



MCH ILE: Overview of Options

The Maternal and Child Health Program offers three options to complete the Integrated Learning Experience:

Option 1: Written Critical Analysis of APEx or Other Public Health Practice Experience.

- 1 credit of PubH 7694
- The ILE must address at least three competencies that include both foundational and program-specific competencies. The student and academic adviser will agree on competencies prior to the student beginning the ILE.
- Students will produce a Public Health Vignette (1,200 Words for Main Body of Text).
- Program faculty must serve as the ILE project adviser. A secondary reviewer optional.
 - The ILE adviser (typically the faculty adviser) must be an MCH faculty member.

ILE Presentation Requirement (*Option #1*)

- Students must register their intent to present on one of the scheduled presentation days. Programs will have one presentation day each semester organized by Student Services. Students should prepare a 15-minute, high-quality PowerPoint presentation that must be submitted to the Graduate Program Coordinator at least two weeks before the presentation day. Students will also have 5 minutes to answer questions following their presentation. Your Critical Analysis of the Applied Practice or Other Public Health Practice Experience (Option #1) and PowerPoint slides must be approved by your ILE Faculty Advisor prior to submitting them to the EpiCH Student Services staff. Students are expected to attend the entire Student Presentation Day in which they are presenting.
- One designated faculty member (typically the Program Director) will assess each student's presentation and assign one of the following scores:
 - Pass with Distinction
 - Pass
 - Fail (student is required to complete a new presentation on a different Student Presentation Day)



- A high-quality presentation includes both professional-looking slides and a clear and professional delivery of the presentation. The faculty evaluator will consider the following questions for each when completing the presentation evaluation:
- a. PowerPoint Slides: Did the information flow well logically and clearly? Did the slide presentation use color and design well, and avoid crowded or wordy slides? Were interesting pictures or graphics used? Were the slides easy for all attendees to read?
- b. Presentation Delivery: Does the student clearly and deeply describe the main points of the presentation? Was the information delivered effectively, with good vocal projection and inflection, eye contact, and body language? Was time used appropriately (i.e., was the presentation delivered without rushing, using the allotted time)? Did the student present in a professional manner?

Option 2: Data Analysis Relevant to MCH

- 2 credits of PubH 7694.
- The student will complete a quantitative and/or qualitative data analysis on a topic relevant to MCH. The ILE must address at least three competencies that include both foundational and program-specific competencies. The student and ILE project adviser should agree upon these competencies prior to the student beginning the ILE.
- The dataset can be an epidemiologic study dataset, publicly available survey or surveillance data, open-ended responses to questions in a mixed-methods study, focus group data, results of a program evaluation, and others. The dataset, analyses, and study questions could carry forward work produced during or related to the APEx or other public health practice experience. The ILE dataset and analyses can also be arranged through a faculty member or public health/community health agency that has a dataset ready for analysis.
- An ILE adviser and secondary reviewer are required.
 - The ILE adviser must be an MCH faculty member.
 - The secondary reviewer will be any U of MN faculty member. If the ILE advisor is not familiar with the dataset or topic of choice, the secondary reviewer must be a U of MN faculty member familiar with the dataset and topic.
- Students will produce a scientific-style paper of about 20 double-spaced pages, including the following sections: Abstract, Introduction, Methods, Results, and Discussion.

Option 3: Literature review



- 2 credits of PubH 7694.
- Students have the option of writing a narrative literature review or a systematic literature review.
 - The purpose of a narrative review of the literature is to identify, assess, synthesize, and interpret in writing the published literature on a defined area of research involving one or more specific questions, identify gaps in knowledge, summarize best practices or optimal approaches, and identify areas for future research. The review must be 20-25 pages, in APA style and include all elements of the [Narrative Review Checklist](#), including completion of the [Narrative Review Flow Diagram](#).
 - The purpose of a systematic literature review is to formulate a single narrowly focused research question and provide a quantitative and qualitative analysis of all relevant evidence, with or without a meta-analysis. The review must be 20-25 pages in length, in APA style, and include all elements of the PRISMA Checklist, including completion of the PRISMA Flow Diagram (<http://prisma-statement.org/>).
- An ILE adviser and secondary reviewer is required.
 - The ILE adviser must be an MCH faculty member.
 - The secondary reviewer will be any U of MN faculty member. If the ILE advisor is not familiar with the topic of the review, the secondary reviewer must be a U of MN faculty member familiar with the topic.

ILE Committee Requirements

All students must work with their academic adviser to guide and approve the steps in the ILE process. Students who do not have a specific MCH program faculty ILE adviser and/or secondary faculty member in mind by the time they are ready to start on the project should discuss potential ILE advisers with fellow students, their faculty adviser, the EpiCH Student Services staff, and/or the MCH Program Director. When a faculty member agrees to serve as their ILE adviser, students will need to complete the program ILE Declaration form, which can be obtained in the student shared drive or by emailing epichstu@umn.edu. A project outline and timeline will also be required prior to registration for the ILE credit(s). Students can expect their ILE adviser to:

- Be available for consulting with the student at all stages of the project.
- Review and approve all project protocols and methods.
- Provide guidance about the format and content of the written document.



Secondary Reviewers are required for all options. The Secondary Reviewer must be an active University of Minnesota Faculty member (Adjunct included).

The ILE Adviser and Secondary Reviewer are responsible for evaluating the final written product. Evaluation occurs when the ILE Adviser approves the final draft of the ILE written product

Recommended Timeline

Although there is no formal data on the length of time students have taken to complete their ILE, experience indicates that they should plan for a minimum of one semester (four months). The actual length of the project will depend on a number of factors, including:

- Identifying a project and/or project adviser in a specific subject area
- Type of project: Projects requiring primary data collection, substantial data management activities, or sophisticated data analyses may require more time.
- External factors beyond student's control: Projects may be delayed because students have to wait for access to data, work around faculty schedules, or other challenges.
- Student's level of motivation and discipline
- Other obligations such as coursework, jobs, family, etc.

Students should work with their ILE adviser to develop a reasonable timeline. Below are the milestones for the ILE project to be aware of:

- Finding project and project adviser (2-3 months)
- Reading research literature to determine research questions (1-2 months)
- Obtaining human subjects approval (1-2 months)
- Obtaining parent study approval, if necessary (1 month)
- Obtaining and preparing data set for analysis (1-2 months)
- Conducting analyses (1-2 months)
- Writing first draft of document (1-2 months)
- Obtaining feedback from committee members and making revisions (usually repeated multiple times)(1-2 months)
- Distributing final project to committee members (at least 2 weeks before oral exam)



Paper Writing Resources

- Option 1: Public Health Practice (PHP) Vignette (one type of manuscript accepted by the American Journal of Public Health):
(http://ajph.aphapublications.org/userimages/ContentEditor/1432646399120/auth_instructions.pdf) and written for a public health audience.
- Option 2: Manuscript Writing Guide (Go to link at the bottom of this page: <https://sph.umich.edu/cehr/resources.html>)
 - Includes step-by-step guidelines on how to write a paragraph
 - For example: see pg.32 for specifically how to write and intro
- Manuscript Writing Style- [Purdue OWL](#)
- [UMN Center for Writing](#)
- Writing Tips
 - Break the writing into manageable parts, e.g., by focusing on one section at a time. For example, some epidemiologists will first decide on the content and format of tables and figures, then write the results, methods, introduction, and discussion, in that order.
 - Create a reasonable plan for writing: don't expect to be able to draft the whole document in one session.
 - Keep track of ideas for the discussion section: Because the discussion is often the last section written, it is helpful to develop a list of discussion points that can be expanded later.
 - Use active rather than passive tense.
 - Do not worry about perfection on the first draft, but make the best use of the committee's time by allowing them to focus on the science of the project and not forcing them to correct pervasive spelling, grammatical, and formatting problems
 - Avoid use of jargon; write in plain English • Allow yourself enough time to put the first completed draft aside for several days and then to read the document as a unit.
 - Follow through on revisions provided by committee members: Committee members will become frustrated if they think that the student is ignoring their comments and suggestions.

ILE Scholarship Resources



Students are responsible for costs associated with completing their ILE. These costs are sometimes offset in part by the organization with which the student is working. Students who choose the data analysis project option may find the research project with which they are associated can cover the costs of their project.

J.B. Hawley Student Research Award (Standard Award)

The Division has established the J.B. Hawley Student Research Award, a small grant mechanism to support research projects.

- We anticipate two rounds of requests for proposals (one per semester). The chair of the Research Awards Committee will distribute detailed email solicitations for applications.
- \$3,500 maximum, including fringe benefits when applicable. PhD students may request a maximum of \$7,500 to support thesis research.
- Normally projects are funded for one year
- The award may be used to support research activities including supplies and equipment. It cannot be used for stipends or salary support for the applicant.
- Format of Application (More details can be found in student guidebook)
 - Research Proposal (4 pages maximum)
 - Background and Significance (1 page maximum)
 - Research Methods (2 pages maximum)
 - Human Subjects (no page limit)
 - References (no page limit)
 - Detailed Budget (2 page maximum)
 - Letter of Endorsement from Faculty Adviser (1 page)
 - Appendices if needed (no page limit)

Martinson-Luepker Student Travel Award

- Funded by EpiCh for students pursuing an international APEX or ILE. Funds will be provided to help support the cost of airfare to the international location.
- Students may request up to \$1500 U.S
- As part of this application, students should fully describe their proposed project, including location, populations to be worked with, and proposed program activities. The application form can be obtained from the EpiCH Student Services staff at epichstu@umn.edu.



SCHOOL OF
PUBLIC HEALTH
UNIVERSITY OF MINNESOTA