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

**Public Health Agency Site:**

List agency where experience was completed

List dates of experience

**Site Preceptor:**

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

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# Summary/Abstract

Integrated learning means combining what you learn in the classroom, whether it is theory or technique, with the solution of real-world problems for real-world "clients." The Integrated Learning Experience (ILE) for all MPH students is a written document that reports on the project(s) carried out at a public health agency or other public health practice location. Students will identify appropriate foundational competencies from the list of 22 MPH Foundational Competencies, and all emphasis area competencies for their ILE (see Chapter 4). Specific activities performed during the project(s) should be reported in Chapter 2.

The format and length of the ILE is at the discretion of the supervisory committee. The ILE demonstrates in a high quality written document, the ability to synthesize and integrate knowledge and skills acquired in coursework and competencies mastered during the MPH experience. For those students completing a thesis, the thesis become the ILE.

The ILE is presented in an oral 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 for placing a copy of the report and slides in the MPH section of e-repository (K-REx).

At the completion of all degree requirements, MPH students will be expected to meet the following:

* **Integration.** Students will have demonstrate their ability to integrate knowledge and skills to solve problems and to produce scholarly work in a culminating experience in the form of a thesis and/or high-quality written document with a community-based field project.

**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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# Literature Review

Your ILE report should have a brief literature review of the public health issue or concern on which your project(s) focuses. This chapter may also include an explanation of the structure of the public health agency where you completed your project(s) and the primary focus area(s) of the project(s).

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 and Project Description

List the learning objectives and expectations for the project(s) performed at the public health agency. You may also include the activities you participated in, such as attending meetings, shadowing a public health professional, etc. Include a description of the project(s) and your responsibilities.



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 |

# Results

Report the results of the project(s) completed for the public health agency or other public health practice location. This chapter should be a straightforward commentary of exactly what you observed, found, and accomplished.

# Discussion

In the discussion section you interpret and describe the significance of your findings, including limitations in light of what was already known and understood. Explain any new understandings or insights about the problem after you take the findings into consideration.

The discussion should connect to your report, experience, and literature review, but it does not simply repeat or rearrange your report. The discussion should always explain how your study has moved the subject area understanding forward. You may want to include a conclusion statement or paragraph at the end of the section.

# Competencies

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 two main possibilities with the assistance and advice of their major professor, supervisory committee members and the MPH Program Director.

The ILE requirement is met with the following (MPH 840):

* TheILE requires a high quality written document met with the following:
	+ 1. A written document/report of the project carried out in a non-academic setting and oral exam (which includes the oral presentation); **or**
		2. Six credit hours of public health thesis research and three credit hours (180 hours) of APE (MPH 840), as explained above. If completing a thesis, the research should be focused on population-based health questions rather than on basic research in a laboratory. This does not preclude 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.

Upon completion of the oral exam and all edits have been made to the ILE document or thesis, the ILE is submitted to the MPH Program office along with all APE portfolio products. The thesis is submitted to K-REx.

## Student Attainment of MPH Foundational Competencies

Each student should document and address the appropriate MPH Foundational Competencies for their project(s). Explain how they were attained and utilized during the culminating experience. This explanation should be in the ILE written and oral 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.

Table 5.1 Summary of MPH Foundational Competencies

|  |  |
| --- | --- |
| **Number and Competency** | **Description** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

The table (above) must be included in the ILE report and presentation. Use the number associated with the competencies from the table below when you identify the competencies you are writing about. Note that the competencies are subdivided and grouped by important public health topics.

Below is a list of the 22 Public Health Foundational Competencies, the competency number, the courses they are taught in to facilitate completing the table above.

Table 5.2 MPH Foundational Competencies and Course Taught In

| **22 Public Health Foundational Competencies Course Mapping** | **MPH 701** | **MPH 720** | **MPH 754** | **MPH 802** | **MPH 818** |
| --- | --- | --- | --- | --- | --- |
| **Evidence-based Approaches to Public Health** |
| 1. Apply epidemiological methods to the breadth of settings and situations in public health practice | x |  | x |  |  |
| 2. Select quantitative and qualitative data collection methods appropriate for a given public health context | x | x | x |  |  |
| 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate | x | x | x |  |  |
| 4. Interpret results of data analysis for public health research, policy or practice | x |  | x |  |  |
| **Public Health and Health Care Systems** |
| 5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings |  | x |  |  |  |
| 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 |  |  |  |  | x |
| **Planning and Management to Promote Health** |
| 7. Assess population needs, assets and capacities that affect communities’ health |  | x |  | x |  |
| 8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs  |  |  |  |  | x |
| 9. Design a population-based policy, program, project or intervention |  |  | x |  |  |
| 10. Explain basic principles and tools of budget and resource management |  | x | x |  |  |
| 11. Select methods to evaluate public health programs | x | x | x |  |  |
| **Policy in Public Health** |
| 12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence  |  | x | x | x |  |
| 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes |  | x |  | x |  |
| 14. Advocate for political, social or economic policies and programs that will improve health in diverse populations |  | x |  |  | x |
| 15. Evaluate policies for their impact on public health and health equity |  | x |  | x |  |
| **Leadership** |
| 16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making  |  | x |  |  | x |
| 17. Apply negotiation and mediation skills to address organizational or community challenges |  | x |  |  |  |
| **Communication** |
| 18. Select communication strategies for different audiences and sectors  | DMP 815, FNDH 880 or KIN 796 |
| 19. Communicate audience-appropriate public health content, both in writing and through oral presentation | DMP 815, FNDH 880 or KIN 796 |
| 20. Describe the importance of cultural competence in communicating public health content |  | x |  |  | x |
| **Interprofessional Practice** |
| 21. Perform effectively on interprofessional teams |  | x |  |  | x |
| **Systems Thinking** |
| 22. Apply systems thinking tools to a public health issue |  |  | x | x |  |

## Student Attainment of MPH Emphasis Area Competencies

Each student must document and address how the selected competencies were attained and utilized during the culminating experience. Each emphasis area has five competencies that may be addressed. This explanation should be in the ILE report and oral presentation.

Emphasis area competencies are listed on the MPH website ([www.k-state.edu/mphealth](http://www.k-state.edu/mphealth)). Select “Areas of Emphasis” on the left hand menu and your emphasis area.

Table 5.3 Summary of MPH Emphasis Area Competencies

|  |
| --- |
| **MPH Emphasis Area:** |
| **Number and Competency** | **Description** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |

The table (above) 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 products (brochures, slides, training modules, reports, etc.) you created for the agency. 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.