Multiple Pathways to a Common Destination: Balancing Diverse Practices within an ePortfolio Program

Presenters: Stephanie Norander
Connie Rothwell
Heather Perry
Takiyah Amin
Andrew Harver
ePortfolios are required in all First Year Writing courses as the primary assessment method. Portfolios show ways the writer understands, implements, and values our Learning Outcomes: Rhetorical awareness, Process development, Critical Reading, Reflection.
# University Writing Program

## A Snapshot

### From a Single Thought to a Writers Future

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<th>From a Single Thought to a Writers Future</th>
<th>Introduction to a Young Writer</th>
<th>Collage</th>
<th>Beginning The Narrative</th>
<th>Mahara Page</th>
<th>Midterm Reflection</th>
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</thead>
<tbody>
<tr>
<td>Feasibility Study/ Project</td>
<td>Writers Notebook</td>
<td>Wild Card</td>
<td>The Story of A Paper</td>
<td>Final Essay and Reflection</td>
<td>Self Assessment</td>
</tr>
</tbody>
</table>

![Illustration of an open book with a house and trees drawn on it, representing a writers future.](image_url)
The Challenges: Students

- Transfers
  - AAs
  - Community Colleges
- “Late Majors”
  - Switching majors
  - Switching colleges
- AP/Early College
  - Earned credits (vs skills)
History

The Challenges: Skills

- Writing vs. Writing History
  - Narrative
  - Chronology/Chronicle
  - Persuasive
  - Making an Argument

- Citation Styles
  - MLA
  - Chicago
  - Turabian
  - APA
History
The Experiment

- Use in “skills courses”
  - Majors only
  - All majors
  - Smaller (~22-30)

- HIST 2600 – Intro to Historical Research
- HIST 4000/1/2/3 – Historiography
- HIST 4600 – Capstone Seminar
History
Spring 2015: HIST 2600

- The War to End All Wars (WWI)
- 17 students
- ½ transfers
  - O credit
  - W credit
History
HIST 2600 Challenges

- Differentiated preparedness for college
  - Skills
  - Expectations
  - Content
- Major’s gateway course
- Little knowledge of event
- Few research skills/experiences
History

Student Home Page
I believe the best aspect of my writing is the general flow and organization of my papers. After reviewing several of the papers I’ve completed, I think that my writing process, which includes tedious note taking and outlining, greatly benefits the final organization of the paper. For example, last semester I wrote a paper on the comparison of memorial arches in the Roman Empire and the British Empire and I believe my detailed research and notes helped me organize the paper to highlight each Empire as well as draw important comparisons.

Throughout my undergraduate career I’ve written dozens of papers and I am used to receiving As on my papers but a few summers ago I took a class entitled “America’s National Parks” and when I received my first paper back and got a C-. I was devastated. The paper involved local research and a great deal of materials located within the special collections of the library. After reviewing my professor’s comments I realized I had not spent enough time overviewing these materials and did not fully develop my thesis. I think I can improve on this in the future by using the knowledge of library staff and local historians to direct my research.

For me, the most difficult part of writing assignments is choosing a topic with a narrow focus. I often want to research a topic that I could write a novel about. I have a tendency to think too “big picture” and then realize that I cannot write 100 pages of material in a 10-12 page paper. One of my principal goals throughout this class is learn how to create more focused research questions.

The best compliment I have ever received on a paper was from a class entitled “History of the Things” and I wrote a paper on the popular memorialization of Theodore Roosevelt in the US. When I received my paper back my professor had written me a long note about how much she enjoyed my paper. She also wrote some other very loving things about my writing style and her belief in my future success within the field.
Reflection on First Draft of Paper

Posted by Kayla Carrouth on 18 April 2015, 1:21 PM

April 2015

"Reflections on First Draft"

Although I have previous experience in historical writing and have completed many history-writing courses prior to His2600, this class has strengthened my research and writing skills through both practice and revision. I particularly found our source analysis assignments to be the most beneficial for my writing because it allowed me to take notes on my sources in a detailed and organized method. This overall strengthened my paper because I could better understand and relate my sources while composing my argument. The history “tasks” and skills I’ve enjoyed most throughout the process of writing our paper is the reading and detailed note taking of the sources, as well as, the process of outlining and organizing the argument of the paper. Due to the fact that I enjoy reading and analyzing sources I always find that I enjoy the beginning processes of writing. As a result of enjoying the initial research and outline process I typically find actually starting the paper difficult. My biggest challenge during the writing process was trying to understand what I was writing and creating a comprehensive introduction and conclusion paragraphs. Although now that I have started to write the body paragraphs prior to the introduction and conclusion I find that they are much easier to write and often flow much better with overall structure of the paper. I think the most interesting source I have reviewed for this paper was the New York Times article from 1925 entitled “3,000 Give $100,000 at Golden Rule Dinner”, which explores the Golden Rule Dinners, one of the main fundraising campaigns for Armenian aid. I found these dinners to be particularly interesting due to their widespread popularity and emotional appeal across the United States in the years following the First World War. Throughout my research I discovered many different aspects of my topic and changed my thesis numerous times in the early stages of my research. Once I narrowed my topic down to media and the campaign for Armenian aid I found that much of the research confirmed what I expected to find and many of the sources directed and strengthen my initial research questions. Overall the process of writing this paper has strengthened many of my historical research and writing skills, especially my source analysis and citation work, and I feel more confident about the overall historical writing process.

Attached files

Comments (1)
Reflections on Skills and Research Development

Posted by Kayla Carrough on 25 April 2015, 12:54 PM

1. Your last entry asked about the most interesting source you found for your paper. In thinking about the argument that your final paper is making, what is the strongest source that you have found? By that, what I mean is, which is the source that really supports your argument beyond a shadow of a doubt? What makes it such a valuable source for your paper?

I believe the strongest source I’ve discovered for my paper is also the source I found most interesting, the “3,000 Give $100,000 at Golden Rule Dinner” New York Times article and additional posters showcase one of the most successful fundraisers for Armenian aid, as well as, demonstrate how newspapers and posters used emotional arguments to further their fundraising campaigns. The Golden Rule Dinners utilized the media that emerged out of the First World War to create strong emotional pleas for Americans to aid the “starving Armenians” and serve as concrete example of how effective this use of media was in persuading Americans to donate. Although many of my sources work together to create the strong, central argument of my paper the Golden Rule Dinner article is the strongest example of people coming together all across the country to aid the Armenian people. This source also showcases the different types of the media that I discuss throughout my paper and provides an example of both newspaper and poster media.

2. Now what would you say turned out to be the least useful source that you found? By that, what I mean is, what is an example of a source which you found and thought would be a good source, but that you eventually realized would not work? Why did you decide that this source was not a good or useful source after all?

At the beginning stages of my research process I gathered numerous sources, primarily secondary sources, on the American response to the Armenian Genocide. I checked out numerous books from the library but only ended up really utilizing one or two of them in my actual paper. I realized that sources such as Jay Winter’s American and the Armenian Genocide of 1915 were helpful in understanding the background of my topic but not useful in the overall argument of my paper. In narrowing my topic and reviewing my first draft I was able to look at my sources carefully to ensure that only those further my argument instead of just repetition or irrelevant facts about topic.
History
Fink’s “Significant Learning”

A TAXONOMY OF SIGNIFICANT LEARNING

LEARNING HOW TO LEARN
- Becoming a better student
- Inquiring about a subject
- Self-directing learners

FOUNDATIONAL KNOWLEDGE
- Understanding and remembering:
  - Information
  - Ideas

APPLICATION
- Skills
- Thinking:
  - Critical, creative, & practical thinking
  - Managing projects

HUMAN DIMENSION
- Learning about:
  - Oneself
  - Others

INTEGRATION
- Connecting:
  - Ideas
  - People
  - Realms of life

CARING
- Developing new
- Feelings
- Interests
- Values
History
Active, Significant Learning

Revised Bloom’s Taxonomy

- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering
- Creating

Old Version
- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluating

New Version
- Bloom, 1956
- Anderson and Krathwohl, 2001;
- Krathwohl, 2002
Successes?

use of quarantine in Charlotte, North Carolina. I decided to mention it in my paper, though, because it was an example that other cities were using some of the same measures—which was not just unique to the city of Charlotte.

Imagine that you could go back in time to the beginning of the semester and give your “January 2015 self” some useful advice about this course. What advice would that be? What do you wish you would have known or understood in January that you understand now? (And no, you can’t tell yourself to drop this course!)

To be perfectly honest, I am not sure I have anything different to tell myself if I could go back in time to January. I attempted 2600 last fall, but did not have the final grade needed for advancement. Because of that, I already knew what to expect going into this class—which, I might add, might have been an advantage.

If you could change anything about your final paper for this class, what would be it? And why?

If I could change anything about my final paper in this class, it would probably be the length. There is so much evidence that I could have used but had to throw out in order to meet the paper length requirements. I understand this is a 2600 course, which is used as a way to develop history skills, but I could have extended my paper another four to five pages.

Last question: If you gave someone this final paper to read, would you want them to know anything about you or about this paper before they read it? By that, what I mean is, if you could write a “Preface” or a “Disclaimer” for this paper, what would it be? (Try to limit this to 2–4 sentences so that you are concentrating on the most significant things.)

I would want the reader to fully understand my argument. It is not about the spread of influenza as a whole, but about the measures Charlotte (and other cities) took in order to prevent the spread of the disease. And my argument was that those measures took place out of fear, since influenza was something still that was still misunderstood.
Dance
Takiyah Amin
## Dance Learning and Curriculum

### Proposed areas to be reflected in the Cumulative ePortfolio

(All artifacts include a 150-word accompanying reflective description)

<table>
<thead>
<tr>
<th>BA Dance – Year 1/Semester 1 (Freshman Fall)</th>
<th>Proposed Artifacts</th>
<th>Prospect for Success/21st Century Skills</th>
<th>Professional Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance 1201 – Foundations in Dance</td>
<td>Evidence of mathematical and logical reasoning (MATH)</td>
<td>Evidence of intentionality/commitment to success – Identifying comprehensive, realistic and meaningful goals and developing intentional strategies to achieve them. (DANC)</td>
<td>Dress in a professional manner; personal appearance is completely appropriate for the context, environment or situation. (PHOTO) (DANC)</td>
</tr>
<tr>
<td>Dance 1280 – Improvisation</td>
<td>Written description of movement, choreography and dance concepts using applicable dance vocabulary Correct usage of English language including grammar, punctuation, and mechanics (DANC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance 1217 – Modern Dance for Majors IA</td>
<td>Students will demonstrate the ability to shape their writing for particular audiences and purposes, using appropriate language and forms with awareness of differing contextual expectations. (UWRT)</td>
<td></td>
<td>Engages in professional email correspondence: consistently and concisely writes email with correct grammar and letter format &amp; professional tone. Correspondences are timely. (PHOTO/SCREENSHOT) (DANC)</td>
</tr>
<tr>
<td>Dance 2401 - Production Practicum Running Crew</td>
<td>Demonstrate the ability to develop texts with concrete, logical and supported ideas. (UWRT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math XXXX – Mathematics/Logical Reasoning Course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UWRT 1101 University Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Dance Learning and Curriculum

**BA Dance – Year 1/ Semester 2 (Freshman Spring)**
- Danc 1210 Ballet for Majors I
- Danc 1218
- Danc 2119 Anatomy for Dancers
- Danc 2401/2402
- MATH XXX or STAT or PHIL 2105
- UWRT 1102 or 1103
- LBST 1101 Arts & Society

<table>
<thead>
<tr>
<th>Dance Curriculum Student Learning Outcomes</th>
<th>General Education Competencies</th>
<th>Proposed Artifacts</th>
<th>Prospect for Success/21st Century Skills</th>
<th>Professional Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of mathematical and logical reasoning (MATH)</td>
<td>Evidence of understanding the role of art in society (LBST/DANC)</td>
<td>Evidence of curiosity – Inquiry is the open-ended pursuit of knowledge which is driven by curiosity (DANC)</td>
<td>Makes/Appointments Meets Deadlines (DANC/Advising)</td>
<td>Employs appropriate and professional language in written and oral communication; consistently selects rich and varied words for context; consistently uses correct grammar; consistently uses correct dance terminology, concepts and/or theories (DANC VIDEO)</td>
</tr>
<tr>
<td>*Demonstrate the ability to develop texts that are thoughtful, convincing and show personal investment and a sense of content, then to use the ability to write stylistically cohesive prose that shows competence with conventions and grammar (UWRT)</td>
<td>*Demonstrate the ability to develop texts that are thoughtful, convincing and show personal investment and a sense of content, then to use the ability to write stylistically cohesive prose that shows competence with conventions and grammar (UWRT)</td>
<td>Awareness: Cultural Awareness is the understanding of yourself and that of others whose worldview and experiences differ (DANC/LBST)</td>
<td>[PHOTO/Screenshot]</td>
<td></td>
</tr>
</tbody>
</table>

**Note:**
- DANC: Dance
- LBST: Literature & Performing Arts
- MATH: Mathematics
- STAT: Statistics
- UWRT: Writing
Dance
Learning and Curriculum

Prospect for Success/21st Century Skills: Goal Setting
Replace this text with your personal mission statement. Your mission statement should include goals that demonstrate a commitment to success. You may use content from an assignment completed for any DANCE class.

What did you learn in the process of developing your own mission statement? What skills did you use to create this assignment?

Written Self-Assessment (DANC 1280)
Upload your written self-assessment from DANC 1280 (Improvisation).
How does this demonstrate your ability to integrate dance theory/scholarship and your embodied/physical practice?

Why did you select the above photo to represent professional attire?
Which class does this photograph represent?

General Education Competencies: MATH
Upload a document that demonstrates newly acquired skills in MATH.
What new skills did you develop in MATH this semester? How does the document you uploaded demonstrate your newly acquired skills?

General Education Competencies: WRITING
Upload a document that demonstrates your ability to write for a specific context. You may choose an assignment from a DANCE or UWRT course. Your artifact should demonstrate correct usage of the English language, including grammar, punctuation and mechanics.
From which class did you select this artifact? What is the context for this piece of writing? How does it demonstrate your developing writing skills?

Desired Writing/Oral Communication Abilities
Upload a writing sample that demonstrates your ability to describe a DANCE you observed. Your writing sample should include evidence of correct usage of the English language, including grammar, punctuation and spelling.
What skills did you use to complete the above assignment?

Professional Competency: Email Correspondence
Upload an email correspondence that demonstrates you using correct grammar, letter format and professional tone. A screenshot of the message is acceptable.
How do you define professionalism? How does your email demonstrate that definition?
Prospect for Success/21st Century Skills: Evidence of Curiosity — Replace the image below with a relevant photo that demonstrates your interests in creative investigation and research at this time.

Vision Awards 2015

I chose this picture because it shows me being on stage with some of my fellow dancers and friends. We took this picture after performing on this stage at the Convention Center in Downtown Charlotte for the Charlotte Vision Awards. It was such an honor being able to dance for the important people of Charlotte, including the Mayor. This picture shows my love for wanting to be in show business. This performance helped me learn a lot about what it takes to put on a great show. It really helped me realize what I want to do in the future.

Professional Competency: Use of Terminology (Written)

Upload a document that demonstrates your ability to apply and consistently use dance terminology, concepts and/or theories. Your artifact should demonstrate use of appropriate professional language, rich and varied word choice and use of correct grammar.

Text box

Kristen Schalk
Professor Tucker
Contemporary Jazz/hiphop
April 20th 2015

Spring Dance Critique

My favorite piece out of the Spring Dance Concert would have to be EE’s piece: Pulse. The Dance was created in 2007 and has always been highly energetic with layers of movement texture. Astor Piazzolla, who incorporated both elements from jazz and classical music, created the music.

I chose this piece because I thought it was a perfect piece to open the show. It was fun, energetic, and capturing. The dance included many interesting formations with people taking turns running off and on the stage. The energy gradually got more intense throughout the dance. I could tell that the dancers and choreographer put a lot of effort into making the timing just right with the fast movements. This very physical dance included a lot of technique. I enjoy watching dancers where you can tell the students were challenged. There were many lifts, turns, and leaps. The dancers made them all look effortless. I enjoyed watching the different groups that would come on stage. The men were very strong in this piece. They had many key parts that made it look well put together. They did such a good job partnering with the ladies. Also, everyone had amazing chemistry together in this piece. They all looked like they enjoyed themselves the entire time. The music fit the piece perfectly. It was soft, yet energetic at the same time, similar to the dancing.

I did not read the description of the dance before I watched it, but when I read it after the dance ended, it fit perfectly with the choreography. The only thing I would have liked more from this piece would be if it had more of a story line. It would have made it more engaging to watch. Overall though, I thought it was a great piece.

Use of terminology: how to do a single pirouette

Professional Competency: Use of Terminology (Video)
Prospect for Success/21st Century Skills: Evidence of Cultural Awareness — Replace the image below with a relevant photo that demonstrates your understanding of yourself in relationship to others.

Why did you select this image? How does it demonstrate your sense of cultural awareness as it relates to your understanding of yourself in relationship to others?
I selected this image because I felt like it helped describe how I am in a group of people. I am outgoing and always friendly with everyone I meet. This is a perfect example for that because this picture was taken on a beach trip with my boyfriend's fraternity. In just one weekend, I became good friends with the people in this photo.

General Education Competencies: MATH

Upload a document that demonstrates newly acquired skills in MATH.

Professional Competency: replace the image below with a picture that shows you with your academic advisor or faculty mentor

Replace the video above with a video clip of yourself applying and consistently using dance terminology, concepts and/or theories in an oral presentation.

Why did you select these artifacts? How do they demonstrate your ability to consistently apply dance terminology and/or theories in both writing and speaking?
I chose to use this video because it demonstrates my knowledge of how to do a single pirouette turn. I used the correct dance terminology and explained it thoroughly.
I chose my Spring dance critique for this topic because it demonstrates my knowledge of using dance terminology. I talk about the formations, spacing, and the technique done in E.E.'s piece. I also talk about why I liked the piece and what made it stand out amongst the rest.
Public Health
Andrew Harver
Public Health
Andrew Harver

- Established in 2007
- Accredited by the Council of Education for Public Health in 2009
- Selective upper division major (~50 per year)
- Competency-based curriculum
Cross-Cutting Competencies: Integrated Learning
Andrew Harver

This diagrammatic approach to depicting the core competencies is adapted from the ASPH Core Competency Project, www.asph.org
A UNC Charlotte BSPH program graduate will be able to:

- Communicate effectively both in writing and orally
- Effectively present accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences
- Utilize appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse backgrounds, and persons of all ages and lifestyle preferences
Public Health
Collection, Selection, Reflection

- ePortfolios connect academic knowledge and application of public health skills, enhance technology skills, and demonstrate student development

- ePortfolios have been phrased into the program the past two years and serve as the point of integration in the capstone course – to organize and exhibit student learning
Public Health

eP #1

About Me:
Hello! My name is Danielle Porter and I am currently a senior at the University of North Carolina at Charlotte. I am expected to graduate in May 2016 with a Bachelor of Science in Public Health as well as a minor in political science. I am very passionate about the delivery of health care services as well as the management and promotion of health and healthy lifestyles to the public. After graduation, I will be taking courses post-baccalaureate to pursue my dreams of becoming a physician assistant.

Kappa Delta

Professionalism
Professionalism can be defined as the skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well. In practice, it is essential to display professionalism in the workplace. A public health professional is expected to be able to present professionalism in a variety of situations. Throughout the BSPH program, we have learned about professionalism and have been given the chance to demonstrate professionalism in many cases. Professionalism is not only represented by the way an individual presents themselves, but also in the way that person interacts with others, the actions that they take, and the responsibilities that they hold.

Frameworks of Public Health Practice
The frameworks of public health practice serve as guidelines for the profession, and as such they are constantly evolving with the development of public health as a whole. These frameworks can be identified as professionals conceptualize health and disease, investigate problems, conduct research, plan, implement, and evaluate programs. The frameworks are present in each of the five core areas of public health, which include: behavioral and social science, biostatistics, epidemiology, environmental health, health education and promotion, and the prevention of chronic and infectious diseases. Mastery of these transferable skills is essential to make a well-rounded, successful professional.

In this section, I have included several assignments that I have completed throughout my time as a BSPH student that demonstrate my ability to communicate in various forms. I have included the identity memo activity, which briefly discusses my journey as a student in this program as well as my goals for the future. I have also included my review of The Ben Carson Story, a biography about his early life, career, and obstacles that he overcame to be successful. In addition to this, I have included a write-up article of the Teen Empowerment Summit that occurred on December 5th, 2015. This article will appear in the Public Health Department Newsletter. I have included the Physician Referral Guide that I created while interning at Novant Health Rowan Medical Center, as well as the poster that I presented at the conclusion of my internship experience.

Communication in Public Health
Communication, in any profession, is essential to successful collaboration between groups. This is especially important in the field of public health due to the fact that collaboration and community partnerships are widely used in practice. Effective communication includes an understanding of both verbal and non-verbal cues. Communication is a skill, and as such can be learned and practiced in order to improve its quality over time. In the BSPH program, providing students with the tools for effective communication has been emphasized in every course in its curriculum. Graduates of the BSPH program are readily prepared to communicate with diverse populations, and maintain the ability to effectively communicate in groups and teams.

In this section, I have included various assignments that I have completed throughout my time as a BSPH student that demonstrate my ability to communicate in various forms. I have included the identity memo activity, which briefly discusses my journey as a student in this program as well as my goals for the future. I have also included my review of The Ben Carson Story, a biography about his early life, career, and obstacles that he overcame to be successful. In addition to this, I have included a write-up article of the Teen Empowerment Summit that occurred on December 5th, 2015. This article will appear in the Public Health Department Newsletter. I have included the Physician Referral Guide that I created while interning at Novant Health Rowan Medical Center, as well as the poster that I presented at the conclusion of my internship experience.
Public Health

eP #2

BSPH Capstone
by Lucille Connolly

Profile
- First name: Lucille
- Last name: Connolly
- Email address: lconnolly@unc.edu

Frameworks of Public Health Practice
The first competency is the frameworks of public health practice. This ability allows us to understand the importance of being a public health professional and what we will see in the field. The frameworks include conceptualizing health and disease, investigating problems, conducting research, and planning, implementing, and evaluating programs. Opportunities in several courses, including Health Education and Promotion, Comparative Healthcare Systems, and Epidemiology, we learn the skills necessary to evaluate the health status of populations and determine factors of health and illness, as well as influences contributing to health promotion and disease prevention. We also explore the use of assessment in program and policy development in the field of public health.

Keeping in mind the importance and meaning of the frameworks of public health practice, I have chosen three activities that I feel best represent this competency. The first is a community health assessment. This assessment was done on Cabarrus County. I researched lay health indicators in the county and compared them to the numbers for the state of North Carolina. The second activity I chose was the planning of an advocacy program. We were given the assignment to create a health coalition and to create their goals, mission statement, supporting organizations, and task timeline. This was a great way to learn how much goes into creating a health advocacy program. The final activity I chose was a health belief model assignment. Throughout our time studying public health, the health belief model has been a topic of discussion. It is a way of planning programs to impact the targeted population effectively and also how to evaluate them.

Coursework Relating to Frameworks in Public Health Practice

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Health Assmnt</td>
<td>A summary of various health indicators in Cabarrus County, NC</td>
</tr>
<tr>
<td>Health Advocacy</td>
<td>Description of a health advocacy</td>
</tr>
</tbody>
</table>

Diversity and Culture
The third competency is diversity and culture. Not only are we exposed to various cultures and other forms of diversity in our own cohort but also through what we learn in our courses. It is important to understand the presence of diversity and culture in our field. It can often lead to gaps in communication, educational problems, and health disparities. We must share values in order to achieve public health goals larger than us. We must understand how diversity can cause people to have poor access to health care and education. Public health professionals also hold the responsibility to be culturally sensitive in order to earn trust from those who are in need of knowledge and services. It is important that we understand the beauty of working together with diverse populations for the good of advancements in public health.

Diversity and culture are major parts of practicing public health. We were given opportunities to expand our knowledge of other cultures as well as how to recognize and understand diversity. The first assignment I chose to represent diversity is a book report done on Michelle Obama. This assignment was a great example of cultural sensitivity and learning more about diversity because it gave me the opportunity to look into the life of someone who grew up in completely different conditions and time period than me. The next activity is a community awareness interview conducted during health education and promotion. This interview required us to talk to three other people with different cultural backgrounds. It gave me several opportunities to learn more about how other people were raised and the experiences they had. The third assignment I chose was the community windshield survey. We conducted this tour in the Sugar Creek Rd. area in Charlotte during the afternoon areas. We then compared those observations to those of a middle to high income area in north Charlotte. The differences between the two areas allowed us to see the disparities present in lower income areas in our own city. The final activity that represents my experience with diversity and culture is my own coat of arms. The reason why I decided to put this assignment under diversity and culture is that it is a representation of the diversity that contribute to the world of public health. It is important to understand that diversity isn't only about how others are different from you, but also that you are different from others.

Coursework Relating to Diversity and Culture

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coat of Arms</td>
<td>Representation of what makes me</td>
</tr>
</tbody>
</table>
Public Health
eP #3

Capstone -- Portfolio 1,2,3
by Karen De la O Medina

Frameworks of Public Health

Frameworks in public health identify the various structures that determine public health priorities for conceptualizing health and disease, investigating problems, conducting research and planning, implementing, and evaluating programs. These frameworks allow individuals to effectively address and solve the various issues that emerge in the public health world. These frameworks are applicable to all of the five core areas of public health and therefore provide transferable skills and knowledge.

The materials that can be found in this section include the Healthy People 2020 presentation that investigates the health problem of diabetes in the American population and proposes a health education intervention program, the Community Health Assessment of Warren County, which conducts research on the health status of the county, the diabetes-based health education program “Diabetic Eat Right,” the Four Cross-Cutting Competencies and my reflection on career plans.

The materials in this section reflect my accomplishments in terms of the BSPH program goals by showcasing my ability to assess the health status of populations, apply basic public health sciences, including the prevention of chronic diseases to public health problems, apply the core functions of program development, and apply evidence-based principles to critical decision making and evaluation in public health. They also display my understanding of the four main competencies of public health. Finally, my paper on Careers in Public Health is included because it demonstrates how I plan to convert my understanding of frameworks of public health into a career for myself.

Diversity and Culture

Diversity and culture focuses on the ability of public health professionals to collaborate and connect with differing people and diverse communities. This interaction must be carried out in a manner that demonstrates cultural competence, cultural sensitivity, and ability to recognize, respect, and share values to produce the intended impact or change. Another important part of diversity and culture is creating and adapting public health approaches to situations that allow for cultural differences and highlights available community resources. This also includes being able to utilize appropriate methods of interacting sensitively and appreciating the collaborative work of everyone involved.

The materials in this section include the concept map, flowchart diagram, and assignments I did for Professor Proctor’s class that allowed me to interact with people of different backgrounds. The materials in this section reflect my accomplishments and capabilities in this alpha goal. The materials like the Cultural Health Trends and the Community Wellness drive through demonstrate my ability to differentiate among availability and accessibility of healthcare across diverse populations, and use proper methods of interacting sensitively with people from different backgrounds. The concept map and flowchart diagram describe my capabilities in languages to interact with diverse communities, my desire to serve diverse populations and the diversity that I identify within myself.

About Karen

Having traveled to various different countries around the world and being apart of the Latino minority group in America, I have had the opportunity to address global health and experience minority disparities. These experiences fueled my passion for medicine and healthcare. On the academic pursuit, I hope to graduate with a Bachelor of Science in Public Health. I channel my interest for healthcare through an internship with the vervin County County, through the studies and extra activities, I recognize my passion for the Hispanic and immigrant community and its health. I plan to focus my future endeavors to improve access to healthcare, minimize health disparities and create a sustainable health care culture for this population.

Final Reflection

Communication in Public Health

Communication in Public Health is the capacity to gather, manage, and formulate data to create and present meaningful and resourceful information for effective understanding. Effective Public Health
Public Health

Lessons Learned

- “ePortfolio” expectations need to be established and reinforced by collaborative faculty
- Disciplinary frameworks and competency-based curriculum provide latent structure for design
- Transfer of skills is enabled when assignments and rubrics are mapped to program competencies and shared among participating faculty
- Connections between activities emerge when students engage in reflection
Any questions?