

PBHL 6355 Integrative Learning Experience (ILE) Capstone Course

Term: Fall 2026

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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: Aug 24 – Dec 11, 2026

Course Times: Synchronous/Asynchronous with minimum of four individually scheduled 1-on-1 meetings with ILE instructor

Classroom: 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 Capstone course is an opportunity for students to synthesize, integrate, and apply the knowledge, skills, and competencies developed throughout the MPH degree program. The ILE product will be an evidence-based assessment of population health challenges for a multi-county coalition of varying rurality, evidence-based strategies addressing one or more challenges, and a final recommendation for improving population health. The final product includes a professional presentation appropriate for a town-hall gathering of county commissioners and members of the community, and a final detailed technical report to the county commissioners and local population/public health entities.

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 population health challenges and opportunities for a defined population of varying rurality with respect to 3 types of population health evidence:
 - a. Type 1 Evidence – that which suggests “something needs to be done”
 - a. Health outcomes (population health & well-being)
 - b. Health factors (community conditions)
 - b. Type 2 Evidence – that which suggests “these are strategies that might work”
 - c. Type 3 Evidence – that which suggests “this would probably work best in this population”

2. Communicate evidence-based findings and recommendation via:
 - a. A formal written report prepared for legislative officials and population/public health professionals, and
 - b. An oral presentation/video recording (for example, a Townhall meeting) to laypersons
3. Self-assess your comprehension of and ability to perform the following MPH competencies:
 - a. Interpret results of data analysis for public health research, policy, or practice.
 - b. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs.
 - c. Design a population-based policy, program, project, or intervention.
 - d. Select communication strategies for different audiences and sectors.
 - e. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation.
 - f. Integrate perspectives from other sectors and/or professions to promote and advance population health.
 - g. Analyze health outcomes across varying levels of rurality.
 - h. Develop intervention recommendations based on the health profile of a rural community.

Required Textbooks and Readings

- **Primary Textbook:** none
- **Assigned Readings:** Throughout the semester, you will encounter insightful readings assigned and posted on Canvas, such as:
 - 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.
 - County Health Rankings & Roadmaps website: <https://www.countyhealthrankings.org/>
 - Others as provided.

Recommended Resources (Optional):

- 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 online via Zoom (synchronously, 1-on-1 meetings), and through self-reading of materials provided. A timeline is provided that allows you to develop your final deliverable incrementally. To ensure you “remain on-time,” you will schedule 1-on-1 meetings with your instructor (online, or in-person if you wish) at a date/time amenable to both, within designated weeks of the semester (see course calendar). There are weeks that have been designated as “independent work” to focus on your final (and interim) deliverables (see course calendar).

Tips for Success in this Course

1. **Participate.** I invite you to engage deeply, ask me 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 your instructor. 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. **Check your email regularly.** I will communicate with you as a group, and individually using email.
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. **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

Course Grade: This is a Credit/No Credit course; you must receive “Credit” to graduate from the MPH Program. An “incomplete” is not permitted. Should you receive “No Credit”, you will have to repeat the course. A “Credit” grade is earned by achieving an overall point value of 80 out of 100 (as detailed in the assignment list below).

Value	Assessment Group/Specific Assessment
<u>Milestones</u>	
1	M1. Pick counties
1	M2. Schedule 1st 1-on-1 Progress Meeting
2	M3. 1st 1-on-1 Progress Meeting
1	M4. Schedule 2nd 1-on-1 Progress Meeting
2	M5. 2nd 1-on-1 Progress Meeting
1	M6. Schedule 3rd 1-on-1 Progress Meeting
2	M7. 3rd 1-on-1 Progress Meeting
1	M8. Schedule 4th 1-on-1 Progress Meeting
2	M9. 4th 1-on-1 Progress Meeting
<u>Competency Self-Assessments</u>	
3	D1. ILE Competency Pre-Assessment
5	D11. ILE Competency Post-Assessment
<u>Progress Reports</u>	
5	D2. Demographics Report & PowerPoint Storyboard Slides
5	D3. Type 1a Evidence Draft Report & PowerPoint Storyboard Slides
5	D5. Type 1b Evidence Draft Report & PowerPoint Storyboard Slides
5	D7. Type 2 Evidence Draft Report & PowerPoint Storyboard Slides
10	D9. Draft Technical Report & Draft Video
<u>1-on-1 Follow-up Summaries</u>	
3	D4. Follow-up Summary: 1st 1-on-1 Progress Meeting
3	D6. Follow-up Summary: 2nd 1-on-1 Progress Meeting
3	D8. Follow-up Summary: 3rd 1-on-1 Progress Meeting
5	D10. Follow-up Summary: 4th 1-on-1 Progress Meeting
<u>ILE Deliverables</u>	
25	D12. Technical Report
10	D13. Townhall Video
100	

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 is mandatory. Failure to schedule/attend any 1-on-1 session results in a 2% penalty on overall course grade, for each session missed.

AI: AI is permitted as long as it's use is documented throughout any and all submissions (AI source, date).

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 and Readings

Note: Course week begins on Monday and ends on Sunday; all due dates mean "by midnight"

Module	Week	Dates	Topic(s)	Readings
1	1	Aug 24-30	Course / Semester Overview	• Syllabus • Brownson, Ross C., Jonathan E. Fielding, and Christopher M. Maylahn. "Evidence-based public health: a fundamental concept for public health practice." <i>Annual review of public health</i> 30.1 (2009): 175-201.
2	2	Aug 31 – Sep 6	Healthy County Roadmap & Population Demographics: <i>"Who are we?"</i>	• County Health Rankings & Roadmaps website: https://www.countyhealthrankings.org/
3	3	Sep 7-13	Type 1a Evidence – Population Health & Well-being: <i>"Something needs to be done!"</i>	
	4	Sep 14-20	Independent Work Week	
	5	Sep 21-27	1 st 1-on-1 Progress Report	
4	6	Sep 28 – Oct 4	Type 1b Evidence – Community Conditions: <i>"Something needs to be done!"</i>	
	7	Oct 5-11	Independent Work Week	
	8	Oct 12-18	2 nd 1-on-1 Progress Report	
5	9	Oct 19-25	Type 2 Evidence – Potential Evidence-based Strategies &	

Module	Week	Dates	Topic(s)	Readings
			Solutions: <i>"These could be done!"</i>	
	10	Oct 26 – Nov 1	Independent Work Week	
	11	Nov 2-8	3 rd 1-on-1 Progress Report	
6	12	Nov 9-15	Type 3 Evidence – Community Alignment Considerations: <i>"This should be done!"</i>	
	13	Nov 16-22	Independent Work Week	
		Nov 23-29	Thanksgiving Holiday	
	14	Nov 30 – Dec 6	4 th 1-on-1 Progress Report	
Final	15	Dec 7-13	ILE Deliverables are due	

Calendar of Milestones and Deliverables

Note: Course week begins on Monday and ends on Sunday; all due dates mean "by midnight"

MPH ILE Capstone Deliverables/Milestones Checklist

Semester: Fall 2026

Module	Dates	M	T	W	Th	F	SS	Due*	Value	Deliverable (D) / Milestone (M)	
1	Aug 24 – Aug 30	I	Course / Semester Overview								
					M 1			8/27	1	M1. Pick counties	
							D1	8/30	3	D1. ILE Competency Pre-Assessment	
2	Aug 31 – Sep 6	I	Healthy County Roadmap & Population Demographics: <i>“Who are we?”</i>								
					D2			9/3	5	D2. Demographics Report & PowerPoint Storyboard Slides	
						M2	9/6	1	M2. Schedule 1 st 1-on-1 Progress Meeting (for Sep 22-25)		
3	Sep 7 – Sep 27	I	Type 1a Evidence – Population Health & Well-being: <i>“Something needs to be done!”</i>								
				D3				9/16	5	D3. Type 1a Evidence Draft Report & PowerPoint Storyboard Slides	
			M3					9/22-25	2	M3. 1 st 1-on-1 Progress Meeting	
							D4	9/27	3	D4. Follow-up Summary: 1 st 1-on-1 Progress Meeting	
							M4	9/27	1	M4. Schedule 2 nd 1-on-1 Progress Meeting (for Oct 13-16)	
4	Sep 28 – Oct 18	I	Type 1b Evidence – Community Conditions: <i>“Something needs to be done!”</i>								
				D5				10/7	5	D5. Type 1b Evidence Draft Report & PowerPoint Storyboard Slides	
			M5					10/13-16	2	M5. 2 nd 1-on-1 Progress Meeting	
							D6	10/18	3	D6. Follow-up Summary: 2 nd 1-on-1 Progress Meeting	
						M6	10/18	1	M6. Schedule 3 rd 1-on-1 Progress Meeting (for Nov 3-6)		
5	Oct 19 – Nov 8	I	Type 2 Evidence – Potential Evidence-based Strategies & Solutions: <i>“These could be done!”</i>								
				D7				10/28	5	D7. Type 2 Evidence Draft Report & PowerPoint Storyboard Slides	
			M7					11/3-6	2	M7. 3 rd 1-on-1 Progress Meeting	
							D8	11/8	3	D8. Follow-up Summary: 3 rd 1-on-1 Progress Meeting	
						M8	11/8	1	M8. Schedule 4 th 1-on-1 Progress Meeting (for Dec 1-4)		
6	Nov 9 – Dec 6	I	Type 3 Evidence – Community Alignment Considerations: <i>“This should be done!”</i>								
				D9				11/18	10	D9. Draft Technical Report & Draft Video	
		Thanksgiving Holiday: November 23-29									
			M9					12/1-4	2	M9. 4 th 1-on-1 Progress Meeting	
								D10	12-6	5	D10. Follow-up Summary: 4 th 1-on-1 Progress Meeting
						D11	12-6	5	D11. ILE Competency Post-Assessment		
Final	Dec 7 – Dec 11	D12						Dec 9	25	D12. Technical Report	
		D13						Dec 9	10	D13. Townhall Video	
Legend		I	Module instructions								
		D	Deliverables								
		M	Milestones								
* All deliverables must be submitted via CANVAS by midnight on the date indicated in order to receive full credit.											