American University of Beirut

Faculty of Health Sciences

PBHL 398: Culminating Experience Seminar (2 credits)
Spring Semester 2014

Section 1:
Coordinator: Dr. Tamar Kabakian-Kasholian: tk00@aub.edu.lb
Facilitators:

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Class time and venue:
Monday 9:00-10:30am; Van Dyck, room 332 (third floor).

Section 2:
Coordinator: Dr. Rima Afifi: ra15@aub.edu.lb
Facilitators:

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<th>Department</th>
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Class time and venue:
Thursday 9:00-10:30am; Van Dyck, room 332 (third floor).

Course description:
This course is where students and representatives from the FHS departments meet to discuss and reflect on the practicum (or work) experiences of the students in an interdisciplinary context. The purpose of this seminar is to provide multi-perspective feedback and guidance to maximize students' learning experiences in a collegial but formal set-up.

Discussions will focus on the public health significance and impact of the practicum projects (or related work experiences for those exempt from the practicum), within the environmental, social, economic and political contexts in which these experiences take or have taken place. In class, students receive and give feedback on each other's work in a peer review process.

Course Objectives:
By the end of the seminar, students will be able to:
1. Critically analyze the public health significance, ethical issues, social justice perspective, and disciplinary relevance of a variety of public health practice experiences.
2. Document the public health significance and disciplinary relevance of their project, as well as the ethical issues and social justice perspective related to it.

3. Reflect on and document the process of applying theories and tools learnt in the classroom to real life situations: challenges to the application; contextualization of the theories; difficulties encountered; partnerships or relationships established; and lessons learned.

4. Discuss the experience as it relates to the Public Health values (as they appear in the GPHP value statement).

5. Develop and present a poster summarizing their culminating experience report.

**Required readings:**
Case studies and articles will be put on moodle.

**Course requirements and students’ evaluations:**
**Class attendance:** The course coordinator will take attendance. According to the policy on attendance in the AUB catalogue, students who, during a semester, miss more than one-fifth of the sessions of any course in the first ten weeks of the semester can be dropped from the course. Students who withdraw or are dropped for excessive absence from a course receive a grade of “W”.

Students will be evaluated on the following:
1. **Participation in class discussions** (10%): The nature of the course necessitates discussion and is therefore, built on students' active and meaningful participation (Assessing Learning Objectives (LOs) 1, 3, 4). It is therefore the responsibility of the students to make an effort to contribute to their and others' learning. The coordinator can also pick students at random to discuss a relevant topic, so students need to come well prepared to class. To allow complete concentration and convey respect to others in class, **cell phones must be turned off or put on silence and left in handbags during class.** Leaving the room to answer a cell phone is not tolerated. In the unlikely case of an emergency situation which necessitates that students receive an urgent call, the Coordinator must be informed.

2. **An executive summary of a personal Journal** (10%): The journal is a documentation of students’ reflections on the practice experience. We recommend that students keep a journal daily to document their experiences in the practicum and CE. Students will upload three reflections, one every three weeks (1.5 points each) and a 2-3 page-summary at the end of the semester (5.5 points), that brings out their views/challenges on how public health values were observed or not, the process they went through, and the changes that it brought to their thinking. Exempted students will not be required to upload the reflections, only the journal summary (10 points). The journal summary of the exempted students will be a reflection on how the MPH program has influenced them, through a discussion of their work experiences, the applicability of public health values and principles to real life situations. Participation in class discussions provides an opportunity for students to share their reflections and thoughts and to obtain feedback. These ideas and reflections can also be discussed with the Practicum Advisor and included in the CE final report to provide context and depth.
3. **CE final report (45%)**: The final report is a document the student writes about his/her own CE project. The report will be read by the student’s Practicum/CE Advisor and one of the course facilitators and judged according to a matrix (Appendix A). Students' writing skills are important in communicating their ideas to the readers of the report and therefore are a main component of the report and will be evaluated. (Assessing LOs 2, 3, 4)

Students are reminded of AUB policies on Academic Dishonesty which prohibit any form of cheating and plagiarism which exposes the author to severe disciplinary action. Plagiarism, falsification of data, cheating and other forms of academic dishonesty, are serious violations of academic integrity and may result in dismissal. Students are expected to be familiar with the various forms of academic dishonesty as explained in the Student Code of Conduct: www.aub.edu.lb/pnp/generaluniversitypolicies/Documents/StudentCodeConduct/StudentCodeConduct.pdf

4. **Poster presentation (35%)**: At the end of the semester, students present a poster of their CE. Guidelines for poster development (Appendix B) will be discussed in class. (Assessing LO10: Communicate health information to diverse audiences)

It is highly recommended that the CE advisor and the student discuss the poster and the presentation 5 days before the CE session. It is also advisable that each concentration department organizes a rehearsal session where concentration students get to present their poster and presentation and receive feedback (not graded).

**Class Schedule**: *(The number written after the dates below is the link of the topic for that date to the CE seminar objectives previously stated).*

**Monday 3rd / Thursday 6th of February (1)**: Introduction on the importance and relevance of the CE course. Summary of objectives of CE seminar, orientation to practicum projects of students, review of definition of ethics, social justice and public health values.

**Monday 10th / Thursday 13th of February (1)**: Reflective learning exercise.

**Monday 17th / Thursday 20th of February**: The anatomy of a good CE report. Case studies; public health relevance of a project, ethics, social justice perspective.

**Monday 24th / Thursday 27th of February (1)**: Previous case studies; public health relevance of a project, ethics, social justice perspective

**Monday 3rd / Thursday 6th of March (2/3/4)**: Facilitated reflection: Students share their practicum/work projects or journal entries of their choice.

**Monday 10th / Thursday 13th of March (2/3/4)**: Facilitated reflection: Students share their practicum/work projects or journal entries of their choice.
Monday 17th / Thursday 20th of March (2/3/4): Facilitated reflection: Students share their practicum/work projects or journal entries of their choice.

Monday 24th / Thursday 27th of March (2/3/4): Facilitated reflection: Students share their practicum/work projects or journal entries of their choice.

Monday 31st of March / Thursday 3rd of April (2/3/4): Facilitated reflection: Students share their practicum/work projects or journal entries of their choice.

Monday 7th / Thursday 10th of April (2/3/4): Facilitated reflection: Students share their practicum/work projects or journal entries of their choice.

Monday 14th / Thursday 17th of April (5): Presentation by Dr. Tamar Kabakian on how to design a good poster. Guidelines for poster development. Open questions and answers regarding the CE report, and evaluation of CE seminar.

Due dates to remember:

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<th>Task/Activity</th>
<th>Date</th>
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<tr>
<td>1 Last day of Practicum</td>
<td>Friday 4th of April 2014</td>
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<td>2 Students submit Practicum completion report to Practicum Advisor</td>
<td>Tuesday 8th of April 2014</td>
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<tr>
<td>3 Students submit 1st draft of Journal essay to CE Coordinator for feedback</td>
<td>Monday 28th of April 2014</td>
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<tr>
<td>4 Students submit draft CE report to preceptors for clearance</td>
<td>Monday 28th of April 2014</td>
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<tr>
<td>5 Students submit 1st draft of CE report to both 1st and 2nd readers</td>
<td>Friday 2nd of May 2014</td>
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<tr>
<td>6 Students submit 1st draft of poster to Practicum Advisor</td>
<td>Friday 2nd of May 2014</td>
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<tr>
<td>7 Students submit the Journal essays to CE Coordinator</td>
<td>Friday 2nd of May 2014</td>
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<tr>
<td>8 CE Coordinators send feedback to students on 1st draft of Journal essays</td>
<td>Monday 5th of May 2014</td>
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<tr>
<td>9 Reviewers send feedback to students on 1st draft of CE report and 1st draft of poster</td>
<td>Wednesday 7th of May 2014</td>
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<td>10 Poster Presentation sessions</td>
<td>Monday 12th of May 2014</td>
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<tr>
<td>11 Students submit final CE report to Practicum Advisors and Practicum Coordinator</td>
<td>Tuesday 13th of May 2014</td>
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<tr>
<td>12 Practicum Advisors and CE Coordinators submit grades to Practicum Coordinator</td>
<td>Wednesday 14th of May 2014</td>
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APPENDIX A

ANATOMY OF A GOOD CULMINATING EXPERIENCE REPORT

Part I Executive Summary
Write a 150 word summary of your report

Part II The practicum or work experience that got you exempted
1. Background – Provide a background to the public health issue that you are dealing with and describe its significance (for example: HIV: prevalence worldwide, in Lebanon, population groups at risk, etc,) including a brief description of the practicum site for the context of your project
2. Synthesis of the relevant literature – Provide a synthesis of the literature that is relevant to the specific CE project (for example: a literature synthesis of HIV/AIDS counseling and testing services)
3. The objectives of the project: Describe the specific objectives of your CE project
4. Process:
   a. Describe the methods, tools, activities, approaches and/or limitations (where applicable) used to carry out the project. Justify your choice of theory/approach/tool: Why did you choose these instead of others? Discuss how you used the theoretical framework in the context of the project.
   b. Describe What challenges you faced during the course of the project and how you dealt with them
5. Product and/or Results: What products resulted from your work? What results did the analysis find? How do your results compare to the evidence in the literature (if applicable).

Part III Critical Analysis of the CE
1. Public health relevance of the work: Analyze the relevance of the CE project to all the disciplines of public health
2. Social Justice/Ethics/Values: Discuss the project as it relates to public health values: the ethical considerations of your CE project; the significance of the CE project to issues of social justice and health equity; commitment to civic responsibility. (refer to the GPHP value statement and the key ethical principles specified in the Belmont report)
3. Knowledge translation: How do you situate your findings within the national context re this public health issue? What is the take home message from your CE project to relevant stakeholders {(i) decision makers at your practicum site, (ii) public health practitioners in Lebanon and/or the region and community at large}?

Part IV Your report has to be:
Well written, internally coherent, well structured, spell checked, grammatically sound, properly referenced, and the graphs and tables should be adequately labeled.

NOTES:
- The word limit for the CE report is 4000 words (excluding abstract, references, and appendices)
- For those exempt from the practicum, the CE project is a specific part of your previous experience (agreed upon with your CE advisor). Describe that experience in part II, and analyze it in part III vis-a-vis what you might have done differently had you had the knowledge/skills which you have now gained from the MPH program.
APPENDIX B

GUIDELINES FOR EVALUATING POSTERS AND POSTER PRESENTATIONS

Procedure:
- The Culminating Experience poster session is one requirement of the CE seminar.
- Judges include one faculty member from each of the FHS departments and programs.
- On the date schedule for the poster sessions, judges will be asked to rate the posters 2 hours prior to the beginning of presentation by students. During these two hours, the posters will be available in the Hall but no students will be present. Judges will use the criteria- part I to judge each poster.
- Subsequently, on that same day, each student will have 20 minutes to present their poster. Ten minutes will be allocated for presentation, and 10 for question and answer. The same judges will rate the presentation using criteria - part II below.
- The criteria are all scored equally on a scale of 1-4 (Outstanding to Not adequate). The overall impression of the poster and presentation are rated on a scale of 1-4 (4 being best).
- The combined score of part I is weighted 1. The combined score of part II is weighted 1.5.
- The final score for each poster will be a combination of the score of each judge for parts I and II.
- **Standard requirements:**
  - Size 90cm x 110
  - The name and concentration of the presenter, as well as the name of the preceptor should be included on the poster.

**Part I: Criteria for judging posters (weight: 1)**
1. The layout, design and color combinations of the poster are adequate and text and graphs are balanced
2. The title, figures and graphs are relevant to the content
3. The synthesis of the poster must include the following sections: (i) background and public health significance, (ii) objectives of the CE project, (iii) process (including challenges), (iv) output or results, (v) implications/take home message (including implications at the national level)
4. The poster is self-explanatory.
5. The poster displays coherent information.

**Part II: Criteria for judging presentations (weight: 1.5)**
1. The presenter used appropriate verbal communication [comprehensible, linking sections together, logical flow of information]
2. The presenter used appropriate non-verbal communication skills [tone, pitch, eye contact, body language, attire]
3. The presenter used his/her time efficiently (including finishing on time)
4. The presenter gave adequate responses to questions.
5. The presenter demonstrated understanding of the implications to the national level.