

ILE (Integrative Learning Experience) Agreement and Concept Form
Part II
ECU Department of Public Health

Part II of the ILE Agreement and Concept Form should be completed by the mid-point of the MPH 6991 semester by following these steps.

1. The student should download the form from the Department of Public Health professional paper webpage at <https://public-health.ecu.edu/professional-paper/> and save it to their hard drive.
2. The student, in collaboration with their primary advisor, should complete the form, including selecting the competencies that they will work on during their professional paper experience. If the student plans to have a content advisor, the Appendix: Role of Content Advisor for Professional Paper should be reviewed with their primary advisor.
3. The student should electronically sign the form, save the form (adding their last name to the name of the file), and email the form to their primary advisor.
4. The advisor should save the form that the student has completed, electronically sign the form, save it again, and email the completed form to Dr. Rashmita Basu, Professional Paper Coordinator at basur19@ecu.edu.

Concept for Professional Paper Project

Research question to be addressed

Potential Data Source(s)

Is the student planning to use data from their internship?

If so, please outline a brief contingency plan if these data become unavailable.

Although not required, students may have additional professors or other investigators involved as content advisors. Does the student have any content advisors? If so, please list them here. See Appendix for description of content advisor role.

Additional information

Brief Proposed timeline

Selection of Competencies for Professional Paper

Instructions: In collaboration with their primary advisor, students should choose at least four foundational competencies and at least one concentration-specific competency for their professional paper experience. The competency selection should be based on the professional paper topic and methods, and the student’s educational and professional goals. Please indicate the selected competencies by placing an "X" in the box to the left of the competency.

	CEPH MPH Foundational Competencies
	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
	Concentration-Specific Competencies
	Community Health and Health Behavior
	1. Design a logic model to guide intervention development and data collection for program evaluation
	2. Develop an evaluation plan for health promotion and disease prevention interventions that address the multiple levels of socioecological framework
	3. Apply qualitative and quantitative data analyses to assess programming needs, evaluation, or public health issues
	4. Formulate a collaborative evaluation plan with a community partner to achieve common public health goals
	5. Design a public health project that includes a detailed itemized budget, timeline, and staff training plan for data collection
	Epidemiology
	1. Critically evaluate public health literature through application of fundamental principles and methods of epidemiology
	2. Identify and implement appropriate student design, recruitment, data collection and analysis methods to address an identified public health problem
	3. Identify and apply statistical methods to calculate appropriate epidemiologic measures of association, including confounders and effect modifiers and their use in multivariable analyses
	4. Perform data management, analysis, visualization, and report generation of existing public health data using SAS to inform public health decisions

	5. Explain epidemiologic results in terms of magnitude, precision, validity, and limitations and identify their relevance to public health guidance
	Health Policy, Administration and Leadership
	1. Apply inequities in the prevalence of chronic diseases in rural and minority populations using systems thinking approaches
	2. Examine and interpret the impact of health care costs, access, and quality policies on disadvantaged populations
	3. Cultivate leadership skills in strategic planning/management with a focus on reducing disparities in disadvantaged populations
	4. Perform financial analyses
	5. Develop and apply human resources management skills inclusive of diversity and disadvantaged populations

Appendix: Role of Content Advisor for Professional Paper

Professional paper students may choose to have a Content Advisor in addition to the required Primary Advisor. The content advisor does not need to be a faculty member or work in the ECU Department of Public Health but does need to be asked by the student and to agree to be the student’s content advisor. The selected content advisor may have expertise in the topic area chosen by the student or in the analytical methods to be used in the project; they may facilitate data collection, provide input on public health implications or assist the student in some other area of their professional paper project.

Early in the MPH 6991 semester, the student and primary advisor should meet in person with the content advisor to define student’s professional paper project, including the research question and whether it includes human subjects, data source, methods to be used, extent of data collection, level of data analyses, publication expectations, and the roles and responsibilities of each person. Results of this meeting should be documented in writing. At the end of the MPH 6991 semester, both the primary advisor and the content advisor should approve of the student’s proposal and planned activities for the MPH 6992 semester.

If the student’s professional paper project includes human subjects research, it is highly recommended that either the primary advisor or the content advisor be the principal investigator, not the student. However, the student should be involved in the IRB submission process. A plan to close out the study in ePirate should be discussed by the primary advisor, content advisor, and student.

The student is responsible for communication with the content advisor, including obtaining content advisor’s approval for their proposal, making sure the content advisor is aware of the student’s progress and any changes in plan that have occurred, and for providing the content advisor with drafts of the proposal and the paper across the two semesters. The content advisor should provide timely input to drafts of the proposal and professional paper, such as editing and other suggestions that will enhance the final product. The student should implement, or at least respond to, feedback from the content advisor in a timely fashion. The content advisor should also attend the student’s final poster presentation, if possible.

The content advisor does not assign the grade, does not participate in grading, and does not make final MPH 6992 decisions such as whether the student can present their poster and whether the professional paper is acceptable for course completion.

If the student, the primary advisor, or the content advisor have expectations that the student's professional paper be submitted for publication, this should be discussed throughout the professional paper process. Authorship order for all planned papers and abstracts should be discussed by the primary advisor, content advisor, and student. The student should have the opportunity to be the first author on such a publication if they would like to do that. If the student does not want to take the lead on a publication or if an unacceptable period has elapsed since the end of MPH 6992 completion, then the student should sign off on the lead and either the primary advisor or the content advisor should take on responsibility of first author. Having a publication-ready manuscript is not a requirement for completion of MPH 6992.

Semester and Year Starting MPH 6991 _____

Student's Name _____

Primary Advisor's Name _____

Student Signature _____ **Date** _____

Primary Advisor Signature _____ **Date** _____