



Integrative Learning Experience (ILE) Simulation

Term: *Summer 2025*

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Office Hours: Office Hours are fulfilled by mandatory 1-on-1 sessions, and by scheduling additional 1-on-1 sessions. You may also schedule a meeting at any other date/time in person face-to-face, or via Zoom.

Course Dates: May 12, 2025 – August 9, 2025

Course Times: Asynchronous with 3 individually scheduled 1-on-1 meetings with faculty

Classroom: CANVAS/Zoom

Course Overview

The ILE is the culminating experience for MPH students and is a requirement for graduation in the MPH program. The capstone is typically completed in the last term of the program.

The ILE Simulation course is an opportunity for students to work on identifying and addressing public health practice issues that are of particular interest to them, utilizing case-based public health simulations to demonstrate competencies developed throughout the MPH degree program. The goal is for students to synthesize, integrate and apply the skills and competencies they have acquired to a public health problem that approximates a professional practice experience.

The final deliverables will reflect an integration and synthesis of foundational and program-specific competencies in the disciplines of public health (PH). Completion of the ILE simulation course requires both written and oral components, with production of a high-quality written product appropriate to the student's educational and professional goals (in line with CEPH Criteria D7), which is developed in a manner that is useful to external stakeholders.

In the ILE simulation course, students will complete a practice-based simulation in which the student identifies and focuses on a specific public health issue of their choosing, to investigate, identify and utilize evidence-based PH methods and tools to develop improvements or solutions to the problem.

Prerequisite: All core MPH courses or permission of the instructor of record and program director. **Co-requisite** (n/a).

Student Learning Outcomes. After successfully completing this course, you will be able to:

1. Critically analyze literature relevant to the proposed public health issue/case study.
2. Write formal background and evaluation of need, objectives, and methods proposed for addressing/improving or resolving the public health issue which could be presented to a 'stakeholder' for implementation.
3. Demonstrate core public health competencies in the write up of a final high quality written product.
4. Produce a high-quality written product for presentation to a community stakeholder for implementation.
5. Effectively provide an oral presentation of the Capstone project to a professional audience.

MPH Competencies

See end of syllabus regarding competencies & competency assessment for the ILE course.

Required Textbooks and Readings

- **Primary Textbook:** none

- **Assigned Readings:** Throughout the semester, you will encounter insightful readings assigned and posted on Canvas.
 - Brownson, Ross C., Jonathan E. Fielding, and Christopher M. Maylahn. "Evidence-based public health: a fundamental concept for public health practice." *Annual review of public health* 30.1 (2009): 175-201.
 - Stiefel, Matthew C., Tasha Straszewski, Jennifer C. Taylor, Christina Huang, Jessica An, Folasade J. Wilson-Anumudu, and Allen Cheadle. "Using the county health rankings framework to create national percentile scores for health outcomes and health factors." *The Permanente Journal* 25 (2020): 20-012.
 - Others as provided via CANVAS Modules.

Recommended Resources (Optional):

- County Health Rankings & Roadmaps website: <https://www.countyhealthrankings.org/>
- RWJF Initiative: <https://www.rwjf.org/en/grants/grantee-stories/programs/county-health-ranking-roadmap.html>
- Other resources may be suggested throughout the semester.

Course Structure

The course is administered primarily asynchronous online via the CANVAS platform. You will meet 1-on-1 with the faculty 3 times during the semester (see calendar). **You are responsible for scheduling a date/time convenient for both of us, as well as setting up and sending a calendar invitation with the zoom/teams link.** These 1-on1 meetings are opportunities to engage with the instructor to discuss your ILE Final Action Plan progress (you must schedule the date/timeslot for each of these the week prior). **Weeks 5, 8, and 11** do not include any required meeting/lecture (etc.) and should be used to prepare for the submission and presentation of the Final Action Plan (& if you want, schedule additional 1-on-1 time with the instructor).

Tips for Success in this Course

1. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** I get it—students usually juggle a lot, and I know you've got commitments beyond this class. Still, doing your best often means carving out enough dedicated time for coursework. Try scheduling specific blocks of time and ensure you have enough room to finish assignments, allowing extra space for any tech issues that might pop up.
3. **Login regularly.** I recommend that you log in to Canvas several times a week to view announcements, discussion posts and replies to your posts.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous class content. If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can

troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.

5. **Use Canvas notification settings.** Pro tip! Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. ([Canvas Notification Guide](#))
6. **Ask for help if needed.** If you are struggling with a course concept, reach out to me and your classmates for support.

Graded Course Requirements Information

This ILE Capstone course is graded Pass/Fail (and you must pass to graduate/complete the MPH degree). A passing grade is achieved by attaining an overall 80% cumulative score on the assigned assessments. The assessments and their individual weights are provided below:

Assessments

1. Quizzes (20%)

- a. Quiz 1: 5% of course grade
 - i. Quiz 1 focuses on: Weeks 1& 2 content/readings
 - ii. Week/Date Due: Week 2/May 24
- b. Quiz 2: 5% of course grade
 - i. Quiz 2 focuses on: Week 3 content/readings
 - ii. Week/Date Due: Week 3/June 7
- c. Quiz 3: 5% of course grade
 - i. Quiz 3 focuses on: Week 6 content/readings
 - ii. Week/Date Due: Week 6/June 21
- d. Quiz 4: 5% of course grade
 - i. Quiz 4 focuses on: Week 9 content/readings
 - ii. Week/Date Due: Week 9/July 12

2. Submissions (20%)

- a. Submission 1 – Submit names of 2 counties:
 - i. 1% of course grade
 - ii. Week/Date Due: Week 1/May 17
- b. Submission 2 – Verify receipt of “3-county Region”
 - i. 1% of course grade
 - ii. Week/Date Due: Week 2/May 24
- c. Submission 3 – Type I Evidence Report
 - i. 7% of course grade
 - ii. Week/Date Due: Week 5/June 14
- d. Submission 4 – Type II Evidence Report
 - i. 6% of course grade
 - ii. Week/Date Due: Week 8/July 5
- e. Submission 5 – Type III Evidence Report
 - i. 5% of course grade
 - ii. Week/Date Due: Week 11/July 26

3. Final Action Plan (60%)

- a. Presentation – 20% of course grade
 - i. Week 12

- ii. Date/Time: TBA
- b. Power Point Slides – 10% of course grade
 - i. Week 13
 - ii. Date Due: August 7
- c. Written Report (Final Action Plan) – 30% of course grade (not to exceed 20 pages)
 - i. Week 13
 - ii. Date Due: August 7

“Submission” Assignments

- 5 submissions
- Are intended to ensure you are staying on-track with calendar in preparation of County Final Action Plan.

Quizzes

- 4 quizzes
- Are intended to ensure you comprehend the assigned readings and other materials provided, including the faculty’s power point slides which are the backbone of your Final Action Plan.

Participation & Engagement

- During live sessions

Final Exam

- Written Final Action Plan
- Presentation of Final Action Plan
- Quality of PowerPoint slides used in presentation of FAP

Grading Structure

Assignment	Percentage %
Quizzes	20%
Submissions	20%
Presentation	20%
Power Point Slides	10%
Final Action Plan	30%
Total	100%

Grading Scale

A: 90% or higher
B: 80% to < 90%
C: 70% to < 80%
D: 60% to < 70%
F: <60%

Late Work and Make-Up Exams:

Late work is automatically reduced by 50% of stated percent value (see above list of individual items) unless reason for lateness is for a verifiable emergency situation (what constitutes an emergency and what suffices as verifiable determined by instructor on a case-by-case basis).

Attendance Policy:

Attendance at all 1-on-1 sessions and Presentation are mandatory. Failure to schedule/attend any 1-on-1 session results in a 2% penalty on overall course grade, for each session missed. Failure to attend presentation will result in a 5% penalty of course grade (unless due to verifiable emergency); if a missed presentation is not “made up”, the remainder of the presentation value (15%) will be penalized to overall course grade.

University Policies & Student Resources:

University policies and student resources are available on the University website and in Canvas under “Syllabus”. (You may copy or print the following information to include in your syllabus or use the links provided below.)

- [University Policy](#)
- [Student Resources](#)

Calendar of Topics, Readings, and Due Dates

See below/next page

Week / Dates	Topic(s)	Activity / Assignments	Readings	Assignment Due Dates
1 / 12-18 May	Course Overview <ul style="list-style-type: none">• Structure• Assignments & Grading• Due dates	<ul style="list-style-type: none">• #1 - Submit name of 2 counties (with which you have some familiarity)	<ul style="list-style-type: none">• Syllabus• Explore RWJF	<ul style="list-style-type: none">• May 17: Submission #1 - 2 counties
2 / 19-25 May	EBPH <ul style="list-style-type: none">• What is EBPH?• Rationale for EBPH	<ul style="list-style-type: none">• Submission #2 - Verify receipt of “3-county Region”• Quiz 1	<ul style="list-style-type: none">• Brownson 2009 EBPH Concept	<ul style="list-style-type: none">• May 24: Submission #2 - Verify receipt of “3-county Region”• May 25: Quiz 1 (weeks 1-2 material)
3 / 26 May - 1 Jun	Type 1 Evidence <ul style="list-style-type: none">• “Something should be done!”	<ul style="list-style-type: none">• Schedule Week 4 1-on-1 meeting	<ul style="list-style-type: none">• Stiefel 2020 RWJF County	

Week / Dates	Topic(s)	Activity / Assignments	Readings	Assignment Due Dates
		<ul style="list-style-type: none"> • Submission #3 – Type I Evidence Report 	Health Rankings	
4 / 2-8 Jun	First 1-on-1 Meeting	<ul style="list-style-type: none"> • Quiz 2 		<ul style="list-style-type: none"> • June 8: Quiz 2 (week 3 material)
5 / 9-15 Jun	Independent Work			<ul style="list-style-type: none"> • June 14: Submission #3 – Type I Evidence Report
6 / 16-22 Jun	Type 2 Evidence	<ul style="list-style-type: none"> • Schedule Week 7 1-on-1 meeting • Submission #4 – Type 2 Evidence Report 		
7 / 23-29 Jun	Second 1-on-1 Meeting	<ul style="list-style-type: none"> • Quiz 3 		<ul style="list-style-type: none"> • June 29: Quiz 3 (week 6 material)
8 / 30 Jun – 6 Jul	Independent Work			<ul style="list-style-type: none"> • July 5: Submission #4 – Type 2 Evidence Report
9 / 7-13 Jul	Type 3 Evidence	<ul style="list-style-type: none"> • Schedule Week 10 1-on-1 meeting • Submission #5 – Type 2 Evidence Report 		
10 / 14-20 Jul	Third 1-on-1 Meeting	<ul style="list-style-type: none"> • Quiz 4 		<ul style="list-style-type: none"> • July 20: Quiz 4 (week 9 material)
11 / 21-27 Jul	Independent Work			<ul style="list-style-type: none"> • July 26: Submission #5 – Type 3 Evidence Report
12 / 28 Jul – 3 Aug	Presentations			<ul style="list-style-type: none"> • TBA: Presentation

Week / Dates	Topic(s)	Activity / Assignments	Readings	Assignment Due Dates
13 / 4-9 Aug	Finals Week			<ul style="list-style-type: none"> • August 7: PPT slides & Final Paper

Note: While this course calendar is “final,” it may be subject to changes as necessary as we move through the semester. Monitor your CANVAS notifications on a regular (at least weekly) basis.

MPH Competencies

As an addendum to your written Final Action Plan report, you will be required to address selected competencies (see below). The addendum is **not “graded”** with respect to your FAP grade, but it **is required** to be attached to your Final Action Plan (written) to receive a Passing grade for the course. Instructions on how to write the addendum with respect to the selected competencies will be provided later in the course.

MPH Foundational Competencies:

- ☒ Interpret results of data analysis for public health research, policy, or practice
- ☒ Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs.
- ☒ Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation.
- ☒ Integrate perspectives from other sectors and/or professions to promote and advance population health.

Concentration Competencies:

- ☒ Analyze health outcomes across varying levels of rurality.
- ☒ Develop intervention recommendations based on the health profile of a rural community.