**UCONN Graduate Programs in Public Health  
Integrative Learning Experience (ILE) Project (Plan B) Application Form**

**Date \_\_\_\_\_\_\_\_\_\_\_\_ Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Empl.ID \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Major Advisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Secondary Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**External reader \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Degree sought ☐** MPH ☐ MD/MPH ☐ DMD/MPH ☐ JD/MPH

☐ MSW/MPH ☐MSN/MPH ☐ PharmD/MPH

The mission of the UConn Master of Public Health (MPH) program is to offer an exemplary academic environment that prepares interprofessional learners to achieve high standards of public health practice. UConn MPH students are expected, through their coursework, experiential and culminating activities to demonstrate mastery of skills, practices and perspectives that contribute to our program’s vision of making Connecticut residents among the healthiest, most productive and satisfied of Americans. Individuals preparing to complete a Thesis (Plan A) as their final graduation requirement must (a) document their knowledge of public health’s core disciplines and (b) the implications of such work for the interprofessional practice of public health.

**Please complete the Curriculum Checklist to document completion of program requirements.**

Program director

FA SP Year Approved substitute initial

☐ ☐ \_\_\_\_\_\_ PUBH 5401 Interprofessional Public Health Practice \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

☐ ☐ \_\_\_\_\_\_ PUBH 5403 Health Administration \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

☐ ☐ \_\_\_\_\_\_ PUBH 5404 Environmental Health \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

☐ ☐ \_\_\_\_\_\_ PUBH 5405 Social Foundations of Public Health \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

☐ ☐ \_\_\_\_\_\_ PUBH 5406 Law and Public Health \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

☐ ☐ \_\_\_\_\_\_ PUBH 5407 Practicum in Public Health \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

☐ ☐ \_\_\_\_\_\_ PUBH 5408 Epidemiology & Biostatistics I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

☐ ☐ \_\_\_\_\_\_ PUBH 5409 Epidemiology & Biostatistics II \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

☐ ☐ \_\_\_\_\_\_ PUBH 5321 Public Health Research Methods \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

☐ ☐ \_\_\_\_\_\_ Elective #1: PUBH \_\_\_\_\_\_\_\_Course title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

☐ ☐ \_\_\_\_\_\_ Elective #2: PUBH \_\_\_\_\_\_\_\_Course title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

☐ ☐ \_\_\_\_\_\_ Elective #3: PUBH \_\_\_\_\_\_\_\_Course title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

☐ ☐ \_\_\_\_\_\_ Elective #4: PUBH \_\_\_\_\_\_\_\_Course title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

☐ ☐ \_\_\_\_\_\_ Elective #5: PUBH \_\_\_\_\_\_\_\_Course title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

☐ ☐ \_\_\_\_\_\_ Elective #6: PUBH \_\_\_\_\_\_\_\_Course title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

☐ ☐ \_\_\_\_\_\_ PUBH 5499 Capstone

Special circumstances/considerations (e.g., advanced standing) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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For each of the program’s core competencies listed below, provide a brief example of what you have done or will do to mastered these expectations.

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| --- | --- | --- | --- |
| **Core competencies** | | **Example of how a competency was/will be mastered** (Mastery can be demonstrated by performance in coursework, course assignments, experientials and other extramural activities. Your unique responses to these questions will distinguish your qualifications from classmates.) | |
| 1. | Use vital statistics and other key data sources to characterize the health status, social conditions and health risk factors evident in communities, with particular attention given to health inequalities. | ☐ Have done  ☐ Will do |  |
| 2. | Apply basic methods and terminology to calculate and report disease rates and risks in populations. | ☐ Have done  ☐ Will do |  |
| 3. | Employ principles of research design, probability and measurement to draw appropriate inferences from data. | ☐ Have done  ☐ Will do |  |
| 4. | Utilize appropriate information technologies to collect, analyze and disseminate data. | ☐ Have done  ☐ Will do |  |
| 5. | Assess the strengths and limitations of various research designs in collecting, analyzing and interpreting information from public health studies. | ☐ Have done  ☐ Will do |  |
| 6. | Identify main components of the organization, financing and delivery of health care and public health services in the U.S. and in other countries. | ☐ Have done  ☐ Will do |  |
| 7. | Promote evidence-based public health practices that affect the health of communities. | ☐ Have done  ☐ Will do |  |
| 8. | Identify genetic, behavioral and circumstantial factors affecting individual and group susceptibility to adverse environmental hazards. | ☐ Have done  ☐ Will do |  |
| 9. | Describe mechanisms of toxicity that explain direct and indirect effects of environments on human health. | ☐ Have done  ☐ Will do |  |
| 10. | Contrast basic social and behavioral science theories about the causes and control of public health concerns. | ☐ Have done  ☐ Will do |  |
| 11. | Examine root causes of injustice, inefficiency and ineffectiveness of U.S. health care. | ☐ Have done  ☐ Will do |  |
| 12. | Design and implement public health interventions according to sound ethical and legal standards. | ☐ Have done  ☐ Will do |  |

Interprofessional public health practice represents the effort to address an important, persistent public health problem through system-level approaches to health promotion/disease prevention through the understanding and appreciation of how individuals from distinct professional backgrounds/orientation can work together to deliver high quality, sustainable and comprehensive services.. System-level approaches, in turn, are activities built around core disciplines of public health that include

assessing community health status, monitoring the distribution/determinants of disease and disability, proposing, implementing and evaluating health promoting/disease preventing programs, designing and disseminating tools and strategies that promote effective community health activities, and supporting community-focused advocacy and policy development.

For each of the program’s competencies specific to interprofessional public health practice, provide a brief example of what you have done or will do to mastered these expectations.

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| --- | --- | --- | --- |
| **Interprofessional practice competencies** | | **Example of how a competency was/will be mastered** (Mastery can be demonstrated by performance in coursework, course assignments, experientials and other extramural activities. Your unique responses to these questions will distinguish your qualifications from classmates.) | |
| 13. | Illustrate the role public health plays in informing scientific, ethical, economic, social and political discussions about health. | ☐ Have done  ☐ Will do |  |
| 14. | Use written and oral formats to deliver efficient and effective messages that assess risk, promote health and manage disease in communities. | ☐ Have done  ☐ Will do |  |
| 15. | Acknowledge one’s role and those of other professions in addressing the needs of communities served. | ☐ Have done  ☐ Will do |  |
| 16. | Establish and lead teams to develop and advocate for effective policy and program change. | ☐ Have done  ☐ Will do |  |
| 17. | Respect and protect the rights and differences of persons and the communities in which they live. | ☐ Have done  ☐ Will do |  |

The ILE project undertaken as an Integrative Learning Experience should demonstrate a student’s mastery of public health science as a practice discipline. The work you complete is expected to contribute to the delivery of evidence-based solutions to population health issues. As such, you are expected to produce findings relevant and important to our field.

Your ILE project, representing the culmination of your plan of study and is an official document of the University. Approval by the graduate school requires:

1. A signed Plan of Study for the Master’s Degree (see: http://grad.uconn.edu/wp -content/uploads/sites/1635/2016/ 05/planofstudymasters.pdf.).

2. A signed Plan B Non-Thesis (Project) Approval Form (See: http://grad.uconn.edu/wp-content/uploads/sites/1635/2014/08/ reportonfinalexam\_masters.pdf).

An ILE project typically will focus on

* A case study offering detailed examination of a unique or important manifestation of a health issue or intervention in order to describe relevant background, process, outcome and lessons to be learned.
* A program evaluation that assesses whether an intervention is efficacious and effective in achieving a desired outcome.
* An educational resource intended to enhance public health practices by communities.
* A data management protocol to improve access, efficiency and impact of data collection and analysis.
* A policy analysis bringing together available data from various sources for critical assessment of strengths and weaknesses of policy options for decision makers.

**Use the following framework (with suggested page lengths) to prepare your project as an Integrative Learning Experience.**

A suitable proposal provides sufficient detail for a reader to understand (a) what you intend to do, (b) the justification for that effort, (c) the timeline and deliverables associated with the project and (d) an expectation for how this work will contribute to the interprofessional practice of public health.

1. Provide a tentative title of this project. (70 characters)
2. Summarize the public health issue you will address. (0.5 page)
3. Provide background about the significance of concern regarding public health practice. (1-2 pages)
4. Describe theory and prior research guiding your approach to this topic. (1-2 pages)
5. Identify the at-risk group (and why they were selected) for this project (0.5 pages)
6. Summarize the activities your will undertake in pursing this topic. (1-2 pages)
7. State your expectation about the usefulness of this work by other public health practitioners (0.5 page)
8. Indicate how your project informs interprofessional public health practice. (0.5 page)

**Attach your proposal to this document for review by your advisory committee and Program Director.**

**Approvals**

Print name Signature Date

Major Advisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Secondary Advisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

External reader \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IRB review of this proposal

☐ is recommended ☐ has been requested (Date)\_\_\_\_\_\_\_\_\_\_\_\_ ☐ is **NOT** recommended

☐ has been received (Date) \_\_\_\_\_\_\_\_\_\_\_\_\_

Your ILE finished Project will be evaluated by your advisory committee according to the following rubric. The finished product must be considered a project of ‘satisfactory quality’ to meet our MPH program requirement. **It is your responsibility to make adequate progress and produce quality work.** **Your ILE project should not exceed 10,000 words** (approximately 30 pages), exclusive of footnotes/endnotes/references/bibliography. Manuscripts exceeding that length may be considered non-responsive and referred back for revision. With prior approval, an advisory committee may permit a manuscript of greater length). The necessary components of an ILE Project (non-thesis) should include:

1. A cover page with title, author, credentials, date and degree sought.
2. Acknowledgements (if appropriate)
3. Formal abstract (150 words) that summarizes your project’s background, procedures, results and conclusion of your work
4. Table of contents, tables and figures that designate appropriate pages.
5. Introduction (1-2 page) that describes your selected topic and its significance to public health practice.
6. Background (5-8 pages) of most pertinent theory and findings on the subject that provide a rationale for undertaking this project.
7. Procedures for completing the project (3-5 pages).
8. Results (5-8 pages) that present findings directly relevant to what was accomplished.
9. Discussion (5 pages) assessing how this work is relevant (i.e., its strengths and limitations) to the interprofessional practice of public health.
10. Conclusion (2-3 pages) that summarizes what was done and recommended ‘next steps’.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| This project…… | Possible points | Points assigned | | |
| Major Advisor | Secondary  Advisor | External  Reader |
| Reflects knowledge of core public health disciplines. | 10 |  |  |  |
| Addresses a relevant and timely public health problem | 10 |  |  |  |
| Demonstrates appropriate use of practice methodologies, models and/or theories. | 20 |  |  |  |
| Acknowledges relevance of the work to interprofessional public health practice. | 10 |  |  |  |
| Appropriately presents text, tables, figures and related materials. | 10 |  |  |  |
| Presents findings generalizable to other settings. | 20 |  |  |  |
| Exemplifies professional conduct by students interacting with mentors, advisors and the public. | 10 |  |  |  |
| Embodies self-reliance/direction of student through timely completion of activities. | 10 |  |  |  |
| Total | 100 |  |  |  |

**Approval:** On the basis of our assessment, the advisory committee judges this project to be

\_\_\_ highest quality (receiving 100 possible points)

\_\_\_ high quality (receiving 90-99 possible points)

\_\_\_ satisfactory quality (receiving 80-89 possible points)

Print name Signature Date

Major Advisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Secondary Advisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

External reader \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

\*Footnotes/endnotes should not exceed 20% of the document and **NOT** include material that would normally be appropriate for the main text (i.e.. discursive content within footnotes is **not permitted**.