D12. Public Health Bachelor’s Degree Cumulative and Experiential Activities

Students have opportunities to integrate, synthesize and apply knowledge through cumulative and experiential activities. All students complete a cumulative, integrative and scholarly or applied experience or inquiry project that serves as a capstone to the education experience. These experiences may include, but are not limited to, internships, service-learning projects, senior seminars, portfolio projects, research papers or honors theses. Schools encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

1) Provide a matrix, in the format of Template D12-1, that identifies the cumulative and experiential activities through which students have the opportunity to integrate, synthesize and apply knowledge as indicated.

<table>
<thead>
<tr>
<th>Cumulative and Experiential Activity (internships, research papers, service-learning projects, etc.)</th>
<th>Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Learning Practicum experience</td>
<td>The Service Learning Practicum offers undergraduate students the opportunity to work with community partners to identify critical needs while providing meaningful and purposeful service that integrates reflection, social context and social justice. By identifying and addressing real community problems, students strengthen their skills in civic responsibility and learn to apply classroom learning in the real world.</td>
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<tr>
<td>Service Learning Research or Program Planning Paper</td>
<td>The Service Learning Research/Program paper requires students to choose from a research-focused approach or program planning/evaluation to analyze the systemic causes and impacts of a public health problem on a population. Through this assignment, students integrate the components of public health practice in relation to public health concepts such that the service experience is described in context with the ecological framework and the social determinants of health.</td>
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<tr>
<td>Service Learning Presentation</td>
<td>Students develop a presentation using their choice of media (poster, PowerPoint, Prezi, infographic, flyer/brochure, etc.) that clearly applies or utilizes public health concepts learned during the practicum. Presentations can be products (such as a flyer or brochure) that were directly used by the practicum site, but they must be entirely created by the student.</td>
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<tr>
<td>Service Learning Reflective Journals</td>
<td>Students write a minimum of 500 words per week regarding their identified health indicator. Students choose their health indicator based on their practicum site, and these indicators are critical to students’ analysis and synthesis of the practicum experience. Students reflect on different journal topics related to their health indicator each week based on the core courses within the Public Health curriculum (e.g., what role does the U.S. Health Care System play in regard to your health indicator, discuss the epidemiological and demographic transitions of your health indicator, etc.).</td>
</tr>
</tbody>
</table>

2) Include examples of student work that relate to the cumulative and experiential activities.

Examples of student work can be found in ERF D12-2.
3) Briefly describe the means through which the school implements the cumulative experience and field exposure requirements.

Students enroll in PHC 4943 Service Learning Practicum during their final spring semester. Prior to that semester, students meet in small groups with the program director to discuss the expectations of the practicum and course. The program director approves all practicum sites, grades all assignments and presentations, and collects all preceptor feedback. Students meet periodically throughout the semester in-person; however, most of their time is spent at their community site. Toward the end of the semester, students share their practicum experiences during in-person presentations.

In March of 2020, all university courses and experiential activities were moved from in-person to virtual platforms in response to the COVID-19 pandemic. Most students in the service learning practicum had completed minimum requirements by the time the change was implemented in mid-March. The program director worked with preceptors to ensure that all students could meet remaining course requirements in the virtual mode.

4) Include handbooks, websites, forms and other documentation relating to the cumulative experience and field exposure. Provide hyperlinks to documents if they are available online, or include electronic copies of any documents that are not available online.

The following can be found in ERF D12-4:

- Journal Reflection Topics
- PHC 4943 Syllabus
- Presentation Preparation Rubric
- Program Paper Rubric 2020
- Research Paper Rubric 2020
- Service Learning Practicum Evaluation by Preceptor
- Service Time Log