Master of Public Health
Student Manual

for the

Integrative Learning Experience
2020-21

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Statement of Goals

The Applied Practice Experience (APE), and Integrative Learning Experience (ILE) must be completed in the last two consecutive semesters of the MPH program. These combined experiences are the comprehensive documentation of the student's command of the MPH Core Competencies (see Appendix 1). The APE is more commonly known as the Internship, and the ILE is more commonly called the **Capstone Project.**   These combined activities are the Graduate School's Non-thesis equivalent of the mastery of a student's academic discipline. The academic courses in which the student must be enrolled is titled PBHL 7460 and PBHL 7560, and the student must enroll for one semester of PBHL 7460 and two consecutive semesters of 7560, for a total of 9 academic credits in the MPH program.

The identification of a site for the APE should be consistent with a student's academic interests and professional aspirations. Selection of a defined problem to address, research question in which to address the problem, and identification of specific MPH core competencies in which to focus, should all be determined by the key areas of interest in public health, topics that the student can document confidently and in detail, as well as areas of career interest. The final product must be delivered or presented to the student's site.

The ILE should be developed during the time that the student is on site, conducting relevant public health work. Working alongside a site supervisor, the student will develop an e-portfolio and poster to be presented to the college, in the final semester of the MPH program. The final documents for the APE and ILE are expected be exemplify the rigor and quality of a professional work product that the site is able to use in a meaningful way.

Meeting all deadlines is crucial to the successful completion of the APE and ILE. The deadlines include: 1) successful submission of a proposal the semester prior to the student going to their public health site, 2) successful submission of all site evaluations, 3) the e-portfolio and poster during the final semester, as well as attendance to the MPH e-Poster session at the completion of the semester. The final products must be acceptably formatted, professional, comprehensive, and must be an exhibition of the student's comprehension of the MPH Core Competencies. The entire process must also be completed alongside an academic advisor and the Field Placement Coordinator.

All proposal deadlines are communicated to students via the MPH Graduate Student listserv, and via individual email correspondence once the student has successfully enrolled in the PBHL 7560 course during the final semesster. If a student is not on the listserv or does not read email regularly, important deadlines and information could be missed. It is essential that the MPH Program Coordinator has updated email contact and that the student be sure to stay abreast of all email communication from the CPH Academic Affairs office. The student must also be aware of any departmental requirements or deadlines and must speak with an advisor regarding

policies for the final ILE documents. Any Manuals published by individual departments will be distributed to students by their departments. In the case that a student's department does not publish a unique manual, adherence to the requirements documented in this manual is required.

Academic Integrity and Honesty

Students cannot work in pairs or groups for any portion of their Integrative experience, nor are students to borrow any content provided to them as examples of exemplary work by past students. Students must be careful in citing all non-original work appropriately and should read UGA's Academic Honesty Policy prior to beginning their Integrative experience.

Project Options

To complete the ILE, students must be enrolled in the PBHL 7560 APE field placement: The site will work with the student to complete a final product that is to be determined the semester prior to placement. During this final semester, the student will complete the product, create an e-Poster as a part of their product submission, and complete an e-Portfolio, with their final product and e-Poster included, upon the final submission of all documents and materials. Any other formats must be detailed and approved by the student's APE Advisor and the MPH Field Placement Coordinator. Samples of prior submissions by concentration can be found on the CPH website (Click Here).

Option A - Original Product
Students will use a major project completed during field placement to serve as the foundation for the capstone paper. In this instance, when the field placement experience is closely linked with the Integrative experience, it is essential that these assignments be planned and implemented to assure that the student applies skills from across the curriculum and demonstrates synthesis and integration of knowledge that does not overlap in scope, but is cumulative. To assure that the ILE submissions are unique and requirements will be met, the student MUST be sure to discuss the contents of the e-Portfolio, and the format of the e-Poster, during the APE proposal phase. Additionally, the content in the deliverables and evaluation of the field placement experience are to be entirely separate from that of the ILE. The final **It is crucial that the MPH Core Competencies that the student will be addressing are clearly outlined. The College requires students to address a minimum of THREE MPH Core Competencies.**

Option B – Publishable Article

If the student is permitted to be first author, and it has been or is ready to be submitted to a scholarly journal, s/he may elect to submit a journal article as the ILE. The Journal must be identified with all formatting specifications intended to meet their requirements. Additionally, the content of the article, whether it is research or practice, must be related to the work completed during the student's research with faculty (at least one co-author must be the student's Primary Reader). Because of the lengthy period typically required to prepare a journal article, the student must have discussed with the primary reader well in advance of the semester of the proposal's due date and it is highly recommended that the student have had at least one additional semester of directed study course work related to the project.

The final document must comply with the following guidelines:

- The manuscript must be prepared in the style of the scientific journal, including section headings, page number limits, and citation style.
- The student must be the first author of the article. The names of all authors, in the order submitted to the journal, and the name of the journal (with volume, page numbers, and date if known) must be given as a footnote to the title on the first page of the manuscript.
- Evidence of permission to use articles (e.g., graphs, figures) that have been published or accepted for publication must be included. The student is responsible for securing copyright releases prior to submitting the article for publication.
- The final report should be the length of the recommended format defined by the journal of interest. Very short journal articles however, (e.g., teaching techniques of the *Journal of School Health*) should be accompanied by an additional review of the literature.
- The manuscript, whether submitted or not, must be approved as publishable quality manuscript by two faculty members (a primary and a secondary reviewer).

Note: Some faculty members recommend that students who write an article using data from a faculty member's research sign a contract stating the length of time expected for submission of the article for publication as first author. The contract is established for the benefit of maintaining a professional relationship between student and primary reader and details of expectations of student responsibilities including edits, resubmissions, and timelines should be clearly outlined.

Process for Successful Completion

All students must complete the ILE in one semester (PBHL 7560 for 6 credit hours) and must obtain a final grade no lower than a B- from the assigned faculty advisor. The process includes successful completion of a APE proposal the semester prior to entering the field placement, submission of an e-Portfolio, and an e-Poster presentation (to be more thoroughly discussed in the proceeding section):

Applied Practice Experience (APE) Proposal
*An approved **Capstone Project Proposal Form** to be signed and kept in the student's files. A complete proposal is to include a project title, problem statement, detail of project and how the student will address the MPH Core Competencies, and description of deliverable(s). See Appendix 1 for sample proposal.*

The semester BEFORE the student is to register for the ILE (PBHL 7560), he or she must first prepare a project proposal that is to be reviewed and approved by the student's Faculty Advisor. Depending on the department, the Faculty Advisor is either assigned by the department, OR the student must approach a faculty member within his or her department, based on interest and topic. If a student wishes to have a faculty member outside of his/her department be a reviewer, then a secondary advisor within the student's department must also be selected and must participate in all reviews, approvals, and signatures throughout the Integrative experience.

The first draft of the Capstone Project Proposal is due to the Primary Reader no later than four weeks prior to the end of each semester (click for UGA Academic Calendar) and the final draft is due the week before classes end. Again, the fillable **APE Proposal Form** can be found on the CPH website.

All readers and Graduate Coordinators must approve the APE Proposal by signing the Project Proposal Form. In the case that a student feels that modification of the proposal is necessary, the student must communicate first with the Faculty Advisor, obtain approval to modify, and then submit a signed revised APE Proposal Form to the MPH Program Coordinator as well as the Department's Graduate Coordinator. The Faculty Advisor must carefully consider the timeline for completion from the time of proposed revision before approving any changes to the proposal.

The student is responsible for completing the APE Project via the instructions included in APE Field Placement Manual, and must follow the approved proposal closely and thoroughly.

Exhibited Understanding of Competencies
A comprehensive paper documenting the student's APE experience and his/her understanding of the core areas of public health.

An Integrative experience is one that 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. 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. It is essential that the APE Project be planned and implemented to assure that the student applies skills from across the curriculum and demonstrates synthesis and integration of knowledge.

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

To exhibit comprehension and mastery of the core areas of public health, the student and Faculty Advisor will base the rubric around the MPH core competencies. The team will identify learning objectives to analyze the problem, the solution, and the relevance of the problem to the public health agenda of improving population level health.

Document Submission Procedures
Communication regarding deadlines and policies are sent to students via the MPH student listserv and email ONLY.

The student will submit a preliminary version of the e-Portfolio and e-Poster no later than 3 weeks prior to the university's published last day of class for that particular semester (click here for UGA's academic calendar). From that point, the student is responsible for making any suggested changes to the documents, based on advisor's recommendations, and submitting the FINAL document for approval several days prior to the scheduled e-Poster session (typically held on reading day each semester or the final day of classes in Summer terms). The full recommended timeline is communicated to students the first week of each semester.

Students must be sure to submit all documents to the field placement coordinator as well as the Faculty Advisor, on the posted submission period, via eLC. These documents MUST be submitted PRIOR to the scheduled e-Poster session.

All files must be saved as a PDF and PPT, and titled as follows:

      LAST NAME-Year-CONCENTRATION AREA-TitleWords.pdf
      Example: SMITH-2000-HPB-SmokingCessation.pdf

PBHL 7560 Grading

The student must earn a grade of B- or above in all APE and ILE courses. If the student fails to successfully complete any portion of the APE Project requirements (i.e. proposal, document submissions, or poster presentation), the student will receive a grade of incomplete.

To approve the final project, advisors must grade all components using the rubric that was established at the proposal stage. The final grade will be based on UGA's plus/minus A-F scale.

Because of the scaled grading, students and readers are encouraged to establish clear and concise grading parameters at the beginning of the semester to ensure the student is familiar and comfortable with all expectations.

It is important that students adhere to draft submission deadlines to give the reader sufficient time to review and provide adequate feedback. The student should expect no less than TEN business days' turnaround from the Faculty Advisor, at which point the student has a final period of no less than FIVE business days' to return the final versions with all editing recommendations addressed to the reader's satisfaction. Students may be required to resubmit additional drafts before submitting the final document and should discuss these deadlines with the Faculty Advisor. It is not, however, recommended that students submit final drafts any less than THREE business days before the poster session.

It is not acceptable for either student or reader(s) to submit documents and not permit sufficient period for feedback/grading/final submission. Thus, all parties are encouraged to adhere to dates that are communicated by the MPH Field Placement Coordinator, at the beginning of the semester.

The student will then submit the final electronic reports to eLC no later than THREE days prior to the published e-Poster session date.

In the event that a student receives a grade below B- on PBHL 7560, the student must enroll for a GRSC course in the subsequent semester and fulfill all required elements of the APE Project. The student is not permitted to resubmit the same documents used during the previous semester, and must complete a REVISED or entirely different APE Project.

Incomplete (I) Grade

If a student does not graduate because s/he received an incomplete (I) grade, s/he will be required to enroll for a minimum of three hours during the semester in which these requirements are completed. The student cannot register for PBHL 7560 again, and the "I" grade is not included in the grade point average computation. The student must instead register for GRSC 9270, the Graduate School's requirement completion course. The student must notify the MPH program coordinator, who then contacts the Graduate School in writing or by e-mail of the student's name, MyID number, and the requirement that is to be completed. Graduate School staff will place the student on an access list for the course and will assign a grade of "S" or "U" depending on whether the student completes the requirements sufficient to remove the incomplete and have an official passing grade assigned by the Faculty Advisor. The student will then be cleared to graduate on the semester that the incomplete is removed and a final grade change of B- or above is submitted by the Faculty Advisor.

If the student does not complete the final requirement, s/he will be required to register for GRSC 9270 each semester that an attempt is made (for a maximum of three semesters) until

degree requirements are completed. If an "I" is not satisfactorily removed after **3** semesters, the "I" grade will be changed to an "F" by the Registrar. To submit the final grade, the instructor follows the electronic change of grade process via the registrar's office ([click here](#)).

e-Poster Requirements

During the semester in which the student is registered for PBHL7560, it is **mandatory** that the student present an electronic poster (e-Poster) of the APE Project during the designated presentation day towards the end of the semester. Generally, this presentation day occurs during the university's published reading day (last day of class in summer terms). The student is encouraged to invite his/her advisor and all readers to the presentation. It is up to the student to create and present the e-poster on this day, and the quality of the e-poster is included as a portion of the APE Project as well as the ILE final grade.

Any absences or incomplete submissions are considered an incomplete for the PBHL7560 course and the student will be required to fulfill the requirements in a subsequent semester.

An e-Poster utilizes a monitor and computer to display multimedia versions of a poster. It takes less space in the presentation space, and offers an opportunity to more effectively convey information that would not necessarily be possible with a traditional printed poster. Dynamic visual elements such as videos, slide shows, animated charts or graphs, scrolling text, or 3D rotation of a model can be used to enhance visualization to attract interest of attendees.

Beginning in 2017 the MPH Program launched its first successful e-Poster presentation with a group of nine summer graduates. Moving forward, all APE Poster Presentations will exclusively display e-Posters. The designated space will be equipped with tables and outlets for each student to have a personalized space to display the work and yield questions or discussions. Students will be required to electronically submit their e-Poster to the MPH Field Placement Coordinator 3 business days prior to the designated poster session. Students must also bring printed copies of their slides for patrons to collect. Slides can be printed 2-3 per page for handouts. In the event that large gatherings are not permitted, these e-Posters will be prerecorded, posted to eLC's Kaltura page, and will launch for viewing on the designated session.

e-Poster Presentations

E-Poster Session:
The in-person presentations will take place in a designated space on HSC campus and each student will have a table equipped with a display monitor and access to their e-poster file available for display. Each student is expected to be present for the duration of the presentation schedule and should be prepared to have a brief oral presentation ready for visitors interested in hearing more about the presented work. Paper copies will be handed out to each guest by staff, but students should have a few copies available at their tables as well.

Students are expected to be present by your monitor and interact with attendees during the scheduled timeslot for presentations.

E-Posters will additionally be shown throughout the day in a continuous loop, on the day of presentations in all of the College's e-Bulletin Boards. e-Posters will also be posted on the college's web site. These e-Posters will be posted for future presenters to view as well.

Virtual e-Poster Showcase:
In the event of cancellation of the poster session due to unforeseeable circumstances or inclement weather, a Virtual e-Poster Showcase will be launched online and audiences will be able to visit the site to view and comment on student presentations. In lieu of the in-person event, the student will be required to submit the following:

1. An abstract that is no more than 250 words in length and contains the following:
   a. Purpose-a few sentences explaining why you studied this topic and its relevance to public health.
   b. Methods-a few sentences outlining the methods you used to conduct your research. May include research design, data collection methods, process or analysis.
   c. Results- the findings of your study.
   d. Interpretation-a discussion of your results. What your results mean.
   e. Conclusion-a final sentence that explains the significance of your findings.

2. A pre-recorded video file of your e-Poster Presentation
   a. Create your e-Poster by following the instructions below.
   b. Create a short video to accompany your poster. The video should highlight the Significant parts of the e-Poster that you also detail in your abstract.
   c. You may film just the poster with your audio or include yourself in the video. If you include yourself, please make sure that your e-Poster is legible and is the primary focus on your screen. While recording, do not try to adjust the images or change the primary focus. Keep the visual image the same throughout your recording.
   d. Make sure that the content is clear and concise, that your audio can be heard, and that th e-Poster is completely legible. If you use multiple slides, time the change to slide to be in sync with your audio.
   e. When your recording is complete, upload the video file to the google drive or eLC Assignment Dropbox. You will receive instructions on the upload format and platforms via email, 2 weeks prior to the submission date.

Failure to submit these products (including abstract and video file in the event of a Virtual e-Poster Showcase) will result in an 'I' Grade for PBHL 7560.

e-Poster Session Equipment Specifications
- The College will provide a Laptop with Digital Display Monitor
- Software and saved presentation will be preloaded on the designated laptop

- Presentation file must be in PowerPoint or Prezi
- Video Player: VLC Media Player preferred. Media that does not display properly on the College's larger monitors will be deleted prior to presentation start date. Please be sure that any media on slides is not essential to the presentation, but is supplemental in nature.

e-Poster General Guidelines

- Recommended font size for all slides: 28pt or larger.
- Slide/Poster size: 40.97×23.04, which is a 16:9 ratio.
- Not to exceed three slides.
- If multiple pages are used, slides/pages need to either be timed or the "mouse click" option should be chosen for each slide/page to advance. Timed slides/pages can be set at 30 second intervals.
- Videos, animations, graphs and images can be embedded into your e-poster slides. Check that all embedded material works properly on the device you will be using on the day of presentation. For your sanity it is recommended that embedded material NOT be essential to your presentation. If embedded materials fail to load, lag in time, or do not work with the monitors in the lobby, they will be discarded. Do not spend valuable time attempting to upload embedded material during your time with visitors.
- Due to the close proximity of your peers, there is **no audio allowed in the e-Poster file**
- Embedded video may be displayed in the following formats:
  - .mov, .mp4, .m4v, mpeg
- Layout needs to be in the landscape orientation
- Presentations with embedded videos should be saved as a PPTX file and the video files should be submitted along with the presentation
- Avoid use of red or green fonts as they are difficult to read
- Your e-Poster should be self-explanatory
- Your e-Poster should be in English
- The slide text should include your hypothesis, methods, results and conclusions.
- You may include a separate references file printed for visitors, but do not need to include it as a part of your e-Poster.
- In the event that a Virtual e-Poster Showcase takes place, an abstract and video file must accompany submission of the e-Poster file.

A note to Apple Macintosh users: Please do not use "drag-and-drop" to insert pictures into Microsoft PowerPoint files, as graphs and images would not be displayed properly. Using the INSERT command from the menu will virtually eliminate these issues. **If you create your presentation on a MAC, it is imperative that you ensure your presentation is compatible with a PC. For the e-Poster Session, please bring your e-Poster presentations on a flash drive as a backup.**

Copyright
Please ensure you have permission to use all graphics that appear in your e-Poster. Do not assume an image taken off of the internet is free to use.

Resources

- To learn more about how to prepare an e-Poster: https://www.researchgate.net/publication/273521377_How_to_Make_an_Effective_e-Poster
- Templates and samples can be found on our website at: https://publichealth.uga.edu/current-students/poster-templates/ and

  https://publichealth.uga.edu/mph-APE/

- For logos, we recommend TIFF files.
- For images, we recommend JPEG files.

  Please note that you may ONLY use approved UGA logos. No logo images can be altered for content, color, or style. Approved UGA logos can be downloaded at, http://brand.uga.edu/downloads. CPH logos can be downloaded at https://www.publichealth.uga.edu/cphlogos/download.

Section XII: Human Subjects in Student Class Projects

([click here](#) for policy on IRB website)

Definitions

Class Projects or Activities. Course assignments/projects conducted by students for training and education in the use of particular methods (e.g., qualitative research methods), devices or equipment with no intent to contribute to generalizable knowledge.

Generalizable. Activities designed to develop or contribute to generalizable knowledge are those designed to draw general conclusions (i.e., knowledge gained from a study may be applied to populations outside of the specific study population), inform policy, or generalize findings.

Human Subject or Participant. A living individual about whom an investigator (whether professional or student) conducting research obtains: (1) data through intervention or interaction with the individual, or (2) identifiable private information.

Human Subjects Research. A systematic investigation designed to develop or contribute to generalizable knowledge that involves gathering/obtaining data about living individuals through intervention or interaction with the individual or by obtaining identifiable private information about the living individual.

Interaction. Includes communication or interpersonal contact between investigator and subject.

Intervention. Includes both physical procedures by which data are gathered (for example, venipuncture) and manipulations of the subject or the subject's environment that are performed for research purposes.

Research. A systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.

Systematic Investigation. For the purposes of this policy, a *systematic investigation* is an activity that involves a prospective study plan which incorporates data collection, both quantitative and qualitative, and data analysis to answer a study question or prove/disprove a hypothesis.

Policy

The IRB will **NOT** review classroom projects or activities as defined above. Class projects are generally conducted for education or training solely to fulfill a course requirement; as such, an element of the definition of research—the intent to develop or contribute to generalizable knowledge—is lacking so these activities do not meet the regulatory definition of *research*.

Therefore, as a rule, student class assignments do not fall under the jurisdiction of the IRB and will not require an IRB application, approval, or oversight.

For a class project or activity to be research that will require IRB review, it must be designed with the intent to develop or contribute to generalizable knowledge. Most classroom activities are designed to teach or educate and have no such intent. However, when class projects or activities are intended to collect information systematically with the intent to develop or contribute to generalizable knowledge, the project or activity meets the definition of *research* and will fall under the jurisdiction of the IRB. The intent to publish or otherwise disseminate the results of the activity is one clear indication that the activity is regulated as research.

Accordingly, masters or doctoral theses publishable work involving human participants are considered human subjects research and must be submitted for IRB review.

Faculty and Student Responsibilities
It is the responsibility of the course instructor to determine whether an assigned project involving human participants can be classified as a course-related student project. Faculty should contact the Human Subjects Office if assistance in making this determination is needed. Faculty who require students to do course-related projects assume responsibility for the conduct of those projects and for ensuring that the rights and welfare of participants are protected. This includes discussing the general principles of ethical research with human subjects with the class prior to the initiation of the project. It also includes reviewing student research plans and monitoring research activities to ensure that human participants are protected. At a minimum, best practices include informing participants of the voluntary nature of participation and employing measures to protect privacy and confidentiality, if applicable. The completion of the CITI on-line IRB training by the students who will conduct the projects is also highly recommended.

Finally, instructors/advisors must convey to students that the data may not be used or shared beyond the circumstances described below:
1. In the classroom;
2. If the project involves gathering data from or about a company, agency, or organization, the data/results are shared only with that company, agency, or organization; and/or

3. Project results are presented at departmental, interdepartmental, or college seminars designed to exhibit coursework or to continue the learning process related to presentations.

Disclosure to Participants

All students conducting projects under this policy *must* disclose important information to the participants. If an Informed Consent Document or Consent Cover Letter is used, the following will be included:

1. The student identifies him/herself as a UGA student who is performing the activity to fulfill a course requirement, and the course is specifically identified.
2. The name and contact information for the course instructor or supervising faculty member to contact for questions is provided.
3. The persons who have access to the individual data and/or summarized results are specified (e.g., instructor only, company/agency/organization).
4. Participants are informed that their participation is completely voluntary, that they do not have to participate in the study if they don't want to, and that they can stop participating at any time.
5. The disclosure should *not* state that the project has been approved by the UGA IRB.

Future Use of Data

It is very important that careful consideration be given to the possibility of any publication, presentation, or use of any collected data for future research studies. Retroactive approval cannot be granted for studies conducted without IRB approval. For example, if a class project was conducted without IRB approval and resulted in unexpected but important findings or data, those findings or data may not be presented at a national meeting or used in a future project or research study.

Reference(s)

Protection of Human Subjects, Title 45 Code of Federal Regulations, Part 46.
Questions: *Please contact the Human Subjects Office (706-542-3199 or irb@uga.edu) for any questions or guidance related to this policy.*

Appendix 1 – MPH Core Competencies

Upon completion of the five core MPH courses, students should be able to:

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