citation and Referencing

ALL assignments are expected to be properly documented with references from the professional literature (e.g., books, journal articles, web-based documents, etc.) using the concentration approved reference style (e.g., AMA or APA). Any papers submitted without proper documentation and referencing will automatically receive an F mark of “0” points. All papers must contain proper citation within the text of the paper as well as a properly formatted reference list at the end of the paper. Students will be required to submit the assignments via the Oncourse drop box.

Course Evaluation

It is the policy of the School of HPER to evaluate all courses taught through the School. Final student course evaluations will be conducted 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 Dr. Meyerson and their Concentration Faculty during the first week of the semester in order to ensure that reasonable accommodations can be made. 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. This form must be presented to the course professor by the end of the second week of this semester. The form must be signed by the professor, who will make a copy and return the original to the student. Information about the policy on religious observation and the request form can be found at the following web site: 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.