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Handbook (2013, v.1) for MPH @ UNCG adapted by:
Stephanie Baker White, Ph.D., Jeffrey Millroy, DrPH, Kelly Rulison, Ph.D., Robert Strack, Ph.D.
Handbook (2015, v.3) for MPH @ UNCG adapted by:
Kelly Rulison, Ph.D., Robert Strack, Ph.D., Jennifer Toller Erausquin, Ph.D.

Acknowledgment to the assistance shared by SF State:
Ruth Cox, Ph.D., Catherine Magee, M.P.H., Pedro Arista, M.P.H., Deborah Craig
I. INTRODUCTION

What is an “e-Portfolio”? 
An e-Portfolio is an effective and dynamic strategy used to allow graduate students to present evidence of the skills and experiences they have developed during the MPH career through individual websites. At the present time, we recommend that you use Google Sites or Weebly to create your electronic portfolio (Please check with the department’s Director of Graduate Studies if you wish to select a different web-based platform for your e-Portfolio).

What’s the Purpose of Your e-Portfolio? 
Your e-Portfolio will demonstrate your competencies in community health education and core public health knowledge areas through evidence from your academic classes, practice-based activities, volunteer experiences, internship, and engagement with the profession (e.g. professional organizations, conferences). Creating your e-Portfolio will help you reflect upon and demonstrate: 1) the responsibilities and “competencies,” or skills, required for a masters level health education professional, 2) leadership, team, and communication skills gained from the MPH program, and 3) a synthesis between each of the MPH courses completed. Your e-Portfolio can also showcase your ability to apply these skills in public health practice, and can serve as an electronic resume when you enter the job market as a public health professional.

Your e-Portfolio will serve as both a formative and summative evaluation tool. As a formative tool, you can use the e-Portfolio to cultivate relationships with your advisors and other faculty members, providing a foundation for your academic and professional development during the program. The design and content of the e-Portfolio will be revised and refined, through a structured editing and reflection process. Once you complete your e-Portfolio in the final year of the MPH program, it will serve as a summative tool to demonstrate your overall mastery of the health education competencies and core public health knowledge areas. The e-Portfolios are also used at the department level as for program assessment and continuous quality improvement of the MPH program.

Where Do I Start? 
You will build your e-Portfolio site throughout the MPH experience, adding to it, various competencies (skills) as you learn them. (Most competencies summarize the content from a specific course.) You will be introduced to e-Portfolio in your first year of the MPH program. Periodic trainings throughout the program will cover both the content required in your e-Portfolio and technical aspects of Google Sites and/or Weebly. For details on what content you are expected to provide in your e-Portfolio, consult “e-Portfolio Content Requirements” later in this handbook.
The e-Portfolio Process
Here are some suggestions to guide you through the process of creating your e-Portfolio.

- Reflect on what you’re accomplishing in your MPH academic program and in your career. **The e-Portfolio should not just be a litany of facts, but must show evidence of critical thinking.** More guidance on writing reflective statements is provided on page 5-6 of this handbook.

- Start collecting evidence for your electronic portfolio early. Organize your work (e.g., papers, PowerPoint presentations, digital images) in one place (e.g., google drive, hard drive, Box). You might create folders for each competency and store relevant files in each folder. Then, when you work on your portfolio, you can easily select the most relevant documents. **Make sure to obtain copies of any final group projects that your group submits** so that you have them for your e-portfolio.

- Be selective rather than exhaustive. Carefully select what to include, and what you do include, do well. It might help to use time away from the computer to write, plan, and distill your work. Make sure to be clear and concise—**supplying all the relevant information without overwhelming your readers**, highlighting your best work, and providing a clear and powerful illustration of your abilities and convictions.

- Draft the competency sections as you learn the material. The timeline indicates when you must turn in a draft of each section, but we recommend that you complete these sections ahead of time. If you leave everything until your last year, you will be overwhelmed and will not have as good a grasp of the material that you may have learned several semesters ago.

- A visually appealing e-Portfolio site is nice, but **content is more important.** Work on content first. Once you have your content well in place, you can start to work on esthetics. We recommend that you set up an appointment with the Digital ACT Studio to learn strategies for effective presentation of your work.

- Be creative. Feel free to include quotes, images, and even audio or visual features.

- Look at other e-Portfolios (see links at the end of the handbook) for ideas and inspiration. Links to samples are provided at the end of this document.

- Share your portfolio with your MPH faculty, the communities you serve, your family and friends, potential employers, and anyone who you want to see your work. If you select Google Sites, you will have to transfer your site from your UNCG account to a personal gmail account once you graduate so that you can access and update your e-Portfolio. After you finish the MPH program and your e-Portfolio has been graded, you can continue to update and change your site.

- Consider what you want people to come away with after viewing your e-Portfolio. **Perhaps think about a theme to tie your site together.** It might be your commitment to women’s health, social justice, health disparities, or specific work within a community. Remember, this is your site. Personalize it; make it relevant, compelling, and authentic to whom you are and what you are most passionate about.
II. E-PORTFOLIO ORGANIZATION

Although each e-Portfolio is customizable, all e-Portfolios must follow a standardized outline, which has the following organization. Each section is described in more detail later in the manual.

1. Introduction
2. Professional Mission Statement
3. Competencies in Public Health
   a. Community Assessment
   b. Program Planning
   c. Program Evaluation
   d. Application of the Social Ecological Framework
   e. Other interest area/skill/competency of your choosing
4. Internship/Capstone Project Deliverables
5. Professional Development & Leadership Skills
   a. A description of any professional development experiences you had outside of the program curriculum
   b. Professional Presentations & Papers
   c. Civic Engagement
   d. Personal Strengths & Abilities
6. Resume
7. UNCG MPH Overview
   a. Program Mission
   b. Innovative Features
   c. MPH Curriculum

Note: You are required to complete 5 competencies: Community Assessment, Program Planning, Program Evaluation, Application of the Social Ecological Framework, and one other interest area/skill/competency of your choosing. Where appropriate, your e-portfolio elements should integrate the core public health knowledge areas (Biostats, Epidemiology, Environmental Health Science, Health Policy and Management, and Social and Behavioral Sciences) to demonstrate mastery of these fundamentals through which public health professionals in all specializations approach problem solving.

III. E-PORTFOLIO CONTENT REQUIREMENTS

This section describes the content requirements for your e-Portfolio.

Note: The e-Portfolio requirements presented in this handbook may differ from those given to earlier cohorts. Use earlier sites as a reference, but please follow the requirements outlined in the handbook.

1. Introduction (Home Page)
   This is the first page people will see when they arrive at your site. It is an introduction to your site. This section should set the tone for your site and provide users with a quick view into the content/philosophy of your public health work. If
you decide to have a theme that connects all of your work, your introduction page can help set the tone for that theme.

You may want to use a strategy other than, or in addition to text for this intro page. For example, you could consider creating a brief video to introduce yourself.

2. **Professional Mission Statement (50-75 words)**
   This mission statement should be concise and direct, and should be connected to your introduction in some manner. It is an opportunity for people to get to know you and what you’re about. In creating the professional mission statement, think about the connections that run in your professional and, perhaps, personal life. Are you focused on one issue? Are you interested in particular strategies and policies? Does a theoretical foundation drive you?

3. **Competencies**
   You must complete 5 competencies. The following 4 competencies are required:
   1. Community Assessment
   2. Program Planning
   3. Program Evaluation
   4. Application of the Social Ecological Framework

   In addition, you must complete at least one additional competency, which can be based upon any of your other coursework, such as Health Policy, Environmental Health, and any of the “Research Methods” courses (Public Health Statistics or Epidemiology). Your additional competency could also reflect skills you have developed in your electives or work / assistantship experiences (e.g., grant making; GIS; communication and informatics).

   Where appropriate, your e-portfolio elements should integrate the core public health knowledge areas (Biostatistics, Epidemiology, Environmental Health Science, Health Policy and Management, and Social and Behavioral Sciences) to demonstrate mastery of these fundamentals through which public health professionals in all specializations approach problem solving.

   **There are 2 main sections within each competency that you will need:**
   “Reflective Statement” (about the competency) and “Evidence of Competence”:

   a. **Reflective Statement**
      The MPH e-Portfolio is an opportunity to expand your self-awareness through focused reflections highlighting your personal and professional growth. Without reflection, portfolios are merely an enhanced electronic resume, web page, or a digital scrapbook. Self-reflection and synthesis across courses and experiences are required to turn your e-Portfolio into evidence of deeper learning. You should expect your reflection to evolve over the course of the program.

      Keep in mind that this section should be concise. 1-2 very well written paragraphs can be quite effective.
The reflection component of the portfolio is where you should describe **how and why you have changed as a result of your experiences in the program**. It is not simply a summary of what you learned. You should consider:

- Where you started and where you ended up (in terms of skills, knowledge of a particular subject or population, interest in a particular area of public health)
- What your experiences (positive or negative) have taught you about yourself
- What you might do differently in the future
- What you think are key challenges for the future of health education/health promotion and public health broadly.

The reflective statement should be written in the first person and it should illustrate your personal understanding of a competency, its role/value in the field, and perhaps your deeper philosophy of that competency. For instance, if community participation drives your program planning work, use this space to describe how community participation applies to program planning and what its value is to program planning.

A well-written reflection should illustrate your critical thinking skills and your ability to make connections between what you learn in the classroom and what you see in your professional experiences / everyday lives.

### Elements of a good reflective statement

Use the following list of prompts to help you think about, reflect on, and elaborate on your learning in various areas of your portfolio. Your reflective statement should include at least 2-3 of the following elements:

- Provide description, analysis, critical judgment and synthesis relative to your learning goals in the area
- Give insights into your experience and thinking about this competency
- Illustrate how you handled an opportunity or situation (What challenged you? How did you meet the challenge?)
- Reveal something about your decision making process (Would you do things differently?)
- Demonstrate your ability to link coursework to professional practice
- Discuss how the competency is related to your mission and career goals
- Give examples that illustrate your views, growth or goals (What have you discovered about yourself as a learner and professional?)

### Editing prompts:

- Is the reflective statement clear and concise?
- Does it reflect the artifact and experience presented?
- Does it reveal not only facts but also represent your feelings, views and growth goals?
- Does it demonstrate and exemplify your professional worth to others?
b. Evidence of Competence (300-350 words)
Use this section to connect your reflection to your practical experience in the competency. Write a brief description (or executive summary) of work you have done in a particular area (e.g., community assessment, program planning). In most cases, evidence for your competence will come from multiple classes. For example, do not just think about projects from HEA 603: Community Health Assessment as evidence that you have met the community health assessment competency. Consider work you did in other courses in the department and your electives. Evidence may also come from other experiences (e.g., internship; assistantships; work; volunteer; professional activities; community engagement).

This section should describe the project in brief form and it should be clear what you contributed to the project. Do not just cut and paste the description of the project from the course syllabus. Take ownership of the work you did (e.g., use first person) and identify which aspects of a group project you did. You should not name group members when you describe the work, however. When appropriate, the evidence of competence page could include the following headings:

I. Background/Overview of Project
II. Methods
III. Findings
IV. Recommendations
V. Next Steps (if applicable)
If these headings do not match up with your work, use suitable headings of your choosing. Be sure to explicitly connect your evidence to your coursework. That is, describe how the project is connected to a particular course to show the integration of practice with classroom experience. BE SURE to include all relevant documents in your evidence sections as appropriate. You will attach or embed these documents so that they will appear at the bottom or sidebar of each competency page. Make sure that either within the text or next to the link, you provide a brief description of what each attachment includes.

Note: Social Ecological Framework
Like the other competency sections, this one has both a reflective statement and an evidence of competence section. Applying the social ecological framework is essential for addressing health issues within public health. Your reflection and evidence of this competency should demonstrate how you have applied the social ecological framework to an area of personal interest (e.g., health disparities, social justice, a specific health issue). You should consider evidence that demonstrates your mastery of the tenets of the social ecological framework, the interplay between individuals and their environment, and the framework’s utility for designing health education and health promotion approaches.
a. Reflective Statement
The reflective statement should be a personal reflection on your own understanding of application of the social ecological framework. Be sure to review the prompts on p. 6-7.

b. Evidence of Competence (300-350 words)
Use this section to elaborate on your concrete experience with applying the social ecological framework. Remember to draw upon your coursework, your professional experience, or even your personal experiences. If more than one project illustrates how you have applied the social ecological framework, you should incorporate more than one piece of evidence in this section.

4. Culminating Internship Experience: e-Portfolio Guidelines
The Culminating Experience section contains two subsections:

a. Brief Reflection (100-200 words). Please reflect on the following questions:
   i. How did your project meet the objectives of the Internship course?
   ii. What challenges emerged in this project?
   iii. What is the value/benefit of the project to the field of public health?

b. Title/Abstract (200 words). Here you can use the same abstract that is part of your final internship paper. In this subsection, you should also include links to your final paper, reflection paper, poster presentation and any other artifacts of your internship (e.g., reports, presentations, intervention materials, and / or handouts that were created as part of your internship).

5. Professional Development & Leadership Skills
In this section, describe your thoughts about leadership and emphasize your own leadership skills. This page includes a number of subpages:
- Professional Development Experiences. If you have attended or presented at APHA (American Public Health Association), SOPHE (Society for Public Health Education), or other conferences, make sure to include that information here.
- Professional Presentations & Papers
- Civic Engagement,
- Personal Strengths & Abilities.

If you don't use a particular subpage, you do not need to include it.

In each case, you should describe the activity / conference / experience and reflect on what you learned as a result of your participation. In other words, do not just list several conferences. Instead, describe your role (e.g., attendee; presenter; facilitator) and describe what you learned / how the experience shaped your thinking. These descriptions should be brief (2-5 sentences).
6. Resume
In this section, copy in and/or attach your resume and feel free to include any relevant information you want to emphasize, such as personal professional strengths, interests, experiences, awards, and so forth. Because e-Portfolios will be somewhat public while you are in the program, we ask that you do not put your personal contact information on the resume you attach. Also, bear in mind that this is a general resume and that when applying for jobs it is in your best interest to tailor your resume to each position you are applying for. You may also want to link directly to your Linked-in profile, or any other professional sites.

7. UNCG MPH Overview
You will be provided with the text for this section that provides an overview of the MPH program at UNCG, including: a) Program Mission, b) Innovative Features, and c) Curriculum. This section will provide a context for those outside of UNCG that are reading and reviewing your e-Portfolio.

Looking at Other e-Portfolio Sites
Although you should carefully read and follow the content requirements outlined in this handbook, the best way to get a feel for what is expected is to look at other schools’ e-Portfolios.

Here are some exemplary sites from students in our MPH program:


Here are some exemplary sites from other schools, which should help you with ideas and may answer any questions you may have about e-Portfolio content. As you will see, the structure and requirements for the portfolios is different across programs and has evolved within each program over time. Note that some links may not work, as students may have elected to take them down.

- Sukhdip Purewal (2011) http://sukhdiuppurewal.myefolio.com
**IV: TIMELINE**

The following table outlines the timeline for the e-Portfolio process. It includes both the training sessions and the various milestones for completing sections of your e-Portfolio.

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<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>Aug. 25, 2015</td>
<td><strong>Final year students:</strong> e-Portfolio refresher seminar &amp; workshop in HEA 648</td>
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<tr>
<td>Mid-fall 2015</td>
<td><strong>1st years:</strong> Introduction to e-portfolio and introduction to communication strategies for e-portfolios from Digital ACT studio as part of HEA 604</td>
<td></td>
</tr>
<tr>
<td>Oct. 14 – Nov. 17, 2015</td>
<td><strong>1st years / 2nd year part-time:</strong> Meet as needed with advisor to discuss e-portfolio during advising session.</td>
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| Oct. 26, 2015 5:00p.m. | **Final year students:** Preliminary Review #1 Deadline: | - Upload a **Word document** into Box. The Word document should include a link to your e-portfolio at the top, along with the text for each of your reflection statements.  
  - Your **faculty advisor** will access this folder to review your portfolio.  
  - Someone from the graduate program committee will also access to make sure that you have met the deadline.  
  The following sections should be drafted:  
  - Introduction page  
  - Professional mission statement  
  - Résumé  
  - Community health assessment competency  
  - Reflection statements for **all** of the other competencies. You may not yet have a lot of experience with these competencies, but you should discuss your current view of what that competency entails, what experiences you have had with that competency (if any), and what you hope to achieve with respect to that competency. You can also consider what you learned from: other classes, work, volunteering, conferences you’ve attended, conversations you’ve had with professionals, etc. At this point, you do not need to include any evidence of these competencies. **We expect that your reflection statements will be updated considerably throughout the year.** In fact, you might end up completely re-writing every word of these statements before you turn in your final e-portfolio. **Refer to e-Portfolio handbook (p. 5-6) for further guidance on writing appropriate reflective statements.** |
| Nov. 16, 2015 5:00p.m. | **Faculty:** Deadline for faculty to review above sections of e-Portfolio and provide preliminary feedback to each final year advisee. Please cc the DGS. |                                                                                                                                     |
| End of Fall semester | **First Years:** Introduction to e-portfolios in HEA 601 |                                                                                                                                     |
| Feb. 1, 2016 5:00p.m. | **Final year students:** Preliminary Review #2 Deadline | - Send your portfolio website address to your assigned peer for review. Use the rubric to review your assigned peer’s e-Portfolio.  
  - Please cc the Director of Graduate Study.  
  Your e-Portfolio sent to your peer for review should include:  
  - revisions based on feedback you received from your advisor and new insights into those sections, especially the reflection statements |
- Professional development & leadership skills
- Program Planning competency
- Program Evaluation competency

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<th>Date</th>
<th>Event Description</th>
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<tr>
<td>Feb. 15, 2016</td>
<td><strong>Final year students:</strong> Receive feedback from peer reviewer. Peer reviews should be completed and rubrics returned to peers by February 15, 2015. Please upload your review into Box. Someone from the graduate program committee will also access to make sure that you have met the deadline.</td>
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| March 1, 2015 | **Final year students:** Preliminary Review #3 Deadline:  
  - Upload a Word document into Box that contains a link to your e-portfolio at the top as well as a brief summary of how you responded to the feedback you received from your faculty advisor in October. This summary should be a list of bullet points that summarize each main comment, with bullet points underneath that describe what you did to address that comment. This Word document does not need to contain the text of your e-portfolio.  
  - Your faculty advisor will access this Box folder to review your portfolio. Someone from the graduate program committee will also access to make sure that you have met the deadline.  
  The following sections should also be drafted:  
  - Socioeconomic model competency  
  - Your own personal competency  
  You should make revisions to the sections submitted for preliminary review #1 & 2, based on feedback you received from faculty & peer reviewers and any new insight into those sections. |
| March 14, 2016 | **Faculty:** Deadline for faculty to provide feedback on all submitted sections of e-portfolio, which should include everything except any final internship deliverables. A preliminary rubric should be completed so that your advisees know where they stand. Please cc the DGS on your reply. |
| March 14-April 4, 2016 | **Final year students:** Update and Finalize e-Portfolio: You should add the section about your internship.  
  **Important:** During this time, you should review your entire portfolio and update your reflections, based on new understanding of the competencies that you have gained during your internship. |
| March 14-April 4, 2016 | **Attend a one-on-one consultation with the Digital ACT Studio** (optional, but highly recommended). |
| April 4, 2016 | **Final year students:** Final portfolio due.  
  - Upload a Word document with a link to your final e-portfolio at the top. In addition to the link for your final portfolio, please include a brief summary of how you responded to the feedback you received from your faculty advisor in March. This summary should be a list of bullet points that summarize each main comment, with bullet points underneath that describe what you did to address that comment. |
| May 2, 2016 | **Faculty:** Review e-Portfolio for final pass/fail score for final year students |
| May 6, 2016 | **Faculty:** Review e-Portfolio from final year students for reporting and program improvement |
V. E-PORTFOLIO EVALUATION AND GRADING

You will receive feedback about the e-Portfolio several times (see e-Portfolio calendar) from both a **peer reviewer** and by your faculty advisor. Your faculty advisor will provide the final grade (which will be translated into pass / fail). Members of the faculty will also review your final portfolio to evaluate the MPH curriculum and program requirements.

**Faculty Review Process**

You will receive feedback from your faculty advisor two times (once in the fall semester and once in the spring semester) before turning in your final e-portfolio. Please see the calendar for specific information about which sections of your e-portfolio should be turned in each time.

**October review:** When you send your advisor your e-portfolio in October, you will upload a Word document into Box. The Word document should include a link to your e-portfolio at the top, along with the text for each of your reflection statements (you can copy and paste the text directly into Word). Your faculty advisor will access this folder to review your portfolio and someone from the graduate program committee will also access to make sure that you have met the deadline.

**March review:** To turn in your updated e-Portfolio, upload a Word document into Box that contains a link to your e-portfolio at the top as well as a brief summary of how you responded to the feedback you received from your faculty advisor in October. This summary should be a list of bullet points that summarize each main comment, with bullet points underneath that describe what you did to address that comment. For example:

- Dr. Rulison suggested that in my reflection for CHA, I should describe what I learned from the community assessment that I conducted.
  - I added several sentences noting that I learned X, Y, and Z from this project.

**Final grade:** To turn in your final e-Portfolio, upload a Word document with a link to your final e-portfolio at the top. In addition to the link for your final portfolio, please include a brief summary of how you responded to the feedback you received from your faculty advisor in March (see format above under “March review”)

**Peer Review Process**

During the final semester of your program, you will participate in an e-Portfolio peer review. This review process is invaluable. It gives you the opportunity to experience other students’ sites, develop a deeper understanding of each other’s work, and model best practices, good ideas, and creative content.

For the peer review process, you will be partnered with another student in your cohort. You will review your partner’s e-Portfolio using an evaluation tool that will be provided to you. The review process will take place over about two weeks, providing ample time to review the site and give substantive feedback.