



## **Public Health Program**

# **Integrative Learning Experience (ILE) Manual PH 995**

**Academic Year 2025-2026**

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## Integrative Learning Experience

The Integrative Learning Experience (ILE), PH 995, is a required, 2-credit course for students in the MPH degree program. It is one component of the MPH Culminating Experience, and enrollment is typically concurrent with PH 590: MPH Seminar. The ILE provides an opportunity for students to work independently on a public health project related to their specialization: Health Management & Policy, Indigenous Health, or Population Health Research & Analytics. Students work with their Faculty Advisor and the option of a secondary advisor and/or committee member at the discretion and leading of the student's Faculty Advisor. The secondary advisor will usually be another member of the UND Graduate Faculty but may alternatively be an expert outside of UND with approval of the Faculty Advisor. Additional members may be added to the committee with approval of the Faculty Advisor.

The ILE meets the Council on Education for Public Health (CEPH) criterion D7 and UND School of Graduate Studies' requirements for the master's-level required scholarly project. MPH students complete an ILE that demonstrates synthesis of foundational and specialization competencies. **Students, in consultation with faculty, select foundational and specialization-specific competencies appropriate to the student's educational and professional goals (see attachments F – H for guidelines).**

Regardless of form, the student produces a high-quality written product that is appropriate for the student's educational and professional objectives. Written products might include the following: program evaluation report, training manual, policy statement, legislative testimony with accompanying supporting research, etc. The written product should be developed and delivered in a manner that is useful to external stakeholders, such as non-profit or governmental organizations.

## Integrative Learning Experience Process

The ILE begins with the development of a Topic Proposal, which is submitted to the School of Graduate Studies.

"The topic for an independent study or scholarly project must be approved by the student's advisor. Approval is effected by the student completing the appropriate form available from the School of Graduate Studies and on the School of Graduate Studies website, then submitting the proposal to the advisor for approval. **The proposal, must be approved no later than the semester or prior to the one in which the student expects to graduate, and must be filed in the School of Graduate Studies to become part of the record before a student is advanced to candidacy for a master's degree.**" (UND Graduate Academic Catalog, 2025-2026).

The Topic Proposal is developed during enrollment in either PH 550: Population Health Research Methods (Population Health Research & Analytics specialization) or PH 583: American Indian Health Policy (Health Management & Policy and Indigenous Health specializations). Throughout these courses, students will complete assignments that lead to submission of the Topic Proposal and readiness to enroll in PH 995: Integrative Learning Experience. **Students may change their Topic Proposal before**

**enrolling in PH 995 with Faculty Advisor permission.** It is the student's responsibility to meet deadlines to successfully prepare a final product and presentation.

The student's Faculty Advisor is the primary advisor for the ILE. During the semester when the student is registered for PH 550 or PH 583, the Faculty Advisor counsels the student on:

- Selection of an ILE topic and proposal
- Review of the literature on that topic and choice of the research question(s) and specific aims
- IRB need and application process
- Selection of an appropriate dataset and variables to answer the research question(s), if the project requires a quantitative or qualitative analysis
- Selection of an appropriate journal for publication (if applicable)
- Formatting of ILE final paper and presentation

The Faculty Advisor confers with the student and approves all PH 550/PH 583 assignments related to the ILE. In most cases, the ILE will use an existing data set to ensure timely completion of this degree requirement.

The Faculty Advisor discusses authorship of the ILE final manuscript with the student to ensure that proper acknowledgment of contributions is given to the student, the Faculty Advisor, the additional Committee Member, and any other faculty member who has contributed significantly to the ILE, such as another course instructor.

The Faculty Advisor guides the selection of the optional additional Committee Member. In most cases the additional Committee Member will belong to UND faculty, but exceptions may be made, with approval of the Faculty Advisor, to select an expert external to UND. This person adds expertise - either content or methodological - that enhances the quality of the ILE. **The Committee Member must be chosen before the Topic Proposal is submitted to the School of Graduate Studies, in order that the Committee Member reviews and signs the Topic Proposal.**

Once the Topic Proposal is completed in PH 550 or PH 583 and approved by the Faculty Advisor and optional additional Committee Member, the student registers for their Faculty Advisor's section of PH 995: Integrative Learning Experience. During that course, the Faculty Advisor and the student meet regularly to complete the project. **Attachment D contains example assignments and schedule for PH 995: Integrative Learning Experience.** These assignments and schedule may vary at the discretion of each Faculty Advisor. **The final oral presentation is 20% of the final grade for PH 995: Integrative Learning Experience, and the remaining 80% of the grade is based on the assignments and final written product** as determined by each Faculty Advisor.

## **Integrative Learning Experience Outcomes**

Completion of the ILE requires both written and oral components: (1) a written product that will be formatted for (a) submission of rigor and quality to a peer-reviewed journal or (b) submission and use by

an external agency; and (2) an oral presentation based on the written product.

For the written portion of the project, **the student must submit the final version of the paper to the Public Health Program Assistant Director (Ashley Bayne) in advance of their oral presentation.**

For the oral portion of the ILE, students are required to give a 20-minute presentation on their ILE to the Public Health Program community including faculty, students, and staff, as well as outside advisors and other stakeholders. **This oral presentation will comprise 20% of the student's final grade in PH 995: Integrative Learning Experience.**

- To prepare an effective presentation, students are recommended to view examples of TED talks ([www.ted.com](http://www.ted.com)), especially those that [describe how to create a TED talk](#).

**All Public Health Program students, faculty, and staff are strongly urged to attend all ILE presentations.**

After the oral presentation to the Public Health Program community, the Assistant Director submits a Final Report on Candidate to the School of Graduate Studies. The grade for the ILE is assigned by the Faculty Advisor, in consultation with all other faculty members who contributed to the project. Twenty percent of the grade is based on the oral presentation, and the remaining portion is based on assignments and other considerations as determined by each individual Faculty Advisor.

## **Integrative Learning Experience Types**

The ILE provides an opportunity for students to work independently on a public health project related to their specialization: Health Management & Policy, Indigenous Health, or Population Health Research & Analytics. The ILE can be an expansion of a course project or the Applied Practice Experience (APEX) with the approval of the Faculty Advisor, but in such cases must represent a substantial expansion beyond the original project/APEX.

### **Population Health Research & Analytics Specialization**

The ILE for the Population Health Research & Analytics specialization will focus on epidemiologic research. Students will design a plan for data analysis, interpretation of the results, and dissemination of their findings using secondary data to address population health problems or issues. All Population Health Research & Analytics students will apply advanced statistical techniques (i.e. regression modelling) as part of their ILE. Students may use publicly available data, data obtained from an outside organization, or data obtained from a faculty member. **It is recommended students meet with their Faculty Advisor at the end of their first year in the MPH program to discuss IRB processes for the ILE project.**

Population Health Research & Analytics students will produce a written document that represents masterful understanding of the population health problem or issue addressed in the ILE, data used in the project, and statistical techniques applied. The scope and frame of the ILE should be informed by

each student's career goals. Several formats of the written document are allowed for students to complete their ILE:

- 1) Scholarly manuscript: Journal article format to be submitted for peer review in a PubMed indexed journal. Each student will identify a target journal with impact factor  $\geq 2.0$ . The format of the paper (i.e. word count, tables, figures, etc.) will be determined by the author submission criteria of the target journal. Submitting the manuscript for peer review is **not required** for graduation, but the final version of the manuscript should meet all the expectations for submission.
- 2) Government/organizational report: Report using advanced statistical methods to inform public health goals of a government or other public health organization. Each student will identify a public health organization to prepare a report for that addresses a need/goal specific to that organization. While the ILE and Applied Practice Experience are separate criteria for completion of the MPH program, students could work with their APEx organization on the ILE.

### **Health Management & Policy and Indigenous Health Specializations**

\*Note: This is not an exhaustive list. Students may discuss additional options with their Faculty Advisor.

**It is recommended students meet with their Faculty Advisor at the end of their first year in the MPH program to discuss IRB processes for the ILE project.**

- Descriptive Study – a report describing the “who, what, why, when, where” highlighting patterns of disease and associated factors. Descriptive studies can take the form of case reports (a report of a single case of an unusual disease or association), case series (a description of several similar cases) and cross-sectional studies.
- Evaluation Report – a report on an evaluation of an existing public health program, policy, or initiative, which may include process, outcomes, and impact assessments and/or cost analyses.
- Policy Analysis – an analysis of a current or proposed health policy. The project could include perspectives on economics and financing, need and demand, politics/ethics/law, or quality/effectiveness.
- Program Proposal – a proposal of a new public health intervention, program, or plan that would benefit a community or group using public health program and planning methods. This will include background of the topic, community assessment, and justification for proposed program.
- Statistical Research – a design, analysis, and interpretation of secondary data to address a specialization-related problem or issue. Primary data collection is discouraged because of the length of time required.

## Comparison of Applied Practice Experience (APEX) and Integrative Learning Experience (ILE)

Feature	APEX (Applied Practice Experience)	ILE (Integrative Learning Experience)
Course Info	PH 594, 3 credits, credits may be spread out over multiple semesters	PH 995, 2 credits, credits are completed in one semester
Purpose	Provides hands-on, practical experience in a public health setting.	Demonstrates synthesis and integration of MPH competencies through a culminating project.
Timing in Program	Typically mid-program or after core coursework.	Typically in final semester of program.
Focus	Application of skills in real-world practice.	Independent, high-quality project in area of specialization.
Setting	External organization or community-based site.	Academic setting; independent work with faculty guidance.
Deliverable	Two practice-based products (e.g., reports, presentations, tools for the site).	Written report, portfolio, or other scholarly product demonstrating competency mastery.
Competencies Addressed	At least 5 MPH foundational and specialization competencies.	At least 5 MPH foundational and specialization competencies.
Supervision	Site preceptor + APEX faculty advisor.	Faculty advisor.
Examples	Health education materials, policy briefs, and program evaluations.	Paper, systematic review, applied research project.

## Attachments

The Integrative Learning Experience Manual contains the following attachments:

- Attachment A: PH 995: Integrative Learning Experience Checklist
- Attachment B: Topic proposal guide for a project that includes data analysis
- Attachment C: Topic proposal guide for a project that does not include data analysis
- Attachment D: Example assignments and schedule for PH 995: Integrative Learning Experience
- Attachment E: School of Graduate Studies instructions for the Topic Proposal for the Integrative Learning Experience
- Attachment F: Health Management & Policy ILE Competency Assessment Guidelines
- Attachment G: Population Health Research & Analytics ILE Competency Assessment Guidelines
- Attachment H: Indigenous Health ILE Competency Assessment Guidelines



## **Attachment A: Checklist for PH 995: Integrative Learning Experience**

A complete ILE includes:

- Copy of the Topic Proposal, signed by the Faculty Advisor
- IRB Application for data analysis projects, if applicable
- Final syntax file for the analysis, annotated, if data analysis is conducted
- Paper that can/will be submitted for publication or use to external agency
- PowerPoint used in oral presentation of project
- Competency guideline and Faculty Advisor assessment

These components of the ILE must be emailed to Ashley Bayne (ashley.bayne@UND.edu), Public Health Program Assistant Director, before a grade can be assigned (cc your Faculty Advisor).

## Attachment B: Topic proposal guide for a project that includes data analysis (highlighted for importance)

Include all these categories in your proposal with headers and in this order:

- **Background**
  - What is your topic?
  - What does current published research tell us about this topic?
    - What do we know about this topic?
    - What don't we know?
  - How does the project advance the literature in this area? What contributions does it make to the literature?
- **Research Question(s)**
  - Based on the review of the literature and what is unknown or unclear about the topic
- **Methods**
  - *Data*
    - Where are you getting the data (e.g., BRFSS)?
    - What agency, organization, or person originally collected/developed the data?
    - How were the data collected (e.g., telephone survey, personal interview)?
    - What population does the sample represent (e.g., all U.S. mothers with a child < 5 in the household)?
    - How large is the sample?
    - Are the data publicly available or do you need IRB approval?
  - *Research Design (e.g., cross-sectional, prospective, case-control)*
  - *Variables and their Measures*
    - Dependent variable(s)
    - Independent variable(s)
    - Confounding variables
  - *Analysis*
    - Methods
    - Software (e.g., SAS v9.4)
  - *Other*
    - What are the strengths and weaknesses of the data, research design, and sample for the proposed project?
    - Potential contribution(s) of proposed project

## **Attachment C: Topic proposal guide for a project that does not include data analysis (highlighted for importance)**

Include all these categories in your proposal with headers and in this order:

- **Background**
  - What is your topic?
  - What does current literature tell us about this topic?
    - What do we know about this topic?
    - What don't we know?
  - How does the project advance the literature in this area? What contributions does it make to the literature?
- **Research Question(s)**
  - Based on the review of the literature and what is unknown or unclear about the topic
- **Proposed Methods**
  - Sources of Data/Information (e.g., focus groups, literature)
  - Analytical approach
- **Deliverable & Dissemination**
  - What is/are your deliverable(s)?
  - What is your dissemination plan? (publication, agency, community organization)
  - Potential contribution(s) of proposed project
- **Optional: Secondary Committee Member**
  - Definition of roles

## **Attachment D: Example of Assignments and Schedule for PH 995: Integrative Learning Experience**

Students will meet regularly with their Faculty Advisor, who also serves as their ILE Course Instructor for PH 995. **The example assignments and schedule may differ at the discretion of each Faculty Advisor. The Faculty Advisor will decide whether to meet and review assignments with each student, individually, or all students, simultaneously, in a classroom setting.**

Weekly assignments are cumulative and build towards the completed ILE. Students are expected to discuss each assignment with their Faculty Advisor after submission of an assignment, and to incorporate feedback in a timely manner. Oral presentations will comprise 20% of the final grade for PH 995: Integrative Learning Experience. The remainder of the grade is determined by each individual Faculty Advisor based on assignments and other considerations.

**Assignment 1:** Project Status Report (due before Week 2's class). Collect relevant materials from PH 550 (cumulative R, SAS, or SPSS script, list of confounders, analysis results). Submit a 1-page summary summarizing the following:

- The dataset that you are using
- The population that you are studying
- The main independent and dependent variables, the research questions, and the hypotheses
- Summary statistics for the main independent and dependent variables
- Basic findings from inferential statistical tests
- Variables (e.g. confounders) that you plan to include in your final project
- Additional analyses that you plan to include in your final project

**Assignment 2:** Final Variable Selection (due before Week 3's class). Submit descriptive statistics for all of the variables that you plan to include, and state whether each variable is the independent variable, the dependent variable, or a confounder or moderator.

**Assignment 3:** Final Model (due before Week 4's class). Run your final model, then write up and interpret your results, following the provided guidelines for writing up statistical results.

**Assignment 4:** Draft of Methods (due before Week 5's class). Starting with your PH 550 paper and materials, add additional necessary information about variables, data management, and analyses. Submit a complete draft of your Methods section.

**Assignment 5:** Draft of Results (due before Week 6's class). Starting with your PH 550 paper and materials, write up all descriptive and inferential statistical results, using tables and/or figures as appropriate. Submit a complete draft of your Methods section.

**Assignment 6:** Journal Selection (due before Week 7's class). Select an appropriate journal for which to format your Paper (and optionally submit it). Submit the name of the journal, the website for the journal, and a brief explanation of why you think this is a good fit for your research question.

**Assignment 7:** Draft of Introduction (due before Week 8's class). Starting with your PH 550 paper and materials, incorporate all prior feedback (minimally, from PH 550) and update as necessary to reflect your current research question and variables. Submit (1) a complete draft of your Introduction, and (2) a "rebuttal letter" that details how and where you incorporated prior feedback.

**Assignment 8:** Formatting Guidelines (due before Week 9's class). Find your selected journal's Instructions for Authors and submit a document that describes the following guidelines for your journal:

- Limits on word count (abstract and/or body of the text)
- A list of required sections (e.g. Abstract, Introduction, Methods, Results, Discussion)
- Any details on the organization, hierarchy, or formatting of section headings
- Guidelines for placement and formatting of figures and tables
- The journal's provided examples of how in-text citations and bibliography references should appear

**Assignment 9:** Draft of Discussion, Part 1 (due before Week 11's class). Draft and submit the first part of your Discussion section, including 1) summary of main findings, 2) relation to previous literature (e.g. confirm, extend, and/or contradict?), 3) possible explanations of findings, backed up by literature, and 4) anything else suggested by your Faculty Advisor/Course Instructor.

**Assignment 10:** Draft of Discussion, Part 2 (due before Week 12's class). Draft and submit the remainder of your Discussion section, including 1) directions for future research, 2) strengths and limitations of your study, 3) implications for public health, 4) conclusions if applicable to your journal, and 5) anything else suggested by your Faculty Advisor/Course Instructor.

**Assignment 11:** Draft of Abstract (due before Week 13's class). Draft and submit the Abstract of your paper, following your journal's guidelines (e.g. word limit, structured vs. unstructured).

**Assignment 12:** Formatting Check (due before Week 15's class). Submit a 2-column document that compares your formatting checklist (from A8 and in consultation with your Faculty Advisor/Course Instructor and your journal's Instructions for Authors) with the corresponding characteristics of your full manuscript.

**Assignment 13:** Final Manuscript (due before Week 16's class). Assemble your final manuscript, incorporating feedback from your Faculty Advisor/Course Instructor from previous assignments. Submit 1) your final manuscript and 2) a "rebuttal letter" detailing where and how you incorporated previous feedback from Faculty Advisor/Course Instructor and peers.

**Assignment 14:** Practice Presentation (due during Week 17's class). Create and submit your presentation slides (and/or other presentation materials) for next week's practice presentations.

Presentations should include the following sections:

- Title slide with author names
- Introduction (background, motivation, research question, and hypothesis)
- Methods (brief description of dataset, study sample, variables, and analyses)
- Results (univariate and multivariate figures and statistics)
- Discussion (summary, relation to previous literature, implications, strengths, limitations, and future studies)

## **Attachment E: School of Graduate Studies Instructions for the Topic Proposal for the ILE**

Instructions for Topic Proposal of Scholarly Project can be found on the [School of Graduate Studies Forms page](#).

## Attachment F: Competency Assessment Guidelines, Health Management & Policy

These guidelines are designed to assist Integrative Learning Experience (ILE) faculty advisors in evaluating (1) if students will meet foundational and specialization competencies during the research planning phase and (2) if the foundational and specialization competencies have been met upon completion of the ILE. These guidelines should be shared with students so that they can determine which competencies their ILE could meet and which ones they did meet. When deciding if a competency has been met, additional focus should be placed on the initial verb of the competency. Competencies with two parts may be partially met. For example, in C2, a student may only do a quantitative study and thus will only select quantitative data collection methods. In this case, C2 would be partially met to a value of 0.5. Competency C3 could also be selected and partially met. In this case, C3 would be partially met to a value of 0.5. When combined, C2 and C3 would create a value of 1.0 competencies.

The ILE requires students to meet **two** Foundational Competencies. **Three** additional Foundational and Specialization competencies will be selected with the ILE faculty advisor. **Five total** competencies will be addressed and synthesized in the ILE.

1. C7. Assess population needs, assets and capacities that affect communities' health.
2. C19. Communicate audience-appropriate public health content, both in writing and through oral presentation.

Evidence-based Approaches to Public Health	Partially Met	Fully Met	Value
C1. Apply epidemiological methods to the breadth of settings and situations in public health practice.			
C2. Select quantitative and qualitative data collection methods appropriate for a given public health context.			
C3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.			
C4. Interpret results of data analysis for public health research, policy or practice.			
Public Health & Health Care Systems	Partially Met	Fully Met	Value
C5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.			
C6. 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	Partially Met	Fully Met	Value
C7. Assess population needs, assets and capacities that affect communities' health. <b>Required (highlighted for importance)</b>			
C8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.			



<b>Evidence-based Approaches to Public Health</b>	Partially Met	Fully Met	Value
C9. Design a population-based policy, program, project or intervention.			
C10. Explain basic principles and tools of budget and resource management.			
C11. Select methods to evaluate public health programs.			
<b>Policy in Public Health</b>	Partially Met	Fully Met	Value
C12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.			
C13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.			
C14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.			
C15. Evaluate policies for their impact on public health and health equity.			
<b>Leadership</b>	Partially Met	Fully Met	Value
C16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.			
C17. Apply negotiation and mediation skills to address organizational or community challenges.			
<b>Communication</b>	Partially Met	Fully Met	Value
C18. Select communication strategies for different audiences and sectors.			
C19. Communicate audience-appropriate public health content, both in writing and through oral presentation. <b>Required (highlighted for importance)</b>			
C20. Describe the importance of cultural competence in communicating public health content.			
<b>Interprofessional Practice</b>	Partially Met	Fully Met	Value
C21. Perform effectively on interprofessional teams.			
<b>Systems Thinking</b>	Partially Met	Fully Met	Value
C22. Apply systems thinking tools to a public health issue.			
<b>Health Management &amp; Policy Specialization Competencies</b>	Partially Met	Fully Met	Value
HMP1. Design and appraise a health organization's resource management plan.			
HMP2. Compare and contrast leadership strategies in public health.			
HMP3. Analyze empirical evidence to inform population health decision making.			
HMP4. Evaluate and manage diverse stakeholder interests.			
HMP5. Develop health policies and implementation strategies.			

Student's Name	
Research Title	
ILE Faculty Advisor	
Date:	Plan
	Final

Competency Recording Sheet. To be filled out by the student and approved by the ILE faculty advisor.

#### Competency C7

This competency has been Partially/Fully Met. Evidence of this is found in [Click or tap here to enter text.](#)

If partially met, the competency should count for partial credit because [Click or tap here to enter text.](#)

Explanation should focus on parts of the competency which has been met and which parts have not been met. If a partial competency has been met and credit will be awarded, then a total value of 5.0 competencies must be identified and met.

#### Competency C19

This competency has been Partially/Fully Met. Evidence of this is found in [Click or tap here to enter text.](#)

If partially met, the competency should count for partial credit because [Click or tap here to enter text.](#)

Explanation should focus on parts of the competency which has been met and which parts have not been met. If a partial competency has been met and credit will be awarded, then a total value of 5.0 competencies must be identified and met.

#### Competency \_\_

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If partially met, the competency should count for partial credit because [Click or tap here to enter text.](#)

Explanation should focus on parts of the competency which has been met and which parts have not been met. If a partial competency has been met and credit will be awarded, then a total value of 5.0 competencies must be identified and met.

#### Competency \_\_

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Competency \_\_

This competency has been Partially/Fully Met. Evidence of this is found in [Click or tap here to enter text.](#)

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Explanation should focus on parts of the competency which has been met and which parts have not been met. If a partial competency has been met and credit will be awarded, then a total value of 5.0 competencies must be identified and met.

Competency \_\_

This competency has been Partially/Fully Met. Evidence of this is found in [Click or tap here to enter text.](#)

If partially met, the competency should count for partial credit because [Click or tap here to enter text.](#)

Explanation should focus on parts of the competency which has been met and which parts have not been met. If a partial competency has been met and credit will be awarded, then a total value of 5.0 competencies must be identified and met.

Competencies Met	Value
C7	
C19	
Total	

## Attachment G: Competency Assessment Guidelines, Population Health Research & Analytics

These guidelines are designed to assist Integrative Learning Experience (ILE) faculty advisors in evaluating (1) if students will meet foundational and specialization competencies during the research planning phase and (2) if the foundational and specialization competencies have been met upon completion of the ILE. These guidelines should be shared with students so that they can determine which competencies their ILE could meet and which ones they did meet. When deciding if a competency has been met, additional focus should be placed on the initial verb of the competency. Competencies with two parts may be partially met. For example, in C2, a student may only do a quantitative study and thus will only select quantitative data collection methods. In this case, C2 would be partially met to a value of 0.5. Competency C3 could also be selected and partially met. In this case, C3 would be partially met to a value of 0.5. When combined, C2 and C3 would create a value of 1.0 competencies.

The ILE requires students to meet **two** Foundational Competencies. **Three** additional Foundational and Specialization competencies will be selected with the ILE faculty advisor. **Five total** competencies will be addressed and synthesized in the ILE.

1. C4. Interpret results of data analysis for public health research, policy or practice.
2. C19. Communicate audience-appropriate public health content, both in writing and through oral presentation.

Evidence-based Approaches to Public Health	Partially Met	Fully Met	Value
C1. Apply epidemiological methods to the breadth of settings and situations in public health practice.			
C2. Select quantitative and qualitative data collection methods appropriate for a given public health context.			
C3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.			
C4. Interpret results of data analysis for public health research, policy or practice. <b>Required (highlighted for importance)</b>			
Public Health & Health Care Systems	Partially Met	Fully Met	Value
C5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.			
C6. 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	Partially Met	Fully Met	Value
C7. Assess population needs, assets and capacities that affect communities' health.			
C8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.			

<b>Evidence-based Approaches to Public Health</b>	Partially Met	Fully Met	Value
C9. Design a population-based policy, program, project or intervention.			
C10. Explain basic principles and tools of budget and resource management.			
C11. Select methods to evaluate public health programs.			
<b>Policy in Public Health</b>	Partially Met	Fully Met	Value
C12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.			
C13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.			
C14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.			
C15. Evaluate policies for their impact on public health and health equity.			
<b>Leadership</b>	Partially Met	Fully Met	Value
C16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.			
C17. Apply negotiation and mediation skills to address organizational or community challenges.			
<b>Communication</b>	Partially Met	Fully Met	Value
C18. Select communication strategies for different audiences and sectors.			
C19. Communicate audience-appropriate public health content, both in writing and through oral presentation. <b>Required (highlighted for importance)</b>			
C20. Describe the importance of cultural competence in communicating public health content.			
<b>Interprofessional Practice</b>	Partially Met	Fully Met	Value
C21. Perform effectively on interprofessional teams.			
<b>Systems Thinking</b>	Partially Met	Fully Met	Value
C22. Apply systems thinking tools to a public health issue.			
<b>Population Health Research &amp; Analytics Specialization Competencies</b>	Partially Met	Fully Met	Value
PHRA1. Develop research questions and hypotheses.			
PHRA2. Identify or develop data sets pertaining to research questions and hypotheses.			
PHRA3. Apply study designs appropriate for the research questions and hypotheses.			
PHRA4. Analyze data using appropriate statistical methods and interpret findings.			
PHRA5. Translate and disseminate research results.			

Student's Name	
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Date:	Plan
	Final

Competency Recording Sheet. To be filled out by the student and approved by the ILE faculty advisor.

#### Competency C4

This competency has been Partially/Fully Met. Evidence of this is found in [Click or tap here to enter text.](#)

If partially met, the competency should count for partial credit because [Click or tap here to enter text.](#)

Explanation should focus on parts of the competency which has been met and which parts have not been met. If a partial competency has been met and credit will be awarded, then a total value of 5.0 competencies must be identified and met.

#### Competency C19

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Competencies Met	Value
C4	
C19	
Total	

## Attachment H: Competency Assessment Guidelines, Indigenous Health

These guidelines are designed to assist Integrative Learning Experience (ILE) faculty advisors in evaluating (1) if students will meet foundational and specialization competencies during the research planning phase and (2) if the foundational and specialization competencies have been met upon completion of the ILE. These guidelines should be shared with students so that they can determine which competencies their ILE could meet and which ones they did meet. When deciding if a competency has been met, additional focus should be placed on the initial verb of the competency. Competencies with two parts may be partially met. For example, in C2, a student may only do a quantitative study and thus will only select quantitative data collection methods. In this case, C2 would be partially met to a value of 0.5. Competency C3 could also be selected and partially met. In this case, C3 would be partially met to a value of 0.5. When combined, C2 and C3 would create a value of 1.0 competencies.

The ILE requires students to meet **two** Foundational Competencies. **Three** additional Foundational and Specialization competencies will be selected with the ILE faculty advisor. **Five total** competencies will be addressed and synthesized in the ILE.

C14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.

C19. Communicate audience-appropriate public health content, both in writing and through oral presentation.

Evidence-based Approaches to Public Health	Partially Met	Fully Met	Value
C1. Apply epidemiological methods to the breadth of settings and situations in public health practice.			
C2. Select quantitative and qualitative data collection methods appropriate for a given public health context.			
C3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.			
C4. Interpret results of data analysis for public health research, policy or practice.			
Public Health & Health Care Systems	Partially Met	Fully Met	Value
C5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.			
C6. 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	Partially Met	Fully Met	Value
C7. Assess population needs, assets and capacities that affect communities' health.			
C8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.			
C9. Design a population-based policy, program, project or intervention.			



<b>Evidence-based Approaches to Public Health</b>	Partially Met	Fully Met	Value
C10. Explain basic principles and tools of budget and resource management.			
C11. Select methods to evaluate public health programs.			
<b>Policy in Public Health</b>	Partially Met	Fully Met	Value
C12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.			
C13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.			
C14. Advocate for political, social or economic policies and programs that will improve health in diverse populations. <b>Required (highlighted for importance)</b>			
C15. Evaluate policies for their impact on public health and health equity.			
<b>Leadership</b>	Partially Met	Fully Met	Value
C16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.			
C17. Apply negotiation and mediation skills to address organizational or community challenges.			
<b>Communication</b>	Partially Met	Fully Met	Value
C18. Select communication strategies for different audiences and sectors.			
C19. Communicate audience-appropriate public health content, both in writing and through oral presentation. <b>Required (highlighted for importance)</b>			
C20. Describe the importance of cultural competence in communicating public health content.			
<b>Interprofessional Practice</b>	Partially Met	Fully Met	Value
C21. Perform effectively on interprofessional teams.			
<b>Systems Thinking</b>	Partially Met	Fully Met	Value
C22. Apply systems thinking tools to a public health issue.			
<b>Indigenous Health Specialization Competencies</b>	Partially Met	Fully Met	Value
IH1. Analyze the impact of colonial processes on Indigenous health outcomes.			
IH2. Propose strategies to implement essential public health services in Indigenous communities.			
IH3. Evaluate evidence-based practices for their impact on Indigenous populations.			
IH4. Apply principles of health equity to Indigenous populations.			
IH5. Design a health promotion strategy that values and incorporates Indigenous peoples' traditional knowledge.			

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#### Competency C19

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Competencies Met	Value
C14	
C19	
Total	