

TEMPLATE D12-1: ASSESSMENT OF PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE & EXPERIENTIAL ACTIVITIES

A matrix that identifies the cumulative and experiential activities through which students have the opportunity to integrate, synthesize and apply knowledge as indicated in Criterion D12.

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. Programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

Cumulative and Experiential Activity (internships, research)	Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge.
Office of Public Health Studies Undergraduate Summit	Students are actively involved in developing academic posters of their Applied Learning Experience (APLE) project proposals, as well as an accompanying 2 minute oral poster presentation that is presented during a public presentation event- the OPHS Undergraduate Summit, held once per semester. In a subsequent semester, after students have completed thier APLE projects, students develop a second academic poster, this time of their completed Applied Learning Experience (APLE) project, as well as an accompanying 2 minute oral poster presentation that is presented during the OPHS Undergraduate Summit.
PH 485 PH Applied Learning Experience	This course is designed to allow students to execute an independent, supervised, applied learning project, which is part of the public health undergraduate capstone experience. Based on an applied learning project proposal, developed through the PH 480 (Application of Public Health Principles in Research & Practice) course, students will be involved in independent research projects under the supervision of both the course instructor and an appropriate, approved, identified project mentor or advisor. All Applied Learning Experiences should be conducted for 100 – 120 hours of project time.
Applied Learning Experience Written Proposal	A final written project proposal for an applied learning experience project. Components of the proposal should include the following: title page, abstract, study significance, introduction (including state of academic literature & background), proposed research methodology (including potential expected results, & description of host organization/project), and personal BioSketch. These components will be written and submitted throughout the semester. It is expected that completed proposals will range from 8 – 12 pages, but should not exceed 15 pages, (excluding references). Additional research tools developed may be included as appendices as appropriate.

Cumulative and Experiential Activity (internships, research)	Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge.
Deliberative Democracy activities & discussions in PH 489 PH Undergraduate Capstone Seminar	Deliberative democracies are two part, small group activities, in which groups of 5-6 students each are presented with a focus question on an issue of recent public health importance. During one class, students work in assigned roles to identify questions they have, or information they need, in order to make an informed decision about the focus question. Students also brainstorm possible high-quality sources to consult. In a subsequent class session, students return with their collected information and formulate a consensus response or recommendation to the focus question citing evidence and criteria for resource validity.
Applied Learning Reflection Paper	A three to four page paper, double-spaced, written by the student about the Applied Learning Experience, specifically how the learning experience related to the application and refinement of their public health knowledge, attitudes, and skills. The paper should also include a reflection of the student's experiences working with their mentor and host organization, and discuss how the student was "of service" to a population or organization.
Applied Learning Experience Final Paper	A final written project report for applied learning experience project. Components of the proposal should include, as appropriate, the following: title page, abstract, significance, introduction (including state of academic literature & background), methodology, results/outcomes, discussion, conclusions/public health implications, and references. It is expected that completed reports will range from 15-20 pages, but should not exceed 25 pages, (excluding references). Length will depend largely on the type of project conducted. All papers should be properly APA formatted. Any research tools developed or summarized data collected may be included as appendices as appropriate.

TEMPLATE D13-1: ASSESSMENT OF PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

A brief narrative description of the manner in which the curriculum and co-curricular experiences expose students to the concepts in The program may mention a wide variety of experiences including but not limited to overall courses, specific assignments, service

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Advocacy for protection and promotion of the public's health at all levels of society	<p>PH 201: Lecture, textbook readings, & discussions regarding the following topics: 1) public health history; 2) social & behavioral health overview; 3) health economics overview; 4) legislative process overview; 5) health policy overviews & key state and national-level health policies; and 6) health insurance overviews. Also health policy-focused deliberative democracy centered on a real legislative proposal of state or national-level health policy.</p> <p>PH 202: State-legislative bill tracking. Find-your-legislative-representative blog discussion topic. Balancing the State Budget in-class activity & debate.</p> <p>PH 489: Four deliberative democracy discussions focused on advocacy and policy. Examples of past topics include: e-cigarette policies on campus, policies to address gender equity at multiple levels of society, addressing elder fall prevention at a community health center, and environmental health/sustainability practices at a state-level.</p>

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Community dynamics	<p>PH 201: Lecture, textbook readings, & discussions regarding the following topics: 1) Social & Behavioral Health Overview; 2) Social Behavioral in Action: Needs Assessment, Theory, Program Development, & Evaluation; 3) Native Hawaiian Health & Public Health in Hawai'i; and 4) Healthcare Institutions & Systems.</p> <p>PH 202: (1) Lecture & discussions regarding public health history in Hawai'i and native Hawaiian health, health determinants, and health disparities; (2) Activity/presentations on public health in the local news; (3) Building a healthy community (built environment) group in-class activity; (4) Balancing the State Budget in-class activity & debate; (4) Guest lectures from representatives of local public health organizations; and (5) <i>'Aina</i> (Land) Connection Experience: To encourage students to engage in local community efforts, and engage in hands-on understanding of Hawaiian values and culture, students are required to participate in one <i>'Aina</i> (Land) Connection Experience at some point during the semester. Approved <i>'aina</i> (land) connection experiences include a session (generally 2-4 hours) of volunteer work at the University of Hawai'i at Manoa's lo'i (taro patch), located adjacent to campus, or engagement in environmental community work days. Past events have also included organized beach clean-up's and dedicated work days at community gardens/farms. Students also have the opportunity to request for similar experiences be counted with instructor approval. As evidence of participation, students are asked to provide a photo of themselves taken at the site during the activity, and to write a brief reflection of their experience.</p> <p>PH 480: (1) Public Health In Action Profiles: An 8-10 minute talk by public health faculty or community partners summarizing their research projects. This is a brief overview of projects the faculty or partners are working on and what each speaker does as a career. The intention is to give undergraduate students some ideas of what PH research looks like "in real life", and to provide some inspiration as they work on developing their own applied learning experience proposals. (2) Guest lecture by University Health Services regarding public health on-campus & health education.</p> <p>PH 489: Four deliberative democracy discussions. Examples of past topics include e-cigarette policies on campus, policies to address gender equity at multiple levels of society, addressing elder fall prevention at a community health center, and environmental health/sustainability practices at a state-level.</p> <p>PH 480, 485, & 489: Student Applied Learning Experience (APLE) placements with community organizations at multiple levels of society. Placements are student- & experience-specific.</p>

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Critical thinking and creativity	<p>PH 201: Lecture, textbook readings, and discussions regarding Critical Thinking & Evidence-Based Public Health. Two deliberative democracy discussions in small groups; one focused on an environmental health topic and the other on a health policy topic.</p> <p>PH 480: Elevator Pitch Presentations: Development of a 2-minute oral pitch for proposed projects of interest and presentation in class. A final written project proposal for an applied learning experience project. Components of the proposal include the following: title page, abstract, study significance, introduction (including state of academic literature & background), proposed research methodology (including potential expected results, & description of host organization/project), and personal BioSketch. Lecture, assigned readings, and discussion regarding 1) Concept Mapping for Project Proposals, and 2) Addressing Bias in the Literature.</p> <p>PH 489: Four deliberative democracy discussions, completed in small groups, each requiring concrete evidence from at least one each scientific and media source with justification of evidence quality. Examples of past topics include e-cigarette policies on campus, policies to address gender equity at multiple levels of society, addressing elder fall prevention at a community health center, and environmental health/sustainability practices at a state-level. APLE Reflection Paper: A three to four page paper written by the student about the APLE, specifically how the learning experience related to the application and refinement of their public health knowledge, attitudes, and skills. The paper should also include a reflection of the student's experiences working with their mentor and host organization, and discuss how the student was "of service" to a population or organization. Final APLE Report: A final written project report for applied learning experience project. Components of the final report include the following: title page, abstract, significance, introduction (including state of academic literature & background), methodology, results/outcomes, discussion, conclusions/public health implications, and references. It is expected that completed reports will range from 15-20 pages, but should not exceed 25 pages, (excluding references).</p>

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Cultural contexts in which public health professionals work	<p>PH 201: Lecture, textbook readings, and discussions regarding the following topics: 1) Ecological & Social Determinants of Health, 2) Social Behavioral In Action: Needs Assessment, Theory, Program Development, & Evaluation, 3) Health Communication & Message Development, 4) Native Hawaiian Health & Public Health in Hawai'i.</p> <p>PH 202: In-class, small group development of a culturally-appropriate public service announcement; 'Aina (Land) Connection Experience: To encourage students to engage in local community efforts, and engage in hands-on understanding of Hawaiian values and culture, students are required to participate in one 'Aina (Land) Connection Experience at some point during the semester. Approved 'aina (land) connection experiences include a session (generally 2-4 hours) of volunteer work at the University of Hawai'i at Manoa's lo'i (taro patch), located adjacent to campus, or engagement in environmental community work days. Past events have also included organized beach clean-up's and dedicated work days at community gardens/farms. Students also have the opportunity to request for similar experiences be counted with instructor approval. As evidence of participation, students are asked to provide a photo of themselves taken at the site during the activity, and to write a brief reflection of their experience.</p> <p>PH 203: Lecture, textbook readings, and discussions regarding health disparities and indigenous health.</p> <p>PH 480: Public Health In Action Profiles: An 8-10 minute talk by public health faculty or community partners summarizing their research projects. This is a brief overview of projects the faculty or partners are working on and what each speaker does as a career. The intention is to give undergraduate students some ideas of what PH research looks like "in real life", and to provide some inspiration as they work on developing their own applied learning experience proposals. Lecture/Discussion: Moving Forward with Proposed Projects & Overview of the APLE.</p> <p>PH 485: Applied Learning Experience discussion of past sites and organizational culture.</p> <p>PH 489: Lecture, activities, and discussions regarding the following topics: 1) Resume/C.V. Writing Workshop, Preparing for a Job Interview, & Conducting a Job Search (includes discussion of professional/organizational culture), 2) Future of Public Health in Hawai'i.</p> <p>APLE: Students execute an independent, supervised, applied learning project, which is part of the public health undergraduate capstone experience. Based on an applied learning project proposal developed through the PH 480 course, students are involved in independent research or service-learning projects under the supervision of both the course instructor and an appropriate, approved, identified project mentor or advisor. All APLE are conducted for 100 – 120 hours of project time, and are specific/unique to the student and project. Through these experiences, students often interact with populations of diverse cultures and real-world community organizations.</p>

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Ethical decision making as related to self and society	<p>PH 201: Lecture, textbook readings, and discussions regarding <i>Ethics and Ethical Violations in Public Health Practice and Research: Tuskegee & Kalaupapa Case Studies</i>.</p> <p>PH 480: Online ethics training entitled "Non-Exempt Social & Behavioral Science Researchers & Key Personnel"; students must complete all modules of the CITI Online Ethics Training (https://www.citiprogram.org) and submit the certificate of completion as a class assignment. Lecture, textbook readings, and discussions regarding <i>Ethics & Research with Human Subjects</i> through the UHM Office of Research Compliance (ORS) Human Studies Program; includes processes for submitting an IRB application, an overview of the IRB process, and review of ethical foundations throughout history as introduced in PH 201.</p> <p>APLE: For students whose projects involve original Human Subjects data collection, all are supervised by a faculty member (and often a community member), all students develop and submit an IRB application for their proposed projects to the UHM ORS Human Studies Program, and all must receive IRB approval before beginning their projects.</p>
Independent work and a personal work ethic	<p>PH 480: Lecture, textbook readings, and discussions regarding the following topics: 1) Professional Objectives, Careers & Long-Term Student Goals, 2) Professionalism & Correspondence, 3) Resume/C.V. Writing & Letter of Recommendation Preparation, 4) Moving Forward with Proposed Projects & Overview of PH 485 Applied Learning Experience.</p> <p>PH 489: Lecture, activities, and discussions regarding Resume/C.V. Writing Workshop, Preparing for a Job Interview, & Conducting a Job Search.</p> <p>APLE: Students execute an <u>independent</u>, supervised, applied learning project, which is part of the public health undergraduate capstone experience. Based on an applied learning project proposal developed through the PH 480 course, students are involved in independent research or service-learning projects under the supervision of both the course instructor and an appropriate, approved, identified project mentor or advisor. All APLE are conducted for 100 – 120 hours of project time, and are specific/unique to the student and project. These experiences are also expected to serve as opportunities for students to develop personal work ethic in real-world public health practice settings.</p>

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Networking	<p>PH 201: Lecture, textbook readings, and discussions regarding Overview of Health System: Healthcare Institutions & Systems.</p> <p>PH480, 485, and 489: Students execute an independent, supervised, applied learning project, which is part of the public health undergraduate capstone experience. Based on an applied learning project proposal developed through the PH 480 course, students are involved in independent research or service-learning projects under the supervision of both the course instructor and an appropriate, approved, identified project mentor or advisor. While all APLE are specific/unique to the student and project, students have opportunities to network with assigned mentors as well as partner/host organizations during APLE.</p> <p>OPHS Undergraduate Summit: Students are actively involved in developing academic posters of their Applied Learning Experience (APLE, PH480/485/489) project proposals, as well as an accompanying 2-minute oral poster presentation that is presented during a public presentation event- the OPHS Undergraduate Summit, held once per semester. In a subsequent semester, after students have completed their APLE projects, students develop a second academic poster, this time of their completed APLE project, as well as an accompanying 2-minute oral poster presentation that is presented during the OPHS Undergraduate Summit. Networking opportunities are plentiful as students interact with peers, faculty (from public health and other departments across campus), alumni, and community partners present at this public event.</p>

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Organizational dynamics	<p>PH 201: Lecture, textbook readings, & discussions regarding Overview of Health System: Healthcare Institutions & Systems.</p> <p>PH 480: Public Health In Action Profiles: An 8-10 minute talk by public health faculty or community partners summarizing their research projects. This is a brief overview of projects the faculty or partners are working on and what each speaker does as a career. The intention is to give undergraduate students some ideas of what PH research looks like "in real life", and to provide some inspiration as they work on developing their own applied learning experience proposals. Lecture, textbook readings, and discussions on Moving Forward with Proposed Projects & Overview of PH 485 (APLE).</p> <p>PH 489: Lecture, activities, and discussions regarding Resume/C.V. Writing Workshop, Preparing for a Job Interview, & Conducting a Job Search (includes discussion of professional/organizational culture).</p> <p>APLE: Students execute an independent, supervised, applied learning project, which is part of the public health undergraduate capstone experience. Students are involved in independent research or service-learning projects under the supervision of both the course instructor and an appropriate, approved, identified project mentor or advisor. All APLE are conducted for 100 – 120 hours of project time, and are specific/unique to the student and project. This also serves as an opportunity for students to become actively involved in the organization and associated dynamics of their host organization or research project.</p>

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Professionalism	<p>PH 201: Lecture, textbook readings, and discussions regarding Public Health in Collaboration (Interdisciplinary Connections); Public Health Careers Worksheet Discussion & Activity.</p> <p>PH 480: Public Health In Action Profiles: An 8-10 minute talk by public health faculty or community partners summarizing their research projects. This is a brief overview of projects the faculty or partners are working on and what each speaker does as a career. The intention is to give undergraduate students some ideas of what PH research looks like "in real life", and to provide some inspiration as they work on developing their own applied learning experience proposals. Lecture, textbook readings, and discussions on 1) Professionalism & Correspondence, 2) Moving Forward with Proposed Projects & Overview of PH 485 (Applied Learning Experience), including discussion of professional expectations during experiences, 3) Resume/C.V. Writing.</p> <p>PH 489: Lecture, activities, and discussions regarding Resume/C.V. Writing Workshop, Preparing for a Job Interview, & Conducting a Job Search (includes discussion of professional/organizational culture).</p> <p>APLE: Students execute an independent, supervised, applied learning project, which is part of the public health undergraduate capstone experience. Students are involved in independent research or service-learning projects under the supervision of both the course instructor and an appropriate, approved, identified project mentor or advisor. All Applied Learning Experiences are conducted for 100 – 120 hours of project time, and are specific/unique to the student and project. The APLE also serves as an opportunity for students to gain professional experience in the field and developed their own professional identities.</p>
Research methods	<p>PH 480: Lecture, textbook readings, and in-class activities regarding the following topics: 1) Developing a Search Strategy for Applied Learning Projects, 2) Reading & Interpreting Scholarly Literature, 3) Performing a Literature Review- Tools & Strategies, 4) Quantitative Research- Survey Development, Data Entry & Data Management; 5) Qualitative Research- Key Informant Interviews, Qualitative Data Coding.</p> <p>PH 489: Two specific deliberative democracy discussions requiring original data collection, analysis and use- one utilizing qualitative data (key informant interviews) and a second utilizing quantitative data (surveys). Examples of past topics include addressing elder fall prevention at a community health center (requiring interviews of elders), and environmental health/sustainability practices at a state-level (requiring survey development, data collection among identified target audience, and basic data analysis).</p> <p>APLE: For students whose projects involve original data collection, all are supervised by a faculty member (and often a community member). Student applied learning experiences are student- & experience-specific.</p>

Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts
Systems thinking	<p>PH 201: Lecture, textbook readings, and discussions regarding the following topics: 1) Social Behavioral Health Overview: Changing Behavior at Individual & Societal Levels, 2) Health Law & Policy Overview, 3) How Insurance Works & Affordable Care Act Overview, 4) Overview of Health System: Healthcare Institutions & Systems. Two deliberative democracy discussions in small groups (one focused on an environmental health topic and the other on a health policy topic).</p> <p>PH 202: Building a healthy community (built environment) group in-class activity; Balancing the State Budget activity & debate.</p> <p>PH 489: Four deliberative democracy discussions focused on advocacy and policy and conducted in assigned small groups. Examples of past topics include e-cigarette policies on campus, policies to address gender equity at multiple levels of society, addressing elder fall prevention at a community health center, and environmental health/sustainability practices at a state-level.</p>
Teamwork and leadership	<p>PH 201: Two deliberative democracy discussions in small groups (one focused on an environmental health topic and the other on a health policy topic).</p> <p>PH 202: In-class small group activities, including: 1) Developing a culturally-appropriate public service announcement; 2) Building a healthy community (built environment) activity; 3) Balancing the State Budget activity & debate. Local Public Health Challenge and Success Presentations which are developed and presented in assigned pairs.</p> <p>PH 489: Four deliberative democracy discussions conducted in assigned small groups. Examples of past topics include e-cigarette policies on campus, policies to address gender equity at multiple levels of society, addressing elder fall prevention at a community health center, and environmental health/sustainability practices at a state-level).</p> <p>APLE (PH480/485/489): Students execute an independent, supervised, applied learning project, which is part of the public health undergraduate capstone experience. Students are involved in independent research or service-learning projects under the supervision of both the course instructor and an appropriate, approved, identified project mentor or advisor. All APLE are conducted for 100 – 120 hours of project time, and are specific/unique to the student and project. These experiences often involve interaction with mentors and other employees at a host organization, and may also include leadership opportunities for students conducting original research projects, or for students who are involved in supervision of others (e.g. community volunteers).</p>