



2022 | **FILE MANUAL**

FOR STUDENTS & SUPERVISORS



Division of Public Health Practice



The MPH Integrative Learning Experience (ILE) @ Meharry

The Integrative Learning experience (ILE) is a culminating experience required for all MPH students at Meharry. It is an opportunity for students to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional public health practice. Faculty will utilize the ILE to assess whether students have mastered public health knowledge and whether the student can demonstrate proficiency in the required competencies.

Integrated learning means combining what you learn in the classroom, whether it is theory or technique, as a solution to real-world problems. There are numerous options for the ILE project. The specific details will be determined in partnership with the faculty supervisor. The ILE report documents all aspects of the project. MPH students will identify 5 Council on Education for Public Health (CEPH) competencies from the list of 22 MPH Foundational Competencies and discuss how the ILE project provided an opportunity to demonstrate mastery.

The ILE project planning and preparation activities span the final two semesters of the program, ending in completion of the Integrated Learning Experience course. The Council on Education for Public Health (CEPH) affords public health programs wide latitude in how they meet this accreditation requirement.

ILE Project Options at Meharry

The Meharry Medical College MPH program elected to provide students with two options to satisfy this requirement:

ILE Option for Public Health Practice	Synthesis of Competencies
<p>Option 1: Comprehensive Exam</p>	<p>Students complete a case-based written comprehensive exam. A faculty team drafts the case to provide an opportunity for students to show mastery of at least 5 competencies. The ILE coordinator and faculty use a rubric to assess the student's ability to synthesize competencies into a methodologically sound written document that is responsive to the case. Students who opt for option 1 are supervised by the ILE Course Director.</p>
<p>Option 2: Applied Project with Final Written Report and Oral Presentation (research, health education, evaluation, policy, community engagement)</p>	<p>Students identify an applied public health project with the assistance of a faculty supervisor. Competencies are discussed and finalized with the help of the supervisor. Students are required to draft a paper documenting the project, complete a competency self-assessment, and give a poster presentation to the MPH community. The ILE Course Director and Faculty Preceptor evaluate the final written document and deliverables to ensure the competencies have been mastered.</p>

The ILE report is a high-quality written document that presents the details of the ILE project. Students should seek assistance and advice from the ILE Course Director and Faculty Preceptor to complete the ILE report. **All ILE options require a high-quality written document.**

The format and length of the ILE report is at the discretion of the Faculty Preceptor. There will also be an oral presentation required to complete the ILE.

The ILE is completed during the second year of the program. All core courses should be taken before students begin the ILE. Students who select option 2 will work with their chosen Faculty Preceptor to identify a minimum of 5 CEPH competencies to guide the ILE project. An MPH required course is designed to support students to complete the ILE,

- Integrative Learning Experience I (Fall semester, 2nd year)
- Integrative Learning Experience II (Spring semester, 2nd year)

Integrative Learning Experience Overview

The Integrative Learning Experience (ILE) serves as a capstone to your public health education program at Meharry Medical College. The ILE integrates students' academic interests, professional interests, and goals and provides an opportunity to conduct in-depth research or analysis within the context of a mentoring relationship with their ILE Preceptor. Under the guidance of an ILE Preceptor, the ILE provides students an opportunity to synthesize public health education foundational objectives and program competencies to develop a high-quality written paper and accompanying presentation material that are appropriate for submission to journals, presented at scientific conferences, or offered to relevant public health stakeholders in the community. The ILE is divided into four phases: Pre-ILE, ILE Planning, ILE Prep, and ILE Final Project.

PRE-ILE

Introduction to the Pre-ILE Phase should take place in the Spring semester of the first year. During the Pre-ILE phase, students have an opportunity to consider their future ILE project. As students continue with their academic plan, they will continue to work with the ILE Course Director on advising to solidify their ILE option.

ILE Planning

ILE Planning activities should take place during the summer after a student's first year in the Public Health program. Students who select option 2 (applied project) should be working to identify a Preceptor and continue with regular advising from the ILE Course Director. Students can use the ILE proposal, or they can brainstorm other ideas with the ILE Course Director. When ready, students complete the ILE Update Form and submit it to the ILE Course Director for final review.

ILE Prep

The ILE Preceptor and student establish a mutually convenient schedule of check-in meetings to insure regular communication with each other. The ILE Course Director should check regularly with both the student and Preceptor regularly to discuss the necessary project management activities and agree on a project work-plan and timeline. Student will be ready to begin writing the ILE paper during the following semester.

Some student projects will need more supervision than others depending on the complexity and scope of the project. Students, their ILE Preceptor, and ILE Course Director will gauge how much effort and contact is required to keep the project moving forward within the agreed upon timeframes. Students and ILE Preceptor's will establish expectations in each check-in call/meeting about what students will accomplish before the next check-in call/meeting.

During this ILE preparation phase, students and preceptors will accomplish the following:

- Student and ILE Preceptor clarify selected option
- Student conducts literature review and performs all background reading; collects data and engages in data analysis. All research and scholarly activity required for the project must be completed during this phase.
- With oversight from ILE Preceptor, student develops and submits IRB application, if necessary, for the project.
- Student and ILE Preceptor conduct regular check-ins that ensures progress of the work and supports mutual accountability.
- ILE Preceptor should promptly respond to student inquiries and promptly reviews and returns and student submissions within a mutually acceptable timeframe.
- When the student is nearing completion of the research and scholarship activities and is ready to begin writing/formatting, the student prepares the ILE Clearance Form.
- ILE Preceptor reviews the ILE Clearance Form, provides feedback on any aspect of the project, including public health competency selection and updates to competencies selected in the ILE Proposal Form.
- When the ILE Preceptor is satisfied that the student is ready to begin writing the ILE paper, ILE Preceptor signs the ILE Clearance Form and forwards it to the ILE Course Director

ILE-Final Project

During the Integrative Learning Experience Final Project Phase (final semester of program), the ILE Preceptor will continue in the mentoring relationship with the student as outlined below. The ILE Course Director will oversee submissions, answer questions, and facilitate ILE presentation scheduling at the end of the semester. ILE Preceptor and ILE Course Director will:

- Review drafts of any written submissions and provide prompt feedback.
- Work with the student to create a high quality final written paper.
- Guide students on the integration and synthesis of their selected public health education competencies in their scholarly work and writing.
- Provide guidance on the development of an oral presentation of the ILE project.
- Facilitate the final oral presentation by being present at the presentation, introducing the student, and facilitating audience questions at the completion of the presentation.
- Evaluate the student's performance, final written paper, the project presentation, and the achievement of the selected competencies.

ILE Preceptor

Preceptors are selected and approved based on their experience in public health practice (an MPH or five years of public health experience) and their willingness to provide mentorship, guidance, and oversight of the student's Integrative Learning Experience.

The Role of the

- Clarify objectives and com for the ILE project.
- Assist in the development of the Practicum Educational Plan.
- Oversight of IRB application (if necessary).
- Make necessary adjustments to student's experiences.
- Provide professional guidance and supervision.
- Ensure student is on track with schedule and timeline for the project.
- Review drafts of any written submissions and provide prompt feedback.

Benefits of Being a Preceptor

- Your expertise and knowledge will be shared with a student in their preparation as a public health professional.
- Shape future Public Health Practitioners.
- An enhanced perspective and fresh ideas.
- Continued service to the Meharry Family!

FREQUENTLY ASKED QUESTIONS

What are the qualifications to be an ILE supervisor?

ILE Preceptors must be a current MMC primary or adjunct faculty member and be approved to serve as an ILE Preceptor by the SOGS Division of Public Health Program Director. Faculty should have subject matter or methodological expertise that aligns with the student's project. In addition, he or she should be familiar with the expectations for the ILE process and have sufficient time to devote to supporting the student through the project development, writing phases, and dissemination activities.



What types of ILE projects can students complete?

Students can choose one of the following ILE project options:

Option 1: Written comprehensive essay exam aligned with five CEPH competencies. The comprehensive essay is the student's response to a Public Health Case study developed by MPH faculty. Student submissions must be high quality professional writing using the appropriate technique and formatting.

Option 2: A high-quality written paper documenting an applied public health experience. Students will present their work to MMC faculty, staff, and stake holders via poster presentation.

Can students change the type of ILE project after they have begun the planning process?

Students can change the focus of their ILE projects any time during the ILE planning phase. However, once an ILE Preceptor is identified, and the ILE preparation activities have begun, the student must commit to the project or risk delay in completing the program.

What is the time commitment for ILE Preceptor?

The ILE supervisor-student relationship spans two full semesters. The time commitment for both phases of the ILE (ILE Prep and the ILE course) will vary according to various student and Preceptor factors. Typically, the more time invested in the initial stages of the preparation phase by both student and supervisor may save time later in the project.

What are the quality expectations for the final ILE paper?

The final ILE paper should be of high quality. This will require significant review and editing in the final weeks of the ILE course and both students and ILE supervisor should plan accordingly.

Can ILE Preceptors be co-authors on manuscripts/presentations?

Yes, they can. A published paper is an excellent deliverable for the ILE, but it will not suffice as the only indicator of competency proficiency. The order of authorship must be determined and communicated with the student in writing during the ILE preparation phase.

Whom should I contact for ILE-related issues during any phase of the ILE process?

Please contact ILE Course Director: Dr. [Earl Lattimore](#) with any ILE questions or issues, including ILE planning, process, forms, ILE Preceptor or student concern, ILE paper, or ILE feedback.

Integrative Learning Experience (ILE) Project Selection

Instructions: Should be completed and approved by ILE Preceptor and ILE Course Director. *NOTE: The submission timeline is flexible and should be discussed with your ILE Advisor to determine what works. Ideally, students will complete and submit the ILE Proposal Form prior to beginning the project and prior to the submission of the Draft ILE outline Submission due date.*

A. GENERAL INFORMATION

1. **Date:** [Click here to enter a date.](#)

2. **Submission Type:** Initial Revised

3. a) **Student's Name:**

b) **E-mail Address:**

c) **ILE Term:**

4. a) **ILE Preceptor:**

b) **E-mail Address:**

5. **Faculty Advisor/Mentor (if different from #4):**

6. **Which ILE option have you selected?**

1 2

7. **Research Project Contact Person (if applicable):**

Telephone Number

FAX Number:

Email:

IRB Approval:

a) Is MMC IRB Approval Necessary? Yes No (If yes, answer b, c, and d)

b) Does this project have MMC IRB approval? Yes No

c) Time period of MMC IRB approval: ____/____/____ to ____/____/____

d) MMC IRB reference #: _____

B. ILE APPLIED PROJECT DESIGN (Use the following organization to present your study plan and take whatever space is necessary to completely respond to each section. Complete in 12-point font only. Please submit electronic copies in MS Word)

1. **ILE Product:** e.g., program evaluation, management/strategic plan, a research paper, or an implementation of a new intervention).

2. **Proposed ILE Project Title:**

(Propose a possible title that reflects the likely scope of your project. Although we understand that it might need to be edited as your ILE evolves, your proposed title should be sufficiently targeted.)

3. **Brief Description of Product:** (In 100-200 words, provide a brief topical context and description of

Integrative Learning Experience (ILE) Proposal Form

C. Initial APPROVAL

Student Signature

Date

Students: Please do not write below this line

OFFICE USE ONLY

Reviewed by ILE Preceptor _____

First and Last Name

Date

Reviewed by ILE Course Director: _____

First and Last Name

Date

Comments:

Appendix

Integrative Learning Experience Clearance Form

To be completed by student, approved, and signed by ILE Preceptor and submitted to the ILE Course Director

Student name

ILE Preceptor(s)

ILE Preceptor(s) email address(es)

ILE Methodology

Research

Program Evaluation

Policy Analysis

Title of Paper

Competencies met by ILE (ILE must address at least 5 CEPH Competencies)

Competency selected:

Competency will be achieved by the following activities:

1. [Grey box]

[Grey box]

2. [Grey box]

[Grey box]

3. [Grey box]

[Grey box]

4. [Grey box]

[Grey box]

5. [Grey box]

[Grey box]

Purpose of ILE (What are the specific objectives of the paper?)

Summary of background for ILE topic (Provide a brief context for the ILE topic)

Plan for final ILE product (Will the final paper be presented at a conference, submitted for publication, presented to stakeholders, or some other plan for dissemination?)

I certify that the above-named student has completed all pre-course requirements and is ready to write the final ILE paper

ILE Preceptor signature

Date

Student signature

Date

SAMPLE PAPER

Master of Public Health

Integrative Learning Experience Report

Enter your title here in sentence case

by

Your Official Name (as it appears on your KSIS record)

MPH Candidate

submitted in partial fulfillment of the requirements for the degree

MASTER OF SCIENCE IN PUBLIC HEALTH

Community Organization (If applicable)

List agency where experience was completed

List dates of experience

ILE Supervisor

List preceptor and degrees (John Smith, MD, MPH, etc.)

MEHARRY MEDICAL COLLEGE

Nashville, Tennessee

Graduation Year

Summary/Abstract

Use this page to provide a summary (200 words) of your report. You should address the following topics in your abstract:

- Statement of the Problem
- Project Description
- Results or Deliverables
- Competency Reflection
- Conclusion

Subject Keywords: List up to 6 keywords for your report at the end of the Summary page. These keywords will be entered into K-REx and are the words someone would search on to find your report if they did not know the exact title or your name.

Suggested outline that can become your Table of Contents

Summary/Abstract	iii
List of Figures	2
List of Tables.....	2
Chapter 1 – Statement of the Problem/Literature Review.....	3
Figures (If applicable)	3
Tables (If applicable).....	3
Chapter 2 - Project Description (Including description of community based organization).....	4
Chapter 3 – Results or Deliverables.....	5
Chapter 4 – Competency Reflection	7
Student Attainment of Foundational Competencies.....	7
Student Attainment of Concentration Competencies.....	10
Chapter 5 Conclusions	12
References or Bibliography	12
Appendices	13

List of Figures

Figure 1.1 First Figure in Chapter 1	3
Figure 2.1 First Figure in Chapter 2.....	4

List of Tables

Table 1.1 First Table in Chapter 1	3
Table 2.1 First Table in Chapter 2	4
Table 5.1 Summary of Foundational Competencies	9
Table 5.2 Summary of MPH Concentration Competencies	11

Chapter 1 – Statement of the Problem/Literature Review

Your ILE report should have a brief literature review of the public health issue or concern on which your project(s) focuses. This chapter may also include an explanation of the structure of the public health agency where you completed your project(s) and the primary focus area(s) of the project(s).

No specific length is required, but it should “cover the subject.” Identify the agency and give some background along with its location. Also, give some information about your preceptor/mentor including their degrees and public health experience.

Figures

If you use figures in your report, be sure to label them. See example below. Notice figures are labeled below the figure.



Figure 1.1 First Figure in Chapter 1

Tables

If you use tables in your report, be sure to label them. Example below. Notice tables are labeled above the table.

Table 1.1 First Table in Chapter 1

A-D	A	B	C	D
1	A1	B1	C1	D1
2	A2	B2	C2	D2
3	A3	B3	C3	D3

Chapter 2 - Project Description

Discuss what you did as a part of the ILE. Describe the public health agency or community-based organization you worked with. You may also include the activities you participated in, such as attending meetings, shadowing a public health professional, etc. Include a description of the project(s) and your responsibilities.

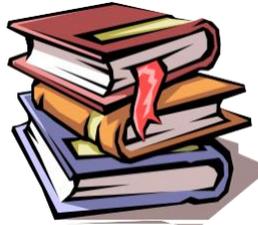


Figure 2.1 First Figure in Chapter 2

Table 2.1 First Table in Chapter 2

E-H	E	F	G	H
1	E1	F1	G1	H1
2	E2	F2	G2	H2
3	E3	F3	G3	H3

Chapter 3 – Results, Findings, Deliverables

Report the results of the project(s) completed for the public health agency or community-based organization. This chapter should be a straightforward commentary of exactly what you observed, found, and accomplished.

Chapter 4 – Competency Reflection

The ILE requires the student to synthesize and integrate knowledge acquired in coursework and other learning experiences and apply theory and principles in a situation that approximates some aspect of professional practice. It must be used as a means by which faculty judge whether the student has mastered the body of knowledge and can demonstrate proficiency in the required competencies. All MPH degree students at Meharry Medical College must complete an ILE competency reflection, regardless of the ILE option selected

Student Attainment of MPH Foundational Competencies

Each student should document and address the appropriate Foundational Competencies for their project. Explain how they were attained and utilized during the experience. These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas. Students must pick a minimum of 3.

This chapter must contain the following table, in addition to a written detailed explanation of each competency and how it was addressed and/or attained.

Table 5.1 Summary of Foundational Competencies

Number and Competency		Description

Student Attainment of Concentration Competencies

Each student must document and address how the selected concentration competencies were attained and utilized during the culminating experience. There are 5 to choose from. Each student should identify a minimum of 2.

Table 5.3 Summary of Concentration Competencies

MPH Concentration Competency	
Number and Competency	
Description	
1	
2	
3	
4	
5	

The table (above) must be included in the ILE report.

CHAPTER 5: Conclusion

In the discussion section you interpret and describe the significance of your findings, including limitations considering what was already known and understood. Explain any new understandings or insights about the problem after you take your experience into consideration.

The discussion should connect to your report, experience, and literature review, but it does not simply repeat or rearrange your report. The discussion should always explain how your ILE has moved the subject area understanding forward. You may want to include a conclusion statement or paragraph at the end of the section.

References or Bibliography

Include a separate chapter for your references or bibliography. This chapter should be titled either "References" or "Bibliography". Examples of citations are below:

Devine, P. G., & Sherman, S. J. (1992). Intuitive versus rational judgment and the role of stereotyping in the human condition: Kirk or Spock? *Psychological Inquiry*, 3(2), 153-159.

Hodges, F. M. (2003). The promised planet: Alliances and struggles of the gerontocracy in American television science fiction of the 1960s. *The Aging Male*, 6(3), 175-182.

James, N. E. (1988). Two sides of paradise: The Eden myth according to Kirk and Spock. In D. Palumbo (Ed.), *Spectrum of the fantastic* (pp. 219-223). Westport, CT: Greenwood.

Appendix

An appendix is supplemental material pertinent to your report. It is required and must include a copy of products (brochures, slides, training modules, reports, etc.) you created for the agency. Also, if you have additional useful information, include it here.

If you have several supplemental items, you may break out your Appendix out into Appendix 1 and Appendix 2, etc., but please note, if you have an Appendix 1 you must have an Appendix 2.

