

HLTH 602b – Capstone Integrative Seminar

Summer 2022

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Class size: 79

Used with Permission

Instructor perspective on adapting SLICC model to Capstone course of the MPH

- HLTH 602b – Capstone course of the MPH program
- Culminating course in the MPH
- Students work as part of a group with a client to identify a project and useful public health deliverable that is of mutual interest
- Concerned that students *“had the experience but missed the meaning”*
- Used the SLICC model and pebblepad workbook for individuals to reflect on their learning journey throughout the course
- Provided opportunities for peer review several times within the course

Assessment and Structure

Deliverables

- Project Overview & Contract due during Beginning of Course
 - Individual Project Proposal
- Presentation during Synchronous Session Middle of Course
 - All individuals take part
- Written report including client deliverable End of Course

Structure

- Use of PebblePad Workbook adapted from the Edinburgh SLICC model
 - Proposal
 - Reflection on Project overview feedback
 - Presentation Reflection
 - Final Report
 - Program Reflection
- Meeting with instructor before the proposal is completed
- Peer feedback on project overview and presentation
- Instructor feedback on written report

Benefits and challenges of adapting the SLICC model to Capstone course

- Benefits for instructor
 - Utilized SLICC structure and resources, including PebblePad workbook
 - Support from SLICC Community & CTE supports to implement this course
- Challenges
 - Takes time for students to reflect on learning and requires buy-in that it is a meaningful and useful activity
 - Providing tailored and meaningful feedback on reflections is time-consuming – received support from TAs
 - Some students struggle with deep reflection
- Benefits for student
 - Students take ownership over their learning
 - Opportunity for experienced MPH students to provide peer feedback
 - Opportunity for students to reflect on experience
 - Enhanced mindset towards lifelong learning and long-term planning
 - Focus on process and outcomes
 - Ability to immediately apply learning from peer feedback in order to evolve final project while the project was still underway (instead of just reflecting at end)

Student perspectives

- *“This project was a hard lesson in the realities of funding and implementing public health programs. I learned that health promotion and CSH often get included in work plans, but that doesn’t mean anything is actually happening on the ground. Health promotion activities seem to be the first silo of work that gets pushed to the backburner while teachers, administrators, nurses and managers work on more day to day requirements.”* (LO 1: Analysis)
- *“The project also helped me refine project management skills. We had a lot of work to do on short timelines. We were able to get it done by using excellent time management and delegation of work. We learned to keep our meetings short and productive. It was helpful that we had all worked together before and understood our team dynamics early. I found that developing the project proposal really helped us stay on track and ensure*

we had a shared vision of what our product would be. I would use that tactic in the future” (L02: Application)

- *“I found that reflecting on my work and my behaviours has been an excellent method in tracking my own progress and success. Overtime I tend to forget about what my goals were at the beginning and what I hoped to achieve from the MPH program and the capstone course, but the reflections have helped me stay on track and understand where I have improved and where I need to put in extra effort. As I move onto to being a public health professional, I aim to continue reflecting on my work and my progress because this has been very helpful in keeping me on track and acknowledging my accomplishments.” (L03: Evaluation)*