# Graduate Portfolio Process & Template 2022

**Purpose of the Graduate Portfolio**

The curricula and degree requirements for the MPH and MS programs in Nutritional Sciences are based on competencies established by the School of Public Health (for all students) and the Nutritional Sciences Program (core competencies required for all students and degree specific competencies). In an accredited School of Public Health, academic programs are asked to demonstrate how each student is given an opportunity to assess and demonstrate their achievement of the competencies. For example, some programs have a comprehensive exam after the first year of coursework. In Nutritional Sciences, the Graduate Portfolio serves this purpose while providing a structured opportunity to:

* Reflect on learning Nutritional Sciences Program areas of emphasis. (Table A and Self-Assessment)
* Reflect on personal goals, progress, and achievements. (All components)
* Describe the plan for completing the culminating project. (Self-Assessment)
* Identify opportunities for guidance or possible areas of concern in preparation for the second year. (All components)

**Required Portfolio Contents – due by Thurs, June 30, 2022**

* Cover Page with Your Name, Date of Submission
* Table A. Nutritional Sciences Program Areas of Emphasis reflection
* Table B. CEPH competencies (MPH & MS)
* Resume (with future employer as audience)
* Self-Assessment

**Submit as a single PDF Document**

Please consolidate all the materials into a single PDF document for submission. Information on the Graduate Student Portfolio and additional instructions for merging and submitting your file are provided [online](https://nutr.uw.edu/students/graduate/grad-student-portfolio/).

# Table A. Nutritional Sciences Program (NSP) Areas of Emphasis Reflection

In the table below, reflect on your learning over this first year for at least **two** of the NSP areas of emphasis indicated. When reflecting, consider the individual classes taken, assignments and activities completed, discussions and presentations, group work and individual work, and how the totality of the first-year coursework addressed the two areas of emphasis.

**Example:**

| **NSP Area of emphasis** | **Learning Reflection** |
| --- | --- |
| Evidence-based approaches to public health nutrition | Coursework during the first year highlighted the importance of evidence-based approaches to nutrition-related issues ranging from macronutrient and micronutrient metabolism and dietary recommendations (NUTR 520 and 521) to associations between dietary intake and chronic disease risk (NUTR 562). [Include specific activities or experiences in these classes that required engaging in this area of emphasis] |

| **NSP Area of emphasis** | **Learning Reflection** |
| --- | --- |
| 1. Evidence-based approaches to public health nutrition |  |
| 1. Nutritional requirements for human health |  |
| 1. Food systems perspectives and policies |  |
| 1. Interdisciplinary approaches to problem-solving |  |
| 5. Effective leadership and communication |  |

*First-year Core MPH classes include*NUTR 500 Food Systems Seminar, NUTR 512 US Food Systems Policy, NUTR 513 Food & Society, NUTR 520 Nutrition and Metabolism I, NUTR 521 Nutrition and Metabolism II, NUTR 526 Maternal and Pediatric Nutrition, NUTR 562 Nutrition in Chronic Disease, PHI 511 Foundations of Public Health, PHI 512 Analytic Skills for Public Health I, PHI 513 Analytic Skills for Public Health II, PHI 514 Determinants of Health, PHI 515 Implementing Public Health Interventions, PHI 516 Public Health Practice

*First-year Core MS classes include* BIO 511 Medical Biometry, EPI 511 Intro to Epidemiology, HSERV 597 Structural Racism and Public Health, NUTR 500 Food Systems Seminar, NUTR 512 US Food Systems Policy, NUTR 513 Food & Society, NUTR 514 Sustainable Food Systems for Population Health, NUTR 520 Nutrition and Metabolism I, NUTR 521 Nutrition and Metabolism II, NUTR 526 Maternal and Pediatric Nutrition, NUTR 562 Nutrition in Chronic Disease

# Table B. Council on Education in Public Health (CEPH) competencies (MPH or MS)

**For each** competency in the appropriate degree table, list the classes in which the competency was achieved (Course number, name, and quarter completed). **Elaborate on 2 CEPH competencies** by describing how activities and/or experiences in a given class contributed to your achievement of those competencies.

|  |  |
| --- | --- |
| **CEPH Competencies (MPH Degree)** | **Achieved in required classes** |
| 1. Apply epidemiological methods to the breadth of settings and situations in public health practice |  |
| 2a. Select quantitative data collection methods appropriate for a given public health context |  |
| 2b. Select qualitative data collection methods appropriate for a given public health context |  |
| 3a. Analyze quantitative data using biostatistics, informatics, computer-based programming and software, as appropriate |  |
| 3b. Analyze qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate |  |
| 1. Interpret results of data analysis for public health research, policy or practice |  |
| 1. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings |  |
| 1. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels |  |
| 1. Assess population needs, assets and capacities that affect communities’ health |  |
| 1. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs |  |
| 1. Design a population-based policy, program, project or intervention |  |
| 1. Explain basic principles and tools of budget and resource management |  |
| 1. Select methods to evaluate public health programs |  |
| 1. Discuss multiple dimensions of policy-making process, including the roles of ethics and evidence |  |
| 1. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes |  |
| 1. Advocate for political, social or economic policies and programs that will improve health in diverse populations |  |
| 1. Evaluate policies for their impact on public health and health equity |  |
| 1. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making |  |
| 1. Apply negotiation and mediation skills to address organizational or community challenges |  |
| 1. Select communication strategies for different audiences and sectors |  |
| 1. Communicate audience-appropriate public health content, both in writing and through oral presentation |  |
| 1. Describe the importance of cultural competence in communicating public health content |  |
| 1. Perform effectively on interprofessional teams |  |
| 1. Apply systems thinking tools to a public health issue |  |

|  |  |
| --- | --- |
| **CEPH Competencies (MS Degree)** | **Achieved in required classes** |
| 1. Explain public health history, philosophy and values |  |
| 2. Identify the core functions of public health and the 10 Essential Services |  |
| 3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health |  |
| 4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program |  |
| 5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc. |  |
| 6. Explain the critical importance of evidence in advancing public health knowledge |  |
| 7. Explain effects of environmental factors on a population’s health |  |
| 8. Explain biological and genetic factors that affect a population’s health |  |
| 9. Explain behavioral and psychological factors that affect a population’s health |  |
| 10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities |  |
| 11. Explain how globalization affects global burdens of disease |  |
| 12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health) |  |

# Resume

Please provide a current resume. Construct the resume as one that you would provide to a future employer.

# Self-Assessment

1. **Culminating Project Plans (Thesis or Capstone)**

Check the appropriate box below:

* I plan to complete the group capstone project offered in NUTR 531 / NUTR 596 in autumn quarter, year 2
* I plan to complete a thesis project (Respond to prompts below)

Thesis topic:

Thesis mentor:

BRIEF outline of timeline (work plan and credits) for completing the project:

1. Provide a concise and cohesive narrative response to the points below. The expected length is approximately 1 to 2 pages total (single-spaced, 11- or 12- point font).

**Goals and Achievements**

Describe how your development and achievements in your first year of graduate study reflect progress toward your identified graduate education and career goals. Consider the following points in your response.

* + What were your initial goals for graduate study and for your career?
  + How have your initial goals changed?
  + To what extent do you think your first year of study has moved you toward achieving those goals?
  + What were your major achievements during the first year of graduate study?
  + Describe any unanticipated benefits and/or challenges in your first year of graduate study.
  + Reflect on your experiences in terms of your career goals and your journey toward being a nutrition professional who can synthesize depth of knowledge and creativity of thought to address future nutrition problems.

**Describe Progress Toward the Nutritional Sciences Program’s Core Competencies**

Considering your completed Table A, please respond to the following questions and describe your progress toward meeting the competencies. Consider the following points in your response.

* + What specific ways of engaging with these topics allowed you to become competent?
  + What are your areas of greatest competency?
  + What are areas in which you hope to gain additional competency?

**Anticipated graduation quarter**

Please state your anticipated graduation quarter. Identify any potential obstacles to graduating on time and offer a solution for avoiding or overcoming those obstacles.