

# 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

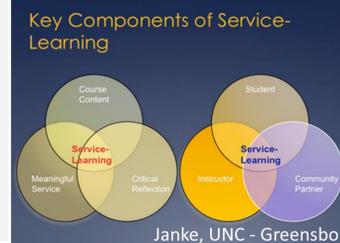
## Accreditation Criteria (CEPH)

**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



## 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

## 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.

## Addressing the Challenges

### Tool

Summary:  
Experiential Activities  
Academic & Otherwise

## EXPERIENTIAL LEARNING Syracuse University BS Public Health Student XYZ

