# Integrative Learning Experience/Culminating Experience Documentation Form

While MPH and MS students have different competency requirements at the Program and School level, all NSP students identify two competencies to meet/achieve through their Integrative Learning Experience (ILE)/culminating experience: capstone or thesis. All students may use this form to identify and assess their two competencies.

**MPH students** are required to complete an ILE that demonstrates the synthesis of foundational and concentration competencies as defined by the Council on Education for Public Health (CEPH). You will select at least one foundational competency (Appendix A) and one concentration-specific competency (Appendix B) appropriate to your educational and professional goals. MPH students will log these competencies in the [ILE portal](https://practicum.sphcm.washington.edu/) prior to completing your project and, will report your progress meeting them at the end of the quarter in which you complete your culminating experience via the portal, as well. Your capstone instructor/thesis chair will evaluate your competency attainment through the online portal, and Student and Academic Services will track this activity as part of your steps to graduation.

**MS students** are required to complete a culminating experience to earn their degree. You will select one concentration-specific competency (Appendix C) and develop an additional competency appropriate to your own educational and professional goals. MS students will not access the same online portal as MPH students; you will instead use this form to convey your selected competencies and your progress meeting them at the end of the quarter in which you complete your project. Your capstone instructor/thesis chair will evaluate competency attainment on the form, as well. Submit completed materials to NSP Student and Academic Services (gradnutr@uw.edu) for tracking as part of your steps to graduation.

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| --- | --- |
| **Student Name:** | Click or tap here to enter text. |
| **ILE/Culminating Project:** | [ ]  Capstone [ ]  Thesis |
| **Project Title:** | Click or tap here to enter text. |
| **Project Instructor/ Faculty Chair:** | Click or tap here to enter text. |
| **Expected Completion (Qtr/Yr):** | Click or tap here to enter text. |

**Student Documentation**

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| **PRE-PROJECT** |
| **Competency 1:** | Click or tap here to enter text. |
| **Summarize your plan****to meet competency 1:** | Click or tap here to enter text. |
| **Competency 2:** | Click or tap here to enter text. |
| **Summarize your plan****to meet competency 2:** | Click or tap here to enter text. |

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| **POST-PROJECT**Following the completion of your culminating project, summarize how you met: |
| **Competency 1:** | Click or tap here to enter text. |
| **Competency 2:** | Click or tap here to enter text. |

**Project Instructor/Faculty Chair Documentation**

Following completion of the student’s culminating experience, evaluate how well their chosen competencies were met:

Click or tap here to enter text.

**Signatures**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student:** |  | **Date:** | Click or tap to enter a date. |
| **Project Instructor/ Faculty Chair:** |  | **Date:** | Click or tap to enter a date. |

***MPH Students:*** *Upload the above information to the School of Public Health’s* [*ILE portal*](https://practicum.sphcm.washington.edu/) *(do* ***NOT*** *submit this form). Competency attainment is tracked by Student and Academic Services via the portal as part of your steps to graduation.*

***MS Students:*** *Complete this form and submit it to Student and Academic Services (**gradnutr@uw.edu**) for tracking as part of your steps to graduation.*

# APPENDIX A: 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

1. Compare the organization, structure and function of health care, public health, and regulatory systems across national and international settings.
2. 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

1. Assess population needs, assets and capacities that affect communities’ health.
2. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
3. Design a population-based policy, program, project, or intervention.
4. Explain basic principles and tools of budget and resource management.
5. Select methods to evaluate public health programs.

## Policy in Public Health

1. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
2. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
3. Advocate for political, social, or economic policies and programs that will improve health in diverse populations.
4. Evaluate policies for their impact on public health and health equity.

## Leadership

1. Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making.
2. Apply negotiation and mediation skills to address organizational or community challenges.

## Communication

1. Select communication strategies for different audiences and sectors.
2. Communicate audience-appropriate public health content, both in writing and through oral presentation.
3. Describe the importance of cultural competence in communicating public health content.

## Interprofessional Practice

1. Perform effectively on interprofessional teams.

## Systems Thinking

1. Apply systems thinking tools to a public health issue.

# APPENDIX B: NSP MPH CONCENTRATION COMPETENCIES

1. Apply knowledge of human nutrient requirements in relation to genetics, metabolic pathways, and physiological function across the life course.
2. Assess nutritional status of individuals and groups.
3. Appraise how nutritional factors across the lifespan are linked to non-communicable diseases (NCD) and quality of life.
4. Apply appropriate public health frameworks and methodologies to address a public health nutrition problem.
5. Critique public health practice decisions and nutrition policy development.
6. Describe the basic components and determinants of the U.S. food and nutrition systems.
7. Recognize the means by which social inequities and racism, generated by power and privilege, undermine nutritional health.

# APPENDIX C: NSP MS CONCENTRATION COMPETENCIES

1. Apply knowledge of human nutrient requirements in relation to metabolism, physiology, and pathophysiology across the life course.
2. Assess nutritional status of individuals and groups.
3. Appraise how nutritional factors across the lifespan are linked to non-communicable diseases (NCD).
4. Synthesize human nutrition research for application to health.
5. Develop an informed position on a nutrition-related topic.
6. Describe how individuals are impacted by U.S. food and public health nutrition systems.
7. Recognize the means by which social inequities and racism, generated by power and privilege, undermine nutritional health.