TABLE OF CONTENTS

I. Introduction.................................................................1

II. e-Portfolio Organization..............................................4

III. e-Portfolio Content Requirements..............................4

IV. Example e-Portfolios and advice ..................................10

V. Timeline........................................................................14

VI. e-Portfolio Evaluation and Grading...............................16

Handbook (2013, v.1) for MPH @ UNCG adapted by:
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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, but you may use other platforms if you are more comfortable with them.

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, work 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 all of your MPH coursework. Your e-Portfolio can also showcase your ability to apply these skills in public health practice, and can serve as an electronic résumé 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. 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 and reflection.* More guidance on writing reflective statements is provided on page 5-7 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.

- 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 to demonstrate your unique perspectives on the field and to demonstrate your passion.

- 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 who you are and what you are most passionate about.

- 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 e-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.
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. Résumé
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 writing; 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 résumé, 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 reflections 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 will describe *how and why you have changed as a result of your experiences in the program*. Some important points about reflections:

- Your reflection should describe what you learned in the MPH program and how you have applied or might apply what you learned in the future. A reflection often describes how you have grown (e.g., what experiences you have had and what you learned about yourself from those experiences; how your thinking has changed from when you started the program to now).
- A reflection is not simply a summary of what the competency is or a description of a specific assignment.
- A reflection is unique to you and your experiences. You cannot create a reflection just by stating “I learned…” followed by a description of the competency. For example, “I learned that part of the community assessment process is to identify the needs of the community” is not a reflection. Anyone else could write this same statement. To turn this into a reflection, you could expand on this idea to describe that coming into the program you thought that experts should identify the community’s needs, but after completing the program, you realized that it is important to rely on many sources, including community members. You could then provide 1 or 2 concrete examples of what helped you realize this and / or why it is important.
- Write your reflection in the first person (“I….”). Reflections are personal; they are different from scientific writing.
- A well-written reflection should illustrate your critical thinking skills and your ability to make connections between what you learned in the classroom and what you see in your professional experiences / everyday lives.
- Your reflections should be concise but they need to cover a lot of ground. So you don’t have room to write broad and vague generalizations (“I learned a lot.” “This competency is very important.”) that don’t really say anything. Instead, provide more detail and concrete examples. In other words, a good reflection involves *showing, not telling*.
- Your e-portfolio should include both reflection and synthesis; reflection describes what you have learned and how you have grown, whereas synthesis is bringing your ideas from different classes, projects, and experiences together.
- Consider things such as:
  i. What did you gain from a specific experience (e.g., assignment, course, work experience, volunteer experience, your internship?)
  ii. How did your assumptions shift before and after the experience?
  iii. Did you have any ‘ah ha’ moments?
  iv. How has fieldwork influenced your learning within the classroom? (Or what you learned in the classroom influenced your fieldwork?)
  v. What have your experiences (positive or negative) taught you about yourself?
vi. Where did you start and where did you end up (in terms of skills, knowledge of a particular subject or population, interest in a particular area of public health)?
vii. What might you do differently in the future?
viii. What you think are key challenges for the future of health education/health promotion and public health broadly?

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, growth, and / or 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 with each competency. Write a brief description (or executive summary) of work you have done in a particular area (e.g., community assessment, program planning).

This section should describe the evidence in brief form and it should be clear what you contributed to any evidence / artifact you include. When appropriate, the evidence of competence page could include the headings below. If these headings do not match up with your work, use suitable headings of your choosing.

I. Background/Overview of Project
II. Methods
III. Findings
IV. Recommendations
V. Next Steps (if applicable)
Some important points about your evidence / artifacts:

- **In most cases, evidence for your competence will come from multiple classes / experiences.** 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, work you did in your electives, and products from other experiences (e.g., internship; assistantships; work; volunteer; professional activities; community engagement).

- Evidence from fieldwork experiences is often much stronger than hypothetical examples you did for a class. For example, if you conduct an evaluation as part of your internship, use products from this evaluation as evidence instead of (or in addition to) the hypothetical program evaluation you do in class.

- **Be sure to include 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.

- 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)

- You can also include more than one piece of evidence for a specific competency.

- Identify exactly which aspects of a group project you did. You should not name group members when you describe the work, however.

- Include visuals into your descriptions of learning and artifacts. For example, you may have visuals from the windshield tour in your assessment project. Consider including some of them on the webpage itself.

**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.

- **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 information about reflections on pages 5-7.
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. 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.

Some important points about this section:

- 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. For example, 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).
- If you presented a poster, you could include a copy of your poster as evidence of your skills.
6. Résumé
In this section, copy in and/or attach your résumé.
- 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 public while you are in the program, do not put your personal contact information on the résumé you attach.
- Remember that this is a general résumé. When applying for jobs, it is in your best interest to tailor your résumé to the position you are applying for.
- You may also want to link directly to your LinkedIn 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. A copy of the text is saved in Box, in a file called “Information for UNCG MPH Program Overview Tab.”

IV. EXAMPLE E-PORTFOLIOS AND ADVICE

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 e-Portfolios.

Here are some exemplary e-portfolios from students in our MPH program.

Brandon Mendenhall (2016): http://brandonnendenhallmph.weebly.com


Example Reflections
The following are a few paragraphs pulled from the reflection section of portfolios. Notice how these reflections are all written in the first person. The authors describe how they grew, using specific, concrete examples. You learn something about the authors when you read their reflections.

Reflection for community assessment (Brandon Mendenhall):
“The word assessment conjures up negative emotions for me. Before starting the MPH program, my understanding of assessment was a series of critiques and judgments to determine
how something measures up to an objective standard. I initially thought the purpose of community health assessment was to assess the deficits of a community. The community's health could then be labeled as “good” or “bad,” and then health educators and lawmakers would know which communities to fix. After all, they are the “experts” and should know exactly what a community needs to reverse poor public health outcomes.

Now that I have gone through the MPH program and been a part of a community health project within a Greensboro neighborhood, my views have completely changed. While identifying a community's deficiencies are essential for assessment, it is more important to identify a community’s capacities. Additionally, working collaboratively on a community assessment with the community members themselves to identify deficiencies and capacity are key to thorough assessments. This impactful quote from professor Regina McCoy has stuck with me since my first semester: “Communities are built on capacity. No community was ever built on their deficits.” Arlington Park, a community a group of students and I assessed, had incredible community capacity including strong faith communities, engaging community leaders, and residents who love their home and neighbors. Before starting my public health studies, it would have been easy to only see Arlington Park as a neighborhood of great need. While every community will have health issues that need improvement, it is important to remember that I, the health educator, am not the expert on a community. Like individuals, a community is much more likely to engender change when they are involved in creating their own solutions to their own identified health issues. A community is an expert on themselves, and their input and engagement is vital to making the most impactful and sustaining changes.”

Reflection for community assessment (Casey Thomas):

“Community Health Assessment is a process through which one determines the assets and needs of a community as it relates to that community's health. While there are a variety of models that public health professionals use to arrive at this information, they all include data collection and analysis, and most involve gaining input from the community. When I started the MPH program I was under the impression that all members of a community should have input into all facets of programs that might impact them, and that processes that mirrored direct democracy were always the most useful and just. I learned that while it is important to get community input, it is also important to ensure that we are not asking members of already marginalized communities to do our jobs for us as Public Health professionals. I am able to put this growth into practice as a board member of the Renaissance Community Cooperative, where I am the Chair of the Owner Recruitment and Outreach Committee. In order to develop a new outreach plan, I am using some of the steps in MAPIT and other assessment tools to get input from the community. While owners of the co-op and members of the community who attend our community meetings have a voice in the types of outreach we do, and the opportunity to get involved if they desire, the committee itself does most of the grunt work. This ties the two responsibilities of obtaining community feedback and moving forward on the plan.

I also learned that when getting input from the people you will serve, it is important to understand that no community is a monolith. People have different perspectives within communities, and power dynamics that exist between communities also exist within communities. In the Community Health Assessment class, I learned that it is necessary to find ways to ensure that the loudest voices aren’t always the only ones that get heard. One way to do this is through asset mapping, or taking inventory of the resources that the community has at its
disposal. I am still growing and learning to meet the challenge of listening to multiple perspectives from the same community of which you are not a part, and then making decisions about how to proceed with your work that is in service of that community. Even if you work in the spirit of “working with” a community instead of “working for” a community, productively and fairly incorporating multiple viewpoints is an important challenge to tackle well.”

**Reflection for Social Ecological Framework (Caitlin Romm):**

“This framework has helped me grow as a dietitian. Before, I typically focused on the individual’s ability to change a behavior but after applying this lens, I now realize all the contributors that aid or prevent the person in changing. Many of the patients I work with struggle with one or more chronic diseases. By applying the SEMHP lens, I consider all the other factors that help or hinder in their journey to a healthier life. I adjusted my initial nutrition assessment questionnaire to include the SEMHP lens to obtain a better understanding of my patients’ health/nutrition barriers. I now include questions like: Do they have a support system at home? Is their neighborhood safe to walk in? Do they only have access to calorically dense foods? Do they live in a food desert or on the bus route? Do they qualify for any food assistance programs? etc. Hearing their responses to these questions helps me provide a more holistic approach to helping them achieve their goals. For example, if someone wants to be more active, but it is unsafe for them to walk in their neighborhood, they might be interested in a YMCA scholarship. As a public health professional, I believe it is my responsibility to see the multiple layers that influence an individual’s behavior and how it impacts their health.”

**Reflection for Health Coaching (self-selected competency for Laura Bolton):**

“Health coaching is defined as a partnership to assist patients to gain the skills, motivation, knowledge and self-efficacy to achieve their self-identified health goals. Based in behavioral theory, a health coach utilizes a patient-centered approach to build a trusting relationship, elicit motivation, provide accountability, enhance problem-solving skills, and build self-efficacy with their patients. Initially coming into public health, I believed in the importance of being an advocate for patients in navigating the confusing and often-changing health care system, and health coaching is a developing avenue for public health professionals to play this role in practices.

Most importantly, health coaching has taught me that individuals or communities are the experts in their own health and decisions, and health professionals, health coaches, etc. have the role to facilitate recognition of this for the individual or community. In turn, this realization can help assist an individual or community in furthering their strengths into actions to make healthy decisions. In my opinion, health coaching goes even a step further than incorporating the key stakeholders, as seen in community health assessments, program planning and evaluations. The spirit of health coaching aims to shift the power to the individual or community because only they truly know what is going to be sustainable and what is going to work for them. As a certified health coach, it is amazing for a client to have that “ah-ha” moment that helps them realize how certain aspects of their life is connected or perhaps to see them accomplish a challenging barrier. For example, with one client she realized how a very small aspect of her life was really affecting how she was able to manage the stress of her day. By narrowing in on this one behavior change, she was able to reduce her stress overall.”
Example Introduction page

For a good example of an introduction page, see Olivia Jackson-Lewis’s introduction. Notice how you get a sense of who Olivia is from this introduction page.

Example Evidence pages

For a good example of how to present your competencies, see Heather Cover’s e-portfolio. Notice how she has a lot of visuals and how she is able to concisely describe the different aspects of each competency, rather than just posting a copy of a paper she wrote for a class (One minor suggestion: If you put different parts of the evidence on different pages the way Heather did, you may want to make it easier for someone to navigate from page to page instead of having to keep going back to the list of tabs).

Caitlin Romm does a great job including a Prezi for her community assessment competency, rather than just a copy of a paper from this class.

Olivia Jackson-Lewis also has great visuals throughout her e-Portfolio and includes videos as evidence for her self-selected competency (research poetics).

Example Professional Development Pages

Brandon Mendenhall, Caitlin Romm, and Heather Cover did a great job explaining their professional development experiences. Notice that they did not just list what they had done, but provided brief descriptions and visuals.

Overall advice

- Plan to do at least 3-4 iterations of each section between each round of review. Working through these iterations will help you sharpen your insights about what you do and what you want to do going forward. Remember that writing is thinking (see a brief blog here). Revising your drafts will help you make connections across competencies you didn’t see before and improve your ability to communicate your skills to others.

- The e-portfolio is a tool for professional networking so ensure that your style and content is appropriate for this audience. Specifically:
  - Everything should be grammatically correct (see here)
  - Be concise and precise – According to the Purdue Online Writing Lab: “Like bad employees, words that don't accomplish enough should be fired.” See more about strategies to make your writing more concise here (and see side bar for addition help eliminating words, changing phrases, and avoiding common pitfalls).
  - Spell everything out – avoid abbreviations, avoid contractions (e.g., can’t should be cannot)
  - Use an active voice (see here and here)
  - Make sure that the intended meaning of every sentence is clear

- Learning to write professionally is an ongoing skill. Everyone could benefit from going to the UNCG writing center to get feedback.

- Visit the Digital ACT Studio to improve the visual aspects of your portfolio.
### V: TIMELINE

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

<table>
<thead>
<tr>
<th>Fall semester</th>
<th><strong>Final year students:</strong> e-Portfolio refresher seminar &amp; workshop</th>
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<tr>
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<td><strong>1st years:</strong></td>
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<tr>
<td></td>
<td>• Introduction to e-portfolios in HEA 601</td>
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<td>• Introduction to e-portfolio and introduction to communication</td>
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<td>strategies for e-portfolios from Digital ACT studio as part</td>
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<td><strong>1st years / 2nd year part-time:</strong> Meet as needed with advisor</td>
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<td>to discuss e-portfolio during advising session.</td>
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<tr>
<th><strong>Oct. 24, 2016</strong></th>
<th><strong>Final year students:</strong> Preliminary Review #1 Deadline:</th>
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<tbody>
<tr>
<td>5:00p.m.</td>
<td>• Upload a <strong>Word document</strong> into the Box folder <strong>Draft</strong></td>
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<td>e-portfolios - Due Oct 24. The Word document should</td>
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<td>include a link to your e-portfolio at the top, along</td>
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<td>with the text for each of the sections listed below</td>
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<td>• Label your Word document as: FirstNameLastName_Oct24Draft</td>
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<tr>
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<td>(so for me, it would be KellyRulison_Oct24Draft.doc).</td>
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<td>This will allow advisers and me to easily sort the files</td>
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<td>and find specific e-portfolios.</td>
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<td>review your portfolio.</td>
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<td>• Ms. Thomas will also access to make sure that you have</td>
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<td>The following sections should be drafted:</td>
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<td>• Professional mission statement</td>
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<td>• Résumé</td>
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<td>• Community health assessment competency</td>
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<td>• Social ecological model competency</td>
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<td>• In addition to considering information from your</td>
</tr>
<tr>
<td></td>
<td>classes, consider including what you learned from:</td>
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<td></td>
<td>other classes, work, volunteering, conferences you’ve</td>
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<td></td>
<td>attended, conversations you’ve had with professionals,</td>
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<td></td>
<td>etc.</td>
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<td></td>
<td>• Refer to e-Portfolio handbook (p. 5-7) for further</td>
</tr>
<tr>
<td></td>
<td>guidance on writing appropriate reflective statements.</td>
</tr>
</tbody>
</table>

| **Nov. 14, 2016** | **Faculty:** Deadline for faculty to review above sections of e-Portfolio and provide preliminary feedback to each final year advisee. Faculty will e-mail the review to each advisee and save a copy in the departmental GPC folder. |

<table>
<thead>
<tr>
<th><strong>Jan 30, 2017</strong></th>
<th><strong>Final year students:</strong> Preliminary Review #2 Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00p.m.</td>
<td>• Send your portfolio website address to your assigned peer for review. A list of assignments can be found in the e-portfolios folder on Box. Use the rubric to review your assigned peer’s e-Portfolio.</td>
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<tr>
<td></td>
<td>Your e-Portfolio sent to your peer for review should include:</td>
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<tr>
<td></td>
<td>• revisions based on feedback you received from your advisor and new insights into those sections, especially the reflection statements</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------------------------------------</td>
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<tr>
<td>Feb. 13, 2017</td>
<td>Final year students: Receive feedback from peer reviewer. Peer reviews should be</td>
</tr>
<tr>
<td></td>
<td>completed and rubrics returned to peers by February 13, 2017. Please upload your</td>
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<td></td>
<td>review into Box. Ms. Thomas will also access this folder to make sure that you</td>
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<tr>
<td></td>
<td>have met the deadline.</td>
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<tr>
<td>March 6, 2017</td>
<td>Final year students: Preliminary Review #3 Deadline:</td>
</tr>
<tr>
<td></td>
<td>• Upload a <strong>Word document</strong> into Box that contains a link to your e-portfolio at</td>
</tr>
<tr>
<td></td>
<td>the top as well as a brief summary of how you responded to the feedback you</td>
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<tr>
<td></td>
<td>received from your faculty advisor in October. This summary should be a list of</td>
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<td></td>
<td>bullet points that summarize each main comment, with bullet points underneath that</td>
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<tr>
<td></td>
<td>describe what you did to address that comment. This Word document does <em>not</em> need</td>
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<tr>
<td></td>
<td>to contain the text of your e-portfolio.</td>
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<td></td>
<td>• Your <strong>faculty advisor</strong> will access this Box folder to review your portfolio.</td>
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<td></td>
<td>Ms. Thomas will also access to make sure that you have met the deadline.</td>
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<td></td>
<td>The following sections should also be drafted:</td>
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<td></td>
<td>• Your own personal competency</td>
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<td></td>
<td>You should make revisions to the sections submitted for preliminary review #1 &amp; 2,</td>
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<tr>
<td></td>
<td>based on feedback you received from faculty &amp; peer reviewers <em>and</em> any new insight</td>
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<td></td>
<td>into those sections.</td>
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<tr>
<td>March 27, 2017</td>
<td><strong>Faculty</strong>: Deadline for faculty to provide feedback on all submitted sections</td>
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<tr>
<td></td>
<td>of e-Portfolio, which should include everything except any final internship</td>
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<td></td>
<td>deliverables. A preliminary rubric should be completed so that your advisees</td>
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<tr>
<td></td>
<td>know where they stand. Faculty will e-mail the review to each advisee and save</td>
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<td></td>
<td>a copy in the departmental GPC folder.</td>
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<tr>
<td>March 27-April 17</td>
<td><strong>Final year students</strong>: Update and Finalize e-Portfolio: You should add the</td>
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<td>section about your internship.</td>
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<td><strong>Important</strong>: During this time, you should review your <em>entire</em> portfolio and</td>
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<td></td>
<td>update <em>all</em> of your reflections, based on new understanding of the competencies</td>
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<td></td>
<td>that you have gained during your internship.</td>
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<tr>
<td>March 27-April 17</td>
<td><strong>Attend a one-on-one consultation with the Digital ACT Studio</strong> (optional, but</td>
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<td>highly recommended).</td>
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<tr>
<td>April 17, 2017</td>
<td><strong>Final year students</strong>: Final portfolio due.</td>
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<tr>
<td></td>
<td>• Upload a <strong>Word document</strong> with a link to your final e-portfolio at the top.</td>
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<td></td>
<td>• In addition to the link for your final portfolio, please include a <em>brief</em></td>
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<td></td>
<td>summary of how you responded to the feedback you received from your faculty advisor</td>
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<td></td>
<td>in March. This summary should be a list of bullet points that summarize each main</td>
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<tr>
<td></td>
<td>comment, with bullet points underneath that describe what you did to address that</td>
</tr>
<tr>
<td></td>
<td>comment.</td>
</tr>
<tr>
<td>May 8, 2017</td>
<td><strong>Faculty</strong>: Review e-Portfolio for final pass/fail score for final year students</td>
</tr>
<tr>
<td>May 12, 2017</td>
<td><strong>Faculty</strong>: Review e-Portfolio from final year students for reporting and program</td>
</tr>
<tr>
<td></td>
<td>improvement</td>
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</tbody>
</table>
VI. 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 Ms. Thomas 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.
  o 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.