

Assessment: Experiential Learning Syracuse University BSPH Program One University Poster Session (2019, April 5) Maureen Thompson, Ph.D.

Department & Program Facts

Number of faculty: 17
 Internship coordinators: 2
 Number of graduates: 72 (2018)
 Established program
 Accreditation: Council on Education for Public Health (CEPH)

Challenges

- Select an educational model to fulfill accreditor's expectations
- Design the curriculum
- Develop assessment measures
- In the absence of an extra-curricular transcript, design a tool to succinctly summarize each student's experiential activities

Addressing the Challenges

Design the curriculum

Students progress through a hierarchy of practice based competencies, beginning in freshman year and concluding senior year

Academic Service Learning Hierarchy

Year	Course	Competency	Description	Hours
1	HTW 121 Community Health Promotion	Exposure Appreciation	Working with community partners to deliver health promotion, students gain an appreciation of diversity within the campus population	15
2	HTW 307 Culturally Competent Healthcare	Appreciation	Engaging with clinical populations and clinical healthcare services, students gain an appreciation of cultural preferences for healthcare	25
3	HTW 304 Community Health Education	Appreciation Application	Engage in audience appropriate community outreach and health education	25
3	HTW 311 Health Literacy	Application	Delivery of health literacy education to target populations	25
4	HTW 422 Senior Capstone Internship	Integration	Application & integration of public health knowledge and skills in a workplace practice setting	400

Sources:
 Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Retrieved from <https://mjnxnfc08.storage.googleapis.com/EfCFHBjaq8n37Vzf8W08.pdf>
 Furco, A., & Billig, S. H. (2002). *Service learning: The essence of the pedagogy*. Charlotte, NC: IAP.
 Steinaker, N., & Bell, M. R. (1979). *The experiential taxonomy: A new approach to teaching and learning*. New York: Academic Press.

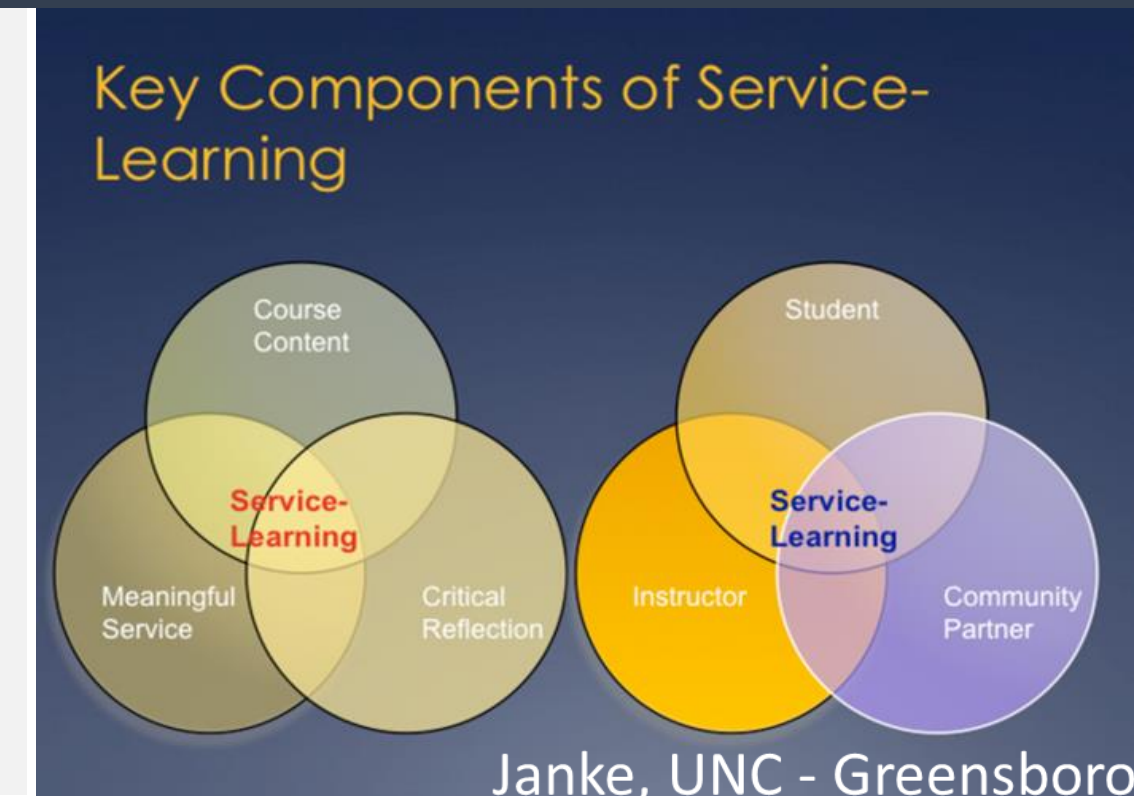
Accreditation Criteria (CEPH)

B4. Cumulative and Experiential Activities
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 educational experience

Required Documentation: *Samples of academic and other work that relate to the cumulative and experiential activities*

Addressing the Challenges

Education model:
 Academic Service Learning



Addressing the Challenges

Tool
 Summary:
 Experiential Activities
 Academic & Otherwise

Related Program Outcomes

At the completion of the BSPH program, students will

- Act according to professional values and ethics, including cultural competence
- Use concepts of population health and models from social and behavioral disciplines to promote health and address health related needs and concerns of groups and communities across the life course

Addressing the Challenges

- Course related assessments, with rubrics
- Reflective journals
- Project deliverables
- Capstone paper
- Capstone poster presentation

EXPERIENTIAL LEARNING Syracuse University BS Public Health Student XYZ

