Master of Public Health

Integrative Learning Experience Report

***Enter your title here in sentence case***

by

**Your Official Name (as it appears on your KSIS record)**

MPH Candidate

submitted in partial fulfillment of the requirements for the degree

mASTER OF pUBLIC hEALTH

**Graduate Committee:**

List Major Professor here

List Committee Member here

List Committee Member here

**Applied Practical Experience Site:**

List agency where experience was completed

List dates of experience

**Applied Practical Experience Preceptor:**

List preceptor and degrees (John Smith, MD, MPH, etc.)

KANSAS STATE UNIVERSITY

Manhattan, Kansas

Graduation Year

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YOUR NAME IN ALL CAPITAL LETTERS

Graduation Year

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Summary

The applied practice experience (APE) for all MPH students is a field experience at a public health agency or other public health practice location. Students will identify at least five foundational competencies for their APE (see chapter 3). Specific activities and products developed during the APE (see chapter 2) will be placed in each students’ portfolio and will demonstrate application or practice of the MPH foundational competencies.

Each student will also provide an integrative learning experience (ILE) report detailing their experiences during the APE (field experience). The format and length of the ILE is at the discretion of the supervisory committee. The ILE demonstrates in a high quality written report, their ability to synthesize and integrate knowledge and skills acquired in coursework and competencies mastered during the APE.

For those students completing a thesis or Master’s Report separate from the APE, there must be a separate ILE report. Your report may be a chapter or appendix in your thesis or Master’s Report. The oral report of the ILE may be combined at the discretion of the supervisory committee.

Once the APE and products are presented as an oral ILE presentation, and in its final written form with all the changes requested by the student’s graduate committee, an electronic copy of the ILE (preferable in Word) and slide presentation (preferable in PowerPoint) should be given to the MPH Program office. The program office will be responsible to place a copy of the report and slides in the MPH section of e-repository (K-REx).

**Subject Keywords:** List up to 6 keywords for your report at the end of the Summary page. These keywords will be entered in to K-REx and are the words someone would search on to find your report if they did not know the exact title or your name.

Suggested outline that may become your Table of Contents

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# Applied Practical Experience Scope of Work

Your ILE report should follow your Applied Practical Experience Agreement (APE). Chapter 1 should outline the Scope of Work or Primary Focus of your APE. No specific length is required, but it should “cover the subject.” Identify the agency and give some background along with its location. Also, give some information about your preceptor/mentor including their degrees and public health experience.

## Figures

If you use figures in your report, be sure to label them. See example below. Notice figures are generally labeled below the figure.



Figure 1.1 First Figure in Chapter 1

## Tables

If you use tables in your report, be sure to label them. Example below. Notice tables are generally labeled above the table.

Table 1.1 First Table in Chapter 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A-D | A | B | C | D |
| 1 | A1 | B1 | C1 | D1 |
| 2 | A2 | B2 | C2 | D2 |
| 3 | A3 | B3 | C3 | D3 |

# Learning Objectives

List the learning objectives as outlined on the Applied Practical Experience Agreement.

## Activities Performed

List the activities you performed during your APE. If they changed from the anticipated activities listed in your agreement, you may want to explain why, what happened, etc.

## Products Developed

As part of your APE, if you developed any products (i.e., brochure, survey, video for the agency, website update, training module(s), etc.) that are a requirement for the APE, explain and list them here. Include a copy of all products in the Appendices of your report.



Figure 2.1 First Figure in Chapter 2

Table 2.1 First Table in Chapter 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| E-H | E | F | G | H |
| 1 | E1 | F1 | G1 | H1 |
| 2 | E2 | F2 | G2 | H2 |
| 3 | E3 | F3 | G3 | H3 |

# Integrated Learning Experience Report

If you completed a thesis or a Master’s Report (not common) as your ILE, there is no need to include it as part of your ILE Report. Your APE and accompanying ILE Report may be a chapter or an appendix in your thesis or Master’s Report.

## Instructions from the MPH Graduate Handbook (Section 6.2)

An ILE requires the student to synthesize and integrate knowledge acquired in coursework and other learning experiences and apply theory and principles in a situation that approximates some aspect of profession practice. It must be used as a means by which faculty judge whether the student has mastered the body of knowledge and can demonstrate proficiency in the required competencies. All MPH degree students at Kansas State University must complete an ILE, chosen from three main possibilities with the assistance and advice of their major professor, supervisory committee members and the MPH Program Director.

The ILE requirement for the Master of Public Health degree (6 semester credit hours) will be met with one of the following:

* Six credit hours of APE (field experience) with ILE written report and oral presentation and oral defense;
* Six credit hours of public health research with a written Master’s thesis and oral presentation and oral defense with three credits of an APE;
* Four credit hours of APE and two credit hours of a Master’s Report, resulting in appropriate written and oral reports, along with the oral defense.

During the ILE, the student should show how each of the MPH core competencies and emphasis area competencies were used or met.

If completing a thesis or master’s report, the area of research should be focused on population-based health questions rather than on basic research in a laboratory. This does not preclude doing laboratory analyses of data gathered in populations of animals or humans. A thesis completed as partial fulfillment for the MPH degree must be accepted by the Graduate School, becomes a single-authored publication and contributes to the body of knowledge in public health.

## Instructions on Student Attainment of MPH Foundational Competencies.

Each student should document and address how five of the 22 MPH Foundational Competencies were attained and utilized during the APE. One of the 22 must be #21. Perform effectively on interprofessional teams. This explanation should be in the ILE and APE presentation.

These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas.

This chapter must contain this following table, in addition to a written detailed explanation of each competency and how it was addressed and/or attained during the APE.

Table 3.1 Summary of MPH Foundational Competencies

|  |  |
| --- | --- |
| Number and Competency | Description |
|  |  |
|  |  |
|  |  |
|  |  |
| 21. Perform effectively on interprofessional teams |  |

**Evidence-based Approaches to Public Health**

1. Apply epidemiological methods to the breadth of settings and situations in public health practice

2. Select quantitative and qualitative data collection methods appropriate for a given public health context

3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate

4. Interpret results of data analysis for public health research, policy or practice

**Public Health & Health Care Systems**

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings

6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

**Planning & Management to Promote Health**

7. Assess population needs, assets and capacities that affect communities’ health

8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs

9. Design a population-based policy, program, project or intervention

10. Explain basic principles and tools of budget and resource management

11. Select methods to evaluate public health programs

**Policy in Public Health**

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence

13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes

14. Advocate for political, social or economic policies and programs that will improve health in diverse populations

15. Evaluate policies for their impact on public health and health equity

**Leadership**

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

17. Apply negotiation and mediation skills to address organizational or community challenges

**Communication**

18. Select communication strategies for different audiences and sectors

19. Communicate audience-appropriate public health content, both in writing and through oral presentation

20. Describe the importance of cultural competence in communicating public health content

**Interprofessional Practice**

21. Perform effectively on interprofessional teams

**Systems Thinking**

22. Apply systems thinking tools to a public health issue

This documentation must be included in the ILE Report and presentation.

References or Bibliography

Include a separate chapter for your references or bibliography. This chapter should be titled either “References” or “Bibliography”. Examples of citations are below:

Devine, P. G., & Sherman, S. J. (1992). Intuitive versus rational judgment and the role of stereotyping in the human condition: Kirk or Spock? Psychological Inquiry, 3(2), 153-159.

Hodges, F. M. (2003). The promised planet: Alliances and struggles of the gerontocracy in American television science fiction of the 1960s. The Aging Male, 6(3), 175-182.

James, N. E. (1988). Two sides of paradise: The Eden myth according to Kirk and Spock. In D. Palumbo (Ed.), Spectrum of the fantastic (pp. 219-223). Westport, CT: Greenwood.

###### Appendix

An appendix is supplemental material pertinent to your report. It is required and must include a copy of all APE products (brochures, slides, training modules, reports, etc.). Also, if you have additional useful information, include it here.

If you have several supplemental items, you may break out your Appendix out into Appendix 1 and Appendix 2, etc., but please note, if you have an Appendix 1 you must have an Appendix 2.