Integrative Learning Experience (ILE) Simulation

Term: *Spring 2025*

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Office Hours: Office Hours are fulfilled by mandatory 1:on:1 sessions, and by scheduling addition 1:on:1 sessions. You may also schedule a meeting at any other date/time in person face-to-face, or via Zoom.

Course Dates: Jan 13, 2025 – May 6, 2025

Course Times: Online Asynchronous (3 synchronous meetings)

Classroom: CANVAS/Zoom

Course Overview

The ILE is the culminating experience for MPH students and is a requirement for graduation in the MPH program. The capstone is typically completed in the last term of the program.

The ILE Simulation course is an opportunity for students to work on identifying and addressing public health practice issues that are of particular interest to them, utilizing case-based public health simulations to demonstrate competencies developed throughout the MPH degree program. The goal is for students to synthesize, integrate and apply the skills and competencies they have acquired to a public health problem that approximates a professional practice experience.

The final deliverables will reflect an integration and synthesis of foundational and program-specific competencies in the disciplines of public health (PH). Completion of the ILE simulation course requires both written and oral components, with production of a high-quality written product appropriate to the student's educational and professional goals (in line with CEPH Criteria D7), which is developed in a manner that is useful to external stakeholders.

In the ILE simulation course, students will complete a practice-based simulation in which the student identifies and focuses on a specific public health issue of their choosing, to investigate, identify and utilize evidence-based PH methods and tools to develop improvements or solutions to the problem.

Prerequisite: All core MPH courses or permission of the instructor of record and program director. **Co-requisite** (n/a).

Student Learning Outcomes. After successfully completing this course, you will be able to:

1. Critically analyze literature relevant to the proposed public health issue/case study.
2. Write formal background and evaluation of need, objectives, and methods proposed for addressing/ improving or resolving the public health issue which could be presented to a 'stakeholder' for implementation.
3. Demonstrate core public health competencies in the write up of a final high quality written product.
4. Produce a high-quality written product for presentation to a community stakeholder for implementation.
5. Effectively provide an oral presentation of the Capstone project to a professional audience.

MPH Competencies

See end of syllabus regarding competencies & competency assessment for the ILE course.

Required Textbooks and Readings

- **Primary Textbook:** Brownson, Ross C., Elizabeth Anne Baker, Anjali D. Deshpande, and Kathleen N. Gillespie. *Evidence-based public health*. Oxford university press, 2018, 3rd edition.

- **Additional Readings:** Throughout the semester, you will encounter insightful readings assigned and posted on Canvas.

  - Stiefel, Matthew C., Tasha Straszewski, Jennifer C. Taylor, Christina Huang, Jessica An, Folasade J. Wilson-Anumudu, and Allen Cheadle. "Using the county health rankings framework to create national percentile scores for health outcomes and health factors." *The Permanente Journal* 25 (2020): 20-012.

  - Others as provided via CANVAS Modules.

Recommended Resources (Optional):

- County Health Rankings & Roadmaps website: https://www.countyhealthrankings.org/
- RWJF Initiative: https://www.rwjf.org/en/grants/grantee-stories/programs/county-health-ranking-roadmap.html
- Other resources may be suggested throughout the semester.

Course Structure

The course is administered primarily asynchronous online via the CANVAS platform. Three of the sessions (weeks 1, 9, and 15) will be administered synchronously via Zoom. The synchronous sessions will be offered at two timeslots (1-3 pm, 6-8 pm) to accommodate availability by individual students (you only need to attend one of the timeslots but may attend both if you wish – the content will be the same). Weeks 5, 8, 11, and 14 will be administered as 1-on-1 Zoom sessions with the instructor; these are required opportunities to engage with the instructor to discuss your ILE Final Action Plan progress (you must schedule the data/timeslot for each of these the week prior). Weeks 12 and 13 do not include any required meeting/lecture (etc.) and should be used to prepare for the submission and presentation of the Final Action Plan (& if you want, schedule additional 1-on-1 time with the instructor).

Tips for Success in this Course

1. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** I get it—students usually juggle a lot, and I know you've got commitments beyond this class. Still, doing your best often means carving out enough dedicated time for coursework. Try scheduling specific blocks of time and ensure you have enough room to finish assignments, allowing extra space for any tech issues that might pop up.
3. **Login regularly.** I recommend that you log in to Canvas several times a week to view announcements, discussion posts and replies to your posts.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous class content. If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use Canvas notification settings.** Pro tip! Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. ([Canvas Notification Guide](#))

6. **Ask for help if needed.** If you are struggling with a course concept, reach out to me and your classmates for support.

Graded Course Requirements Information

This ILE Capstone course is graded Pass/Fail (and you must pass to graduate/complete the MPH degree). A passing grade is achieved by attaining an overall 80% cumulative score on the assigned assessments. The assessments and their individual weights are provided below:

Assessments
1. **Quizzes (15%)**
    a. Quiz 1 (1%): Syllabus
    b. Quiz 2 (2%): Chapter 1
    c. Quiz 3 (5%): Chapters 2, 3, & 4
    d. Quiz 4 (3%): Chapters 5 & 6
    e. Quiz 5 (2%): Chapters 7 & 8
    f. Quiz 6 (2%): Chapters 9 & 10
2. **Submissions (20%)**
    a. Submission 1 (1%): List of 3 county names
    b. Submission 2 (2%): Notes summarizing 1:on:1 meeting 1
    c. Submission 3 (3%): List of "Top 10" County Challenges (and why these 10)
    d. Submission 4 (2%): Notes summarizing 1:on:1 meeting 2
    e. Submission 5a (10%): "Top 3" Solutions/Strategies (written including why these 3)
    f. Submission 5b (2%): "Top 3" Presentation (quality of presentation and PowerPoint slides)
3. **Discussion Boards (20%)**
    a. Discussion 1 (5%): Chapters 5 & 6 (your response, and reply to 1 other student)
    b. Discussion 2 (7%): Chapters 7 & 8 (your response, and reply to 1 other student)
    c. Discussion 3 (8%): Chapters 9 & 10 (your response, and reply to 1 other student)
4. **Final Action Plan (45%)**
    a. Written Plan (30%): not to exceed 20 pages
    b. Presentation (10%): not to exceed 20 minutes (quality of presentation)
    c. PowerPoint Slides (5%): quality of PowerPoint Slides

"Submission" Assignments

- 6 submissions
- Are intended to ensure you are staying on-track with calendar in preparation of County Final Action Plan.

Quizzes

- 6 quizzes
- Are intended to ensure you are reading the assigned textbook chapters which are the backbone of your Final Action Plan.

Participation & Engagement

- During live sessions
- During group discussion boards – these reflect the level of the depth of your understanding of the assigned readings, and also your professional reaction to discussion postings of your student colleagues

Final Exam

- Written Final Action Plan
- Presentation of Final Action Plan
- Quality of PowerPoint slides used in presentation of FAP

Grading Structure

Assignment	Percentage %
Quizzes	15%
Required Submissions (Information requested)	20%
Discussion Boards	20%
Final Action Plan	45%
Total	100%

Grading Scale

➔ **Pass** - (80% or higher)

Late Work and Make-Up Exams:

Late work (including quizzes and discussion boards) is automatically reduced by 50% of stated percent value (see above list of individual items) unless reason for lateness is for a verifiable emergency situation (what constitutes an emergency and what suffices as verifiable determined by instructor on a case-by-case basis).

Attendance Policy:

Attendance at the 3 synchronous sessions (at least 1 of the 2 offered timeslots) and the 4 required 1:on:1 sessions are mandatory. Failure to attend (unless due to a verifiable emergency situation) will result in a 1% reduction of your overall course grade (remember, you must attain an overall 80% to earn a Pass for the course).

University Policies & Student Resources:

University policies and student resources are available on the University website and in Canvas under "Syllabus". (You may copy or print the following information to include in your syllabus or use the links provided below.)

- University Policy
- Student Resources

Calendar of Topics, Readings, and Due Dates

See below/next page

ILE Capstone Spring 2025				
Week #	**Date**	**Class Topic / Modality / Assignment(s)**	**Readings**	**Assignments Due**
Week 1	**Wed** Jan 15 1-3pm, **or** 6-8 pm	Course Overview **Synchronous - Zoom** <u>Assignment(s)</u> • Submit names of 3 counties	Syllabus	**Jan 19** • Submission 1 • Quiz 1
Week 2	Jan 20-26	What is EBPH? • Rationale • RWJF Healthy County Roadmap **Asynchronous - CANVAS** <u>Assignment(s)</u> • Explore RWJF Healthy County Roadmap website	Ch 1 plus any assigned articles (see CANVAS week 2 module)	**Jan 26** • Quiz 2
Week 3	Jan 27 – Feb 2	What is EBPH? • Capacity, Causality, Tools **Asynchronous - CANVAS** <u>Assignment(s)</u> • Acknowledge receipt of your "assigned" county	Ch 2-4 plus any assigned articles (see CANVAS week 3 module)	**Feb 2** • Quiz 3
Week 4	Feb 3-9	Type I Evidence • "Something should be done!" **Asynchronous - CANVAS** <u>Assignment(s)</u> • **Schedule next week's 1:on:1**	Ch 5 & 6 plus any assigned articles (see CANVAS week 4 module)	**Feb 9** • Quiz 4
Week 5	Feb 10-16	**1:on:1 Session** • What have you observed so far re. your assigned county? **Zoom – individually scheduled** <u>Assignment(s)</u> • Discussion Board 1	**Note:** Discussion Board participation requires you respond to questions & react to at least 1 of your student capstone colleague's response.	**Feb 16** • Discussion Board 1 • Submission 2: Notes summarizing 1:on:1 meeting
Week 6	Feb 17-23	**No "meeting" this week** <u>Assignment(s)</u> • Continue to explore your "assigned" county • Generate a list of "Top 10" challenges	**Note:** "Top 10" challenges should emphasize health outcomes, but also include a few health factors. In your "submission," describe **how and why** these challenges are the "Top 10"	**Feb 23** • Submission 3 – "Top 10" Challenges

ILE Capstone Spring 2025				
Week #	Date	Class Topic / Modality / Assignment(s)	Readings	Assignments Due
Week 7	Feb 24 – Mar 2	Type II Evidence • "This could/should be done." • RWJF Strategies & Solutions **Asynchronous - CANVAS** Assignment(s) • **Schedule next week's 1:on:1**	Ch 7 & 8 plus any assigned articles (see CANVAS week 7 module)	**Mar 2** • Quiz 5
Week 8	Mar 3-9	**1:on:1 Session** • What "strategies/solutions" might work re. your assigned county? **Zoom – individually scheduled** Assignment(s) • Discussion Board 2	**Note:** Discussion Board participation requires you respond to questions & react to at least 1 of your student capstone colleague's response.	**Mar 9** • Discussion Board 2 • Submission 4: Notes summarizing 1:on:1 meeting
Week 9	**Wed Mar 12 1-3pm, or 6-8 pm**	Presentation: "Top 10" & "Top 3" **Synchronous** Assignment(s) • Present (using PowerPoint slides) your "Top 10" & "Top 3"	**Note:** Your presentation (using PowerPoint) should not exceed 15 minutes. While you want to share your "Top 10" & "Top 3", focus more on the latter. Also explain the "how and why" these items made your lists.	**Mar 14** • Written report & copy of PPT slides regarding "Top 3" strategies/ solutions
Mar 17-21, Spring Break *Note: Last day to withdraw from this course is March 31.*				
Week 10	Mar 24-30	Type III Evidence • "This should be done THIS WAY." • **Asynchronous - CANVAS** Assignment(s) • **Schedule next week's 1:on:1**	Ch 9 & 10 plus any assigned articles (see CANVAS week 7 module)	**Mar 30** • Quiz 6
Week 11	Mar 31 – Apr 6	**1:on:1 Session** • What "strategies/solutions" might work re. your assigned county? **Zoom – individually scheduled** Assignment(s) • Discussion Board 3	**Note:** Discussion Board participation requires you respond to questions & react to at least 1 of your student capstone colleague's response.	**Apr 6** • Discussion Board 3 • Submission 5: Notes summarizing 1:on:1 meeting

ILE Capstone Spring 2025				
Week #	Date	Class Topic / Modality / Assignment(s)	Readings	Assignments Due
Week 12	Apr 7-13	**No scheduled sessions during Weeks 12 and 13.**		
Week 13	Apr 14-20	Assignment(s) • Use the time to work on your Final Action Plan (written) and prepare your FAP PowerPoint Presentation • **Schedule Week 14 (Apr 21-27) 1:on:1 meeting**		
Week 14	Apr 21-27	**1:on:1 Session** • We will discuss your FAP progress *Zoom – individually scheduled* Assignment(s) Finalize FAP report and presentation		
Week 15	**Wed Apr 30 1-3pm, or 6-8 pm**	Final Action Plan Presentation Assignment(s) • Present • Finalize FAP written report	**Note:** Your presentation (using PowerPoint) should not exceed 20 minutes, and written plan should not exceed 20 pages.	**May 1** • FAP written report and PowerPoint slides
ILE Course Grades due to Registrar May 6				

Note: While this course calendar is "final," it may be subject to changes as necessary as we move through the semester. Monitor your CANVAS notifications on a regular (at least weekly) basis.

MPH Competencies

As an addendum to your written Final Action Plan report, you will be required to address selected competencies (see below). The addendum is **not "graded"** with respect to your FAP grade, but it **is required** to be attached to your Final Action Plan (written) to receive a Passing grade for the course. Instructions on how to write the addendum with respect to the selected competencies will be provided later in the course.

MPH Foundational Competencies

☐Apply epidemiological methods to settings and situations in public health practice.

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

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

☒**Interpret results of data analysis for public health research, policy, or practice**

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

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

☐Assess population needs, assets, and capacities that affect communities' health.

☒ **Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs.**

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

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

☐ Select methods to evaluate public health programs.

☐ Discuss the policy-making process, including the roles of ethics and evidence.

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

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

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

☐ Apply leadership and/or management principles to address a relevant issue.

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

☒ **Select communication strategies for different audiences and sectors.**

☒ **Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation.**

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

☒ **Integrate perspectives from other sectors and/or professions to promote and advance population health.**

☒ **Apply a systems-thinking tool to visually represent a public health issue in a format other than standard narrative.**

Generalist Concentration Competencies: Choose at least one (in addition to the one already selected below):

☐ Utilize community assessment and analysis tools to address factors that contribute to health disparities.

☐ Develop a risk assessment and management plan relevant to public health or occupational health issues.

☐ Develop strategies for obtaining resources for public health programs, projects, and services.

☐ Discuss the potential health effects of an environmental factor.

☒ Adapt research and evidence-based programs to address geographic health disparities.